

PRELIMINARY

MIAMI UNIVERSITY
DEPARTMENT OF EDUCATIONAL LEADERSHIP
EDL 780Q: INTRODUCTION TO QUALITATIVE RESEARCH IN EDUCATION
FALL 2004

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Wednesday 4:00-6:40

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& by appointment

A: STATEMENT OF PURPOSE

Twenty-five years ago, when I joined the Department of Educational Leadership, nearly all research attempted to mimic the natural sciences and, therefore, drew conclusions from the statistical manipulation of quantitative data. Today, except for two or three professors and students, nearly all of the empirical research in EDL uses qualitative data and justifies its practices with a wide range of philosophies. This trend in EDL follows a larger movement in the broader field of educational research in which, despite the Bush administration's refusal to recognize qualitative research as legitimate, more and more of the research in education is qualitative in nature. Given the recent and sudden explosion of qualitative work, we should not be surprised to find out that today's students are learning how to conduct qualitative research in much the same way that their forerunners learned how to conduct quantitative research. Unfortunately many programs adopt courses that confuse the techniques of research with the conduct of research. But unlike quantitative research, qualitative research depends heavily on a reflexivity that permeates the whole research process and, therefore, technique is less important than thought. This is not to say, however, that there are not "regular practices" which can be learned and practiced by students who wish to conduct or understand qualitative research. This course is a seminar designed to promote discussions around such regular practices and to encourage quality thought about the conduct of research using qualitative data.

Goals of Course:

- To introduce students to thinking and using terms found in qualitative discourses.
- To introduce students to different discourses used to justify qualitative research.
- To have students try some of the practices associated with qualitative research.

To accomplish these goals, the course will assume three important positions.

- (1) Education must be understood as primarily a social activity.
- (2) Students must *actively* participate in the process of their own *and* their peers' education.
- (3) All statements of knowledge and value by students or the instructor must lay themselves open to critical dialogue.

". . . to read does not obligate one to understand.
First it is necessary to read . . . avoid understanding to quickly"

Jacque Lacan (as quoted in G. Ulmer,
Applied Grammatology, 1985: 196)

B: COURSE REQUIREMENTS:

Required Books:

deMarrais, Kathleen & Stephen Lapan (eds.) *Foundations for Research: Methods of Inquiry in Education and the Social Sciences*. Lawrence Erlbaum. 2004.
ISBN: 0-8058-3650-0

Foley, Douglas. *Learning Capitalist Culture: Deep in the Heart of Tejas*. University of Pennsylvania, 1990. **ISBN: 0812213149**

Gordon, Lewis R. *Existential Africana: Understanding Africana Existential Thought*. Routledge: 2000. **ISBN: 0415926440**

Lofland, John and Lyn Lofland. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Wadsworth: 1995. **ISBN: 0534247806**

Peshkin, Alan. *God's Choice: The Total World of a Fundamentalist Christian School*. University of Chicago, 1986. **ISBN: 0226661997**

Proweller, Amira. *Constructing Female Identities: Meaning Making in an Upper Middle Class Youth Culture*. State University of New York. 1998. **ISBN: 0791437728**

Yon, Daniel. *Elusive Culture: Race and Identity in Global Times*. State University of New York. 2000. **ISBN: 0791444821**

Group Field Study (50% of final grade)

Form a group of 3 and select a field study site that will allow each of you to practice various methods of qualitative research. While I recommend (though do not require) that you select an educational site, you should understand "educational" in its broadest sense. I recommend that you select a site that is neither one that any of you might want to use for your dissertation nor a site where any of you now work. Keep in mind that children under the age of 18 must have parental permission to be interviewed and so introduce an extra difficulty. The main purpose of this field study is to practice qualitative research methods rather than to gain knowledge about educational practices and so you might look for sites that provide easier access than elementary and secondary schools.

The field study should include everyone practicing various research techniques and should include some examples of, *at least*, interviewing, observation, and material analysis by each member of the group.

The group should meet regularly to discuss their practices and findings.

The group shall turn in 2 products: log of meetings and final reflection paper.

The log shall briefly summarize the discussion of all group meetings.

The final reflection paper shall be a field study memoir that brings your readings to your field experience in an intelligent manner that shows both an understanding of the readings drawn upon as well as insight into the concrete situations of your site.
(Limited to 15 pages)

Individual Paper (50% of final grade)

Each student shall select a topic relevant to the course to pursue further reading and then write an appropriate paper given the topic selected. You must discuss your topic with me and then submit a written proposal and receive a written approval from me.
(Limited to 10 pages)

C. COURSE OUTLINE

- 9/2 Topic: Introduction to the course and to qualitative research
 Ethics & Politics in Qualitative Research
 Reading: Tisdale, K. "Being Vulnerable and Being Ethical with/in Research"
 in *Foundations for Research*
 Malone, Susan. "Ethics at Home: Informed Consent in Your Own Back
 Yard" *International Journal of Qualitative Studies in Education*
 (Nov-Dec 2003) V. 16, n. 6: 797-815. ISSN: 0951-8398

I. GENERIC QUALITATIVE FIELD METHODS

- 9/9 Topic: Interviewing
 Reading: DeMarais, K. "Qualitative Interview Studies: Learning Through
 Experience" in *Foundations for Research*
 Lofland & Lofland, Ch. 1-4
 Adams, Jacqueline. "The Imagination and Social Life" *Qualitative*
 Sociology (Fall 2004) V. 27, n. 3: 277-297. ISSN 0162-0436
- 9/16 Topic: Historical Research, Document Analysis & Materials Management
 Reading: Rousmaniere, K. "Historical Research" in *Foundations for Research*
 & a reading TBA
 Quantz, R. (1991) "Interpretive Method in Historical Research:
 Ethnohistory Reconsidered" in Richard J. Althenbaugh (ed.)
 The Teacher's Voice: A Qualitative Analysis of Teaching in
 Twentieth-Century America (London: Falmer Press).
 Quantz, R. (1985). The Complex Visions of Female Teachers
 and the Failure of Unionization in the 1930s: An Oral
 History of Hamilton, Ohio. *History of Education Quarterly*,
 Vol. 25, No. 4, 439-458.
 Lofland & Lofland, Ch. 6

9/23 Topic: Participant Observation
Reading: Preissle, J & L. Grant "Fieldwork Traditions: Ethnography and Participant Observation" in *Foundations for Research*
Lofland & Lofland, Ch. 5
Anderson, Elijah. "Jelly's Place: An Ethnographic Memoir"
Symbolic Interaction (Spring2003) Vol. 26 Issue 2,: 217-237.
ISSN: 0195-6086, online ISSN: 1533-8665

9/30 Special Topic: Doing Africana Philosophy (with Lewis Gordon)
Reading: Gordon, Lewis. *Existential Africana:
Understanding Africana Existential Thought*

II. CLASSIC QUALITATIVE RESEARCH

10/7 Topic: Anthropology & Ethnography
Reading: Peshkin, Alan. *God's Choice:
The Total World of a Fundamentalist Christian School*
Peshkin, Alan. "In Search of Subjectivity--One's Own." *Educational
Researcher* , v. 17 issue 7, 1988, p. 17-21

10/14 Topic: Case Study:
Symbolic Interactionism, Phenomenology, Ethnomethodology
Reading: Roulston, K. "Ethnomethodological and Conversation Analytic Studies"
in *Foundations for Research*
McDermott, Ray. "Social Relations as Contexts for Learning in School."
Harvard Educational Review. (May 1977) V. 47, n. 2: 198-213.
Groenewald, Thomas. "A Phenomenological Research Design Illustrated"
International Journal of Qualitative Methods (April 2004)
V. 3, n. 1: 1-26. ISSN: 1609-4069
Armato, Michael & William Marsiglio, "Self-Structure, Identity, and
Commitment: Promise Keepers' Godly Man Project"
Symbolic Interactionism. (2002) V. 25, n. 1: 41-65.
ISSN: 0195-6086, online ISSN: 1533-8665.

10/21 Topic: More Exemplars: Interpretive Research
Reading: Moerer-Urdahl, Tammy & John Creswell. "Using Transcendental
Phenomenology to Explore the 'Ripple Effect' in a Leadership
Mentoring Program" *International Journal of Qualitative Methods*
(June 2004) V. 3, n. 2: 1-28. ISSN: 1609-4069
Lafferty, Yvonne & Jim McKay. "'Suffragettes in Satin Shorts'?
Gender and Competitive Boxing" *Qualitative Sociology*
(Fall 2004) V. 27, n. 3: 249-276. ISSN 0162-0436
Macias, Thomas. "*Imaginandose Mexicano: The Symbolic Context of
Mexican American Ethnicity Beyond the Second Generation*"
Qualitative Sociology (Fall 2004) V. 27, n. 3: 299-315.
ISSN 0162-0436

II. CRITICAL & POSTCRITICAL ETHNOGRAPHY

- 10/28 Topic: Critical Ethnography
Reading: Foley, Doug. *Learning Capitalist Culture: Deep in the Heart of Tejas*
- 11/4 NO CLASS: UCEA, AESA, & HES IN KANSAS CITY
- 11/11 Topic: Post-Critical Ethnography
Reading: Yon, Daniel. *Elusive Culture: Schooling, Race and Identity in Global Times*
Noblit, G. "Reinscribing Critique in Educational Ethnography: Critical and Postcritical Ethnography" in *Foundations for Research*
- 11/18 Topic: Critical & Postcritical
Reading: Proweller, Amira. *Constructing Female Identities: Meaning Making in an Upper Middle Class Youth Culture.*
Lather, P. "Critical Inquiry in Qualitative Research: Feminist and Poststructural Perspectives: Science 'After Truth'" in *Foundations for Research*
- 11/25 NO CLASS: THANKSGIVING
- 12/2 INDIVIDUAL PAPER DUE
Topic: Narrative Inquiry
Reading: Kramp, M. K. "Exploring Life and Experience Through Narrative Inquiry" in *Foundations for Research*
Johnson-Bailey, J. "Enjoining Positionality and Power in Narrative Work: Balancing Contentious and Modulating Forces" in *Foundations for Research*
Another reading TBA
- 12/9 GROUP PROJECT DUE
Topic: Other Qualitative Approaches
Reading: Hays, P. "Case Study Research" in *Foundations for Research*
Lapan, S. "Evaluation Studies" in *Foundations for Research*
Brown, Hilary. "Action Research in the Classroom: A Process that Feeds the Spirit of the Adolescent" *International Journal of Qualitative Methods* (April 2004) V. 3, n. 1: 1-29.
ISSN: 1609-4069