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"

B: COURSE REQUIREMENTS:

**Required Books:**


**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*  

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  
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"  
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*  

10/14  Topic:  Case Study:  
Symbolic Interactionism, Phenomenology, Ethnomethodology  
Reading:  Roulston, K. "Ethnomethodological and Conversation Analytic Studies" in *Foundations for Research*  
V. 3, n. 1: 1-26. ISSN: 1609-4069  
Armato, Michael & William Marsiglio, "Self-Structure, Identity, and Commitment: Promise Keepers' Godly Man Project"  
ISSN: 0195-6086, online ISSN: 1533-8665.

10/21  Topic:  More Exemplars: Interpretive Research  
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*
   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*
   ISSN: 1609-4069