

**ED 507**  
Qualitative Research Methods  
Spring, 2005

Professor Joanne Larson  
Time: Wednesdays, 4:50 - 7:30 PM  
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**Course Objective:**

This required doctoral research methods course will introduce PhD and EDD students to qualitative research in education. The course will offer students an opportunity to explore the theoretical and philosophical foundations of qualitative inquiry while applying these principles in a research project.

**Course Requirements:**

1. **Research Project (65% of grade):** This course will require you to observe in a field site and to interview local participants. This is an informal observational study for purposes of experiencing the methods of qualitative research only. Sample locations may include public malls, parks, shopping centers, or your own family and friends (a field “site” does not mean only a physical location or a group. A study of a certain individual and that person’s life context is also acceptable).
  - 1.1 *Site selection prospectus (10%):* The site selection prospectus will include a description of the selected place, group, or individual and a rationale for your selection.
  - 1.2 *Fieldnote and Interview data (20%):* Students will observe at their selected site four to five times for at least one hour and transcribe those fieldnotes. In addition, at least one interview must be conducted, audiorecorded, and transcribed. (To be submitted throughout the semester as noted in the syllabus).
  - 1.3 *Class presentation and Final Qualitative Report (35%):* The final paper will consist of a report of the class project that includes: a clear statement of the question being investigated, the theoretical context in which the question and methodology are grounded, a description of the context for the project and the methodology used, a discussion of what the investigation found and implications that might apply. Presentation of the project to the class will round out this assignment.
2. **Qualitative Research Study Review (20% of grade):** Students will select a book or case study that reports on a qualitative study and write a critical/analytic review. This assignment is designed to familiarize students with how qualitative research is reported and to provide students with the experience of reviewing a variety of qualitative studies.
3. **Critical Commentaries (15% of grade):** Students will be required to write three critical commentaries during the semester. Critical commentaries should be typed, double-spaced, and approximately 3-5 pages in length. Commentaries should address important theoretical, methodological, and substantive issues that emerge from your reading of the texts, your research project, and class discussion. These papers are not summaries, but should be a careful synthesis and analysis of the readings. Commentaries will be used as a basis for class discussion.

NO LATE ASSIGNMENTS WILL BE ACCEPTED

**Required Texts:**

Denzin, N. & Lincoln, Y. (2000). Handbook of Qualitative Research , Second Edition. Thousand Oaks, CA: Sage.

Barton, D. & Hamilton, M. (1998). Local Literacies. New York: Routledge.

Strauss, A. & Corbin, J. (1998). Basics of qualitative research: Techniques and procedures for developing grounded theory, Second Edition. London: Sage.

Wolff, M. (1992). A thrice told tale: Feminism, postmodernism, and ethnographic responsibility. Stanford: Stanford University Press.

Additional readings may be accessed online using WebCT.

**Recommended:**

Bogdan, R. & Biklen, S. (1992). Qualitative research in education: An introduction to theory and methods. Boston: Allyn and Bacon.

Geertz, C. (1995). After the fact: Two countries, four decades, one anthropologist. Cambridge, MA: Harvard University Press.

Wolcott, H. (2001). Writing up qualitative research, Second Edition. London: Sage.

**Grading:**

Research Project:	65 points
(Site Selection Prospectus:	10 points*)
(Fieldnote and Interview Data:	20 points*)
(Presentation/Final Paper:	35 points)
Qualitative Research Study Review:	20 points
<u>Critical Commentaries:</u>	<u>15 points</u>
Total:	100 points

15		20		35		65		100	
15 – 13	A	20 – 15	A	35 – 30	A	65 – 60	A	100 – 95	A
13 – 11	B	15 – 10	B	30 – 25	A-	60 – 55	A-	95 – 90	A-
11 - 9	C	10 - 5	C	25 – 20	B+	55 – 50	B+	90 – 85	B+
				20 – 15	B	50 – 45	B	85 – 80	B
				15 – 10	B-	45 – 40	B-	80 – 75	B-
				10 - 5	C	40 - 35	C	75 - 70	C

\* These assignments do not receive letter grades.

**Class Schedule:**

January 14

*Overview of the course*

January 21

*Introducing Qualitative Research*

**Site selection prospectus due**

Readings:

Erickson, F. (1986). Qualitative methods in research on teaching. In M. Wittrock (Ed.) Handbook of research on teaching, (pp. 119-161). Washington: AERA.

McLeod, J. (2001). Qualitative Research in Counseling and Psychotherapy, pp. 1-20. London: Sage.

Wolf, Chapters 1-2, pp. 1-60.

Recommended:

Denzin, N. & Lincoln, Y. (2000). Introduction: The discipline and practice of qualitative research. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition. Thousand Oaks, CA: Sage.

Vidich, A. & Lyman, S. (2000). Qualitative methods: Their history in sociology and anthropology. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition. Thousand Oaks, CA: Sage.

January 28

*Fieldwork*

**First Critical Commentary Due**

Readings:

Bogdan, R. & Biklen, S. (2003). Qualitative Research for Education Fourth Edition, pp. 73-184. Boston: Allyn and Bacon.

Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In The interpretation of cultures, pp. 3-30. New York: Basic Books.

Miles & Huberman, Chapter 1, pp. 1-15.

February 4

*Contested Foundations*

**First impression fieldnotes due**

Readings:

Luke, A. (2003). The trouble with context. Unpublished manuscript. University of Queensland.

Gergen, M. & Gergen, K. (2000). Qualitative inquiry: Tensions and transformations. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition, pp. 1025-1046. Thousand Oaks, CA: Sage.

Wolf, Chapter 3, pp. 61-92.

Recommended:

Strauss & Corbin, Part I

Lincoln, Y. & Guba, E. (2000). Paradigmatic controversies, contradictions, and emerging confluences. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition. Thousand Oaks, CA: Sage.

Schwandt, T. (2000). Three epistemological stances for qualitative inquiry:

Interpretivism, hermeneutics, and social constructionism. In N. Denzin & Y.

Lincoln (Eds.). Handbook of Qualitative Research Second Edition. Thousand Oaks, CA: Sage.

February 11

*Ethics*

Readings:

Christians, C. (2000). Ethics and politics in qualitative research. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition, pp. 133-155. Thousand Oaks, CA: Sage.

Lankshear, C. Knobel, M. (1997). The moral consequences of what we construct through qualitative research. Paper presented at the annual meeting of the Australian Association for Research in Education. Brisbane, Australia.

Fine, M., Weis, L., Weseen, S., & Wong, L. (2000). For whom? Qualitative research, representations, and social responsibilities. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition, pp. 107-131. Thousand Oaks, CA: Sage.

Selected University of Rochester Research Subjects Review Board (RSRB) materials. See <http://www.urmc.rochester.edu/ohsp/>

February 18

*Qualitative Study Design*

Readings:

Stake, R. (2000). Case studies. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition, pp. 435-454. Thousand Oaks, CA: Sage.

Kemmis, S. & McTaggart, R. (2000). Participatory action research. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition, pp. 567-605. Thousand Oaks, CA: Sage.

Miles & Huberman, Chapters 2-3, pp. 16-49.

Recommended:

**\*Required for those students who have not had the F2003 Doctoral Research Methods course.**

Bloome, D. & Katz, L. (2003). Methodologies in research on young children and literacy. In Hall, N., Larson, J., & Marsh, J. (eds.). Handbook of Early Childhood Literacy. pp. 381-399. London: Sage.

February 25

*Participant Observation*

**Second Critical Commentary Due**

Readings:

Angrosino, M. & Mays de Perez, K. (2000). Rethinking observation: From method to context. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition, pp. 673-703. Thousand Oaks, CA: Sage.

Jorgensen, D. (1989). Participant observation: A methodology for human studies, pp. 12-81. London: Sage.

Strauss & Corbin, Part II

March 3

*Ethnography*

**Second Field notes Due**

Readings:

- Duranti, A. (1997). Ethnographic methods. Linguistic anthropology, pp. 84-121. Cambridge, UK: Cambridge University Press.
- Tedlock, B. (2000). Ethnography and ethnographic representation. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition, pp. 455-486. Thousand Oaks, CA: Sage.
- Wolf, Chapter 4, pp. 93-126.

March 10

*Interviewing*

Readings:

- Fontana, A. & Frey, J. (2000). The interview: From structured questions to negotiated text. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition, pp. 645-672. Thousand Oaks, CA: Sage.
- Seidman, I.E., (1991). Technique isn't everything, but it is a lot. Interviewing as qualitative research, (pp. 56-71). New York: Teachers College Press.
- Wolf, Chapter 5, pp. 127-139.

March 17

*Understanding Data analysis*

Readings:

- Gubrium, J. & Holstein, J. (2000). Analyzing interpretive practice. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition, pp. 487-508. Thousand Oaks, CA: Sage.
- Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition, pp. 509-535. Thousand Oaks, CA: Sage.
- Miles & Huberman, Chapter 4, pp. 50-89.

March 24

*Transcription and Analyzing Talk*

**Interview transcripts and field notes due**

- Ochs, E. (1979). Transcription as theory. In E. Ochs & B. Schieffelin (Eds.) Developmental pragmatics, (pp. 43-72). New York: Academic Press.
- Gutierrez, K., Rymes, B., & Larson, J. 1995). Script, counterscript, and underlife in the classroom: James Brown versus Brown v. Board of Education. Harvard Educational Review, 65(5), 445-471.
- Silverman, D. (2000). Analyzing talk and text. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition, pp. 821-834. Thousand Oaks, CA: Sage.

March 31

*Coding and analyzing*

**Third Critical Commentaries Due**

Readings:

Ellis, C. & Bochner, A. (2000). Data management and analysis methods. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition, pp. 769-802. Thousand Oaks, CA: Sage.

Weitzman, E. (2000). Software and qualitative research. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition, pp. 803-820. Thousand Oaks, CA: Sage.

Miles & Huberman, Chapters 5-6, pp. 90-171 and Appendix, pp. 311-317.

**Guest Speaker: Nancy Ares**

April 7

*Video and other representations*

**Coded interview transcripts and field notes due**

Readings:

Harper, D. (2000). Reimagining visual methods: Galileo to *Neuromancer*. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition, pp. 717-732. Thousand Oaks, CA: Sage.

Frow, J. & Morris, M. (2000). Cultural studies. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition, pp. 315-346. Thousand Oaks, CA: Sage.

**Guest Speaker: Bronwen Low**

April 14

**NO CLASS MEETING**

*Writing, publishing, and presenting qualitative data*

**Book review due**

Readings:

Heath, S.B. (1993). The madness(es) of reading and writing ethnography. Anthropology and Education Quarterly, 24(3). 256-268.

Denzin, N. (2000). The practices and politics of interpretation. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition, pp. 807-922. Thousand Oaks: Sage.

Anfara, V., Brown, K., & Mangione, T. (2002). Qualitative analysis on stage: Making the research process more public. Educational Researcher, 31(7), 28-38.

Miles & Huberman, Chapter 9, pp. 239-244.

Recommended:

Wolcott, H. (2001). Writing up qualitative research, Second Edition. London: Sage.

Richardson, L. (2000). Writing: A method of inquiry. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition, pp. 923-948. Thousand Oaks, CA: Sage.

April 21

*Future directions and considerations*

Readings:

Fine, M. (1994). Working the hyphens: Reinventing the self and other in qualitative research. In N. Denzin & Y. Lincoln (Eds.) Handbook of qualitative research, (pp. 70-82). Thousand Oaks, CA: Sage.

Rist, R. (2000). Influencing the policy process with qualitative research. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research Second Edition, pp. 1001-1017. Thousand Oaks, CA: Sage.

Recommended:

Bogdan & Biklen, Chapter 6.

Ladson-Billings, G. (2000). Racialized discourse and ethnic epistemologies. In N. Denzin & Y. Lincoln (Eds.). Handbook of Qualitative Research, Second Edition. Thousand Oaks, CA: Sage.

April 28

*Student presentations of projects*

May 5

*Student presentations of projects*

May 7

**Final papers due**