EDRS 812-002 (3 credits)
QUALITATIVE METHODS IN EDUCATIONAL RESEARCH
Fall 2015

Instructor:	Colleen K. Vesely
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Email:	cvesely@gmu.edu
Phone:	Please use email for most communication; my office phone is 703-993-5346, but I don't check my voicemail.
Class meeting:	Thursdays, 7:20- 10:00PM; see course schedule
Location:	Thompson Hall 1020
Prerequisite:	Successful completion (with a grade of B or higher) of EDRS 810, or equivalent coursework or experience.

Catalog Course Description

Teaches how to apply qualitative data collection and analysis procedures in educational research, including ethnographic and other field-based methods, and unobtrusive measures.

Expanded Course Description

EDRS 812 is an introductory course on the most important concepts and methods of qualitative research, including interviewing, observation, and the analysis of data gained from these. The course involves reading and discussing explanations and examples of qualitative research; in-class demonstrations and exercises; and a semester-long qualitative research project. See "Course Structure," below, for more details.

Course Goals

1. Understand the most important characteristics of qualitative research, and the key ways in which this approach differs from other research strategies.
2. Understand the most important methods and strategies used in qualitative research, and how to use these in doing a qualitative study.
3. Be able to use these understandings to evaluate published qualitative research.
4. Be able to design and conduct a small-scale qualitative study.
5. Be able to effectively communicate the design, process, and results of such a study.

Required Books

Joseph Maxwell, *Qualitative Research Design: An Interactive Approach* (3rd edition). Sage Publications, 2012.
Corrine Glesne, *Becoming Qualitative Researchers: An Introduction* (5th edition). Longman, 2016. The 4th edition is acceptable if you can't afford the 5th edition.
Robert Emerson, Rachel Fretz, & Linda Shaw, *Writing Ethnographic Fieldnotes* (2nd edition). University of Chicago Press, 2011.
Robert Weiss, *Learning From Strangers: The Art and Method of Qualitative Interview Studies*. Free Press, 1994.

All of the assigned books should be available in the GMU bookstore. Dr. Joe Maxwell's chapter-by-chapter commentary on Glesne, Weiss, and Emerson et al. is posted on the course Blackboard site; this is also assigned reading for each assigned chapter of these books.

Recommended Books and Journals

Howard S. Becker, *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. University of Chicago Press, 1986 (2nd edition, 2007). All of the assigned chapters are essentially the same in the first and second editions.
Lisa Given (Ed.), *The SAGE Encyclopedia of Qualitative Research Methods* (2 vols). Sage Publications, 2007. The most useful reference book for qualitative research, this has entries for almost any imaginable topic in qualitative research. Available in the Reference section of the Arlington campus library.
Thomas Schwandt, *The SAGE Dictionary of Qualitative Research* (4th edition). Sage Publications, 2015. This is really a mini-encyclopedia, covering many of the essential concepts for qualitative research. Each entry is followed by key references. 3rd edition is available online though Mason libraries.
Norman Denzin and Yvonna Lincoln, *The SAGE Handbook of Qualitative Research* (4th edition). This is also useful, but many of the chapters deal with very specialized approaches or issues that you may never need to know about, and I have serious disagreements with some of what Denzin and Lincoln say in their Introduction. Several copies are held at Fenwick and the Johnson Center libraries. (Warning: search under Lincoln, not Denzin; the library catalog has no listings for Norman Denzin, one of the most prolific authors and editors in qualitative research!)

There are specialized handbooks and "kits" on many topics or areas in qualitative research, for example, the *SAGE Handbook of Qualitative Data Analysis* (Sage, 2014), *Qualitative Research Practice* (Sage, 2004), *Handbook of the Arts in Qualitative Research* (Knowles and Cole, 2007) and the *Ethnographer's Toolkit* (7 short handbooks, Sage, 2010). Many research handbooks for particular fields within education include chapters on qualitative methods (for example, the *Handbook of Research on Teaching*).

The two most important journals specifically devoted to qualitative research in education are *Anthropology and Education Quarterly* and the *International Journal of Qualitative Studies in Education*. Many other educational research journals also publish the results of qualitative

studies. The most important journals for papers dealing with qualitative methods in general are *Qualitative Inquiry* and *Qualitative Research*.

Course Structure

This class will be collaborative and interactive; be prepared for discussion. Questions are encouraged and expected, and alternative viewpoints are welcome. I value a diversity of contributions to our discussions, and I expect all of us to create an educational climate that is respectful of differences. Your participation as a class member will be evaluated, not by the *quantity* of your contributions, but by the *value* and *thoughtfulness* of these (see Grading, below).

There are four main components of the course:

1. A **class meeting** once a week. The first part of each class will be devoted to mini-lectures on key topics; demonstrations; class exercises; and discussion of these and of the assigned readings.

2. The final hour or so of most classes will be structured as a support group for your research project, during which you will receive **consultations** from me and the rest of the class on your own project, and provide feedback to others on their projects. More information on consultations is provided below.

3. The **assigned readings** are an essential part of the course; they provide necessary preparation for class lectures, activities, and discussions, and in addition they cover important aspects of qualitative research that there simply isn't time to discuss in detail in class. I expect you to come to class having thought about the readings assigned for that week and their implications for your research. I plan to email notes and discussion questions on each week's readings prior to each class.

4. An individual (or collaborative) qualitative **research project**. A brief description of, and requirements for, this project are provided below; guidelines for the final project report, and for the assignments leading up to this report, will be emailed to students prior to the first class and posted on the course Blackboard site (see Written Assignments, below).

Research Project

The research project is a major part of the work of this course, and **90% of your grade** will be based on this. The range of possible projects that you can conduct is extremely broad, and the focus <u>does not have to be specifically educational</u>. The main purpose of the project is for you to learn how to do qualitative research, and through this to gain a good understanding of the goals, assumptions, methods, strengths, and limitations of this approach to research. Any substantive results of your project, though potentially valuable, are secondary to this purpose. For this reason, the scope and intended outcomes of the project should be relatively modest; however, since one purpose of the project can be as a pilot study for your dissertation research, it is useful to think about how this project can inform your dissertation

The primary requirement for the project is that it has to be genuinely qualitative in nature. (In the first class, we will discuss in detail what this means.) Almost any setting, or set of participants, is a potential source of data for your research, including a setting or topic with which you have a prior role or involvement. **An initial "idea memo" for your project is due the third week of the course**; I'll give you feedback on your ideas, and if I see any potential problems, we may need to meet to discuss these issues to make sure that you have a feasible project.

There are five additional specific requirements for your research project:

1. **No covert research**. This is 1) ethically problematic, 2) too difficult to manage for someone just beginning to learn qualitative research, 3) restricts your research options, and 4) doesn't allow you to learn the key skill of negotiation with those you study. You must have the informed consent of the participants in your research. This does not necessarily require a signed consent form from participants, but it does require that you be open and candid about the purposes, nature, and possible consequences of the research (and thus that you can't have a "hidden agenda" for the project). We will discuss this in more detail in class. In most cases, you will not need the approval of GMU's Institutional Review Board for your project, unless you are collecting person-identifiable data from minors or plan to publish the results.

2. **No primarily comparative studies**. Your initial research question(s) can't focus on a difference between two groups or settings or between two categories of people. If your main interest is in such a question, I will usually recommend limiting your study to *one* of these settings or categories. (Differences that *emerge* from your study *may* be a legitimate focus; check with me.) While explicitly comparative studies are a valid and important form of qualitative research, they are not a good way to *learn* how to do qualitative research. Comparison is likely to 1) push you toward more quantitative research questions and modes of thinking, 2) reduce the depth of understanding you can gain of one group, setting, or category, and 3) make it more difficult for you to learn what is essential in qualitative research. In most cases, a course project based primarily on observation should be limited to a single setting.

3. A *minimum* of **a) 3 hours of interviews,** *or* **b) 3 hours of observations of a single setting, plus at least one hour of interview data with one or more participants in that setting**. For an interview study, you will need to record your interviews (using either audiotape or videotape), and to transcribe at least 3 hours of interview material. Normally, this will involve interviewing at least 3 different participants. In special circumstances, it may be possible to work with a single participant; check with me. For an observational study, you will need to do at least 3 hours of observations of your setting, taking written notes, and to reorganize, rewrite, and expand your rough notes to make them usable for analysis. Normally, this will involve at least 3 separate observations.

The difference in the amount of material required for interview and observational studies is because interviews require more time to transcribe, and because they usually provide more material to work with for analysis. (Videotaped observations are a special case; if you plan to videotape some activity, talk to me about the amount of material required, which depends on the kind of analysis you'll be doing.) <u>Copies of your transcripts or rewritten observational notes must be included with your final report.</u>

4. **Data collection must take place through a significant part of the semester**. You can't rely mainly on previously collected data, or conduct all of your observations or interviews in a brief period (1 week or less). You need to be able to learn from your experiences, and to make corrections to your study design and techniques as you proceed.

5. **You will need to share your work for feedback**. Any arrangements that you make with participants in your study <u>must not</u> prevent discussing your fieldnotes and interview transcripts (with names deleted if necessary) in class. (Class members are required to respect the confidentiality of this information; this is discussed in a separate handout on class participation.) Sharing your work in class is the only way that I can really assess the actual process of your research, and is also an important *part* of that process. You can't do the work of this class in isolation.

If you are studying a setting where you have a prior role, or are interviewing people with whom you have a prior relationship, you need to **discuss with me the special issues that this raises *before* contacting potential participants**, and will need to address these issues in your final report. In addition, while getting an early start on selecting a setting and participants is desirable, <u>you should not begin actual data collection before we've discussed your planned method (interviewing or observation) in class</u>, except by special arrangement with me.

You are free to use as a setting for your research project the same site that you are using in work for another course or for an internship. However, *if* you do this, the amount of work involved must be appropriate for the total amount of credit—normally, you can't use the same work (e.g., turn in the same report) to get credit for two courses. In any case, if you are using the work to satisfy two different courses or requirements, you **must submit, both to me and to the other instructor or supervisor, a written description of how you will use your work in this setting to satisfy the requirements of both courses**, and get our signatures indicating our approval of your plans.

Written Assignments

A number of short *written assignments* reporting on your research project will be required during the course. These assignments are ungraded; I will return them to you with my feedback. Most of these assignments are intended, in part, as preliminary drafts of pieces that, with revision, can be incorporated in your final project report. The final written assignment for the course is a 6000-7000 word (24-28 page) *project report* that describes your research process and results. Guidelines for all of these assignments will be posted on Blackboard and/or sent to you as email attachments. All assignments should be submitted electronically as email attachments (Microsoft Word is preferred, so I can insert comments using Track Changes).

If you don't complete the course assignments and project on time, you won't be able to participate adequately in class discussions, and you won't get as much out of the course. This also creates problems for me in giving you timely feedback on your work. For these reasons, **late assignments and reports will not be accepted without prior permission**.

Consultations

Beginning the second class, the final hour or so of each class will be devoted to students' consultations with the entire class on their research project. These consultations will normally be 12-15 minutes long; everyone will have the opportunity for two consultations during the semester. The purpose for these consultations is for you to get feedback on what you are doing in your project, and advice on dealing with questions or problems that you have. The first round of consultations (starting in week 2) will deal mainly with your ideas for a course project, selecting a setting and/or participants, and negotiating research relationships. The second and subsequent rounds will deal more with data collection and analysis.

These consultations are not *presentations*, and will not affect your grade, except as described below under "Grading". Their main purpose is to help you do a better job on your project, both through feedback in your own consultation and by learning from others' consultations. Try not to spend too much of your allotted time talking about your project; at least half of your time should be used for getting feedback. (I'll be a strict timekeeper, since any extra time you take will come out of someone else's consultation.) Bringing in a short handout (planned research questions, a draft interview guide, short excerpts from interview transcripts or observation notes, examples of your data analysis methods, tentative conclusions, etc.) can be helpful. **I recommend recording your consultations**, so that you can listen to others' ideas and suggestions without having to try to write these down as they're given.

Grading

Grading will be based primarily (90%) on your final project report, and secondarily (10%) on class participation. The guidelines for the final report (we'll discuss these in class) are fairly detailed about what the report needs to cover and how this will be evaluated. Class participation will be assessed *not* on how brilliantly or how often you talk, but 1) on the value of your contributions to class discussion and of the feedback you provide to others in the class, and 2) how well you take account of feedback from others. Attendance will be a factor in this part of the grade. Your grade for the course is essentially a measure of how well I believe you have achieved the course goals, based on the evidence you provide in your assignments, report, and class contributions.

These short assignments during the course, though required, are ungraded; their purpose is to give you feedback on what will become parts of your final project report. (Written assignments can, however, *raise* your grade--not lower it--if an assignment clearly indicates that you had achieved a course goal that was not demonstrated in your final report.) The passing grades given in the course are A+, A, A-, B+, B, and B-. (Because doctoral students are required to maintain a 3.0 grade point average, a B-, though technically a "passing" grade, must be balanced by a B+ or higher grade in another course.) If you receive a grade of B- or lower on the

final report, you may rewrite the report to raise your grade, and your final grade on the report will be the average of the initial grade and the grade on the revised report.

College of Education and Human Development
Statement of Expectations

GMU Policies and Resources for students

    a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

    b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/

    c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

    d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

    e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

    f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

    g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

COURSE SCHEDULE

Week	Topic	Assignments/ Readings
1/21/16	1: Intro to the Course & Qualitative Research	"Introductory Notes" (emailed) Glesne, <u>Becoming Qualitative Researchers</u>, Introduction and Chapter 1 Maxwell, <u>Qualitative Research Design</u>, Chapters 1 & 2 Merriam (2009), Figure 2.1- Types of Qualitative Research (p. 38 only) Daly (2006), Ch. 2 *"...I believe it is as important to be creative as it is to be analytical, to be passionate as well as reasoned, to feel as well as think, and to arouse while offering explanation."* *Kerry Daly, 2006*
1/28/16	2: Planning a Qualitative Study	Glesne, <u>Becoming Qualitative Researchers</u>, Chapter 2 Strauss and Corbin, "Getting Started" Maxwell, <u>Qualitative Research Design</u>, Chapters 3 & 4 Select 1 of the following: Coles, "Method", in <u>The Spiritual Lives of Children</u> **OR** Corsaro, "Entering the Child's World" Recommended: Daly, "Methodology (pp. 83-128)" in <u>Qualitative Methods for Family Studies and Human Development</u> Booth, Colomb, & Williams, "From topics to questions, (pp. 40- 55)", in <u>The Craft of Research</u> Creswell, "Research questions and hypotheses" in <u>Research Design</u> *"Many studies are flawless...until the moment the researcher steps into the field and begins collecting data..." Experienced Researcher*
2/4/16	3: Site and Participant Selection, Research Relationships, Observation, and Ethics	Glesne, <u>Becoming Qualitative Researchers</u>, Chapters 3, 5 & 6 Maxwell, <u>Qualitative Research Design</u>, Chapter 5, sections on "Developing Research Relationships" and "Site and Participant Selection" Weiss, <u>Learning From Strangers</u>, pp. 33-37 and Appendix D Lareau (2011), Appendix A (Blackboard) Case: "The Unlucky Anthropologist" **DUE:** *Project Idea Memo* *"...there are those who believe that as a white woman, I should not have studied Black families. Conversely, they might object to having a Black research assistant visit a white middle-class family...Some worry that outsiders may get it wrong...There are no easy answers to this contentious debate." Annette Lareau*
2/11/16	4: Qualitative Interviewing	Glesne, <u>Becoming Qualitative Researchers</u>, Chapter 4 Weiss, <u>Learning From Strangers</u>, Chapters 1 and 3; Chapter 4, pp. 121-147 Maxwell, <u>Qualitative Research Design</u>, Chapter 5, section on Data Collection Stanley & Slattery, "Who reveals what to whom? Critical reflections on conducting qualitative inquiry as an interdisciplinary, biracial, male/female research team" Knapp, "Interviewing Joshua" (Blackboard) Simonds, "Talking with Strangers: A Researcher's Tale" Recommended:

		Daly, "Methods of data collection and creation (pp. 139-153)", in <u>Qualitative Methods for Family Studies and Human Development</u> Dexter, <u>Elite</u> <u>and</u> <u>Specialized</u> <u>Interviewing</u> Seidman, <u>Interviewing as Qualitative Research</u>, Chapters 6-7 *"My immediate object in doing fieldwork at St. Elizabeth's was to try to learn about the social world of the hospital inmate, as this world was subjectively experienced by him…a good way to learn about any of these worlds is to submit oneself in the company of the members to the daily round of petty contingencies to which they are subject." Erving Goffman*
2/18/16	5: Focusing Your Study	Strauss and Corbin, "Theoretical Sensitivity" (Blackboard) Small, "Appendix C, The process" in <u>Unanticipated Gains</u> Barbara Noël, "Researcher Identity Memo for a Study of Educational Daly, "Positioning the self", in "<u>Qualitative Methods for Family Studies and Human Development</u>" Reform in Bolivia." Pp. 35-38 in Maxwell, <u>Qualitative Research Design</u>. Recommended: Goldenberg, "The limits of expectations: A case for case knowledge about teacher expectancy effects" **DUE: *Researcher Identity Memo*** *"Stare. It is the way to educate your eye, and more. Stare. Pry, listen, eavesdrop. Die knowing something. You are not here long." Walker Evans* *"If you have to make notes on how a thing has struck you, it probably hasn't struck you." Henry James*
2/25/16	6: Field Observations & Example Project Reports	Glesne, revisit Ch. 3 Emerson, Fretz, & Shaw, Ch. 2, 3 Daly, "Methods of data collection and creation (pp. 130-139)", in <u>Qualitative Methods for Family Studies and Human Development</u> Lawson, Burton, & Flippen, "Housing dependence and intimate relationships in the lives of low-income Puerto Rican mothers" Example Project Reports to Review: Kristin Percy Calaff, "In El Salvador We Don't Have Dreams" Roberta Morse, "Is it Good Enough? Student Perceptions of Project Based Learning" Enid Irwin Madaras, "The Right People to Stick By You" *"Field workers do not observe subjects behaving; they interpret human actions. To recognize that field work consists of inferring the meaning of human activity is to acknowledge the role that the observers play in their own analyses." Karp and Kendall*
3/3/16	7: Initial Analysis and Interpretation- Part 1	Glesne, <u>Becoming Qualitative Researchers</u>, Chapter 7 Delamont, "The Basic Rules" (Blackboard) Lofland et al., "Developing Analysis" (Blackboard) Maxwell, <u>Qualitative Research Design</u>, Chapter 5, section on Data Analysis Emerson, Fretz, & Shaw, <u>Writing Ethnographic Fieldnotes</u>, Chapter 6, "Processing fieldnotes: Coding and memoing" Daly, "Analytical strategies (pp. 238-239)" in <u>Qualitative Methods for Family Studies and Human Development</u>

		Recommended: Daly, "Analytical strategies (pp. 209-217)" in <u>Qualitative Methods for Family Studies and Human Development</u> Lewins & Silver, "Exploration and text-level work ", in <u>Using software in qualitative research: A step-by-step guide</u> **DUE: *Research Relationship and Data Collection Memo*** *Believing, with Max Weber, that man is an animal suspended in webs of significance that he himself has spun, I take culture to be those webs, and the analysis of it to be therefore not an experimental science in search of law, but an interpretive one in search of meaning." Clifford Geertz*
3/10/16		SPRING BREAK
3/17/16	8: Analysis and Interpretation- Part 2	Weiss, <u>Learning From Strangers</u>, Chapter 6 Emerson, Fretz, & Shaw, <u>Writing Ethnographic Fieldnotes</u>, Chapter 5, "Pursuing members' meanings" Becker, "Understanding Strange Talk" (Blackboard) Maxwell and Miller, "Categorizing and Connecting as Components of Qualitative Data Analysis" (Blackboard) Recommended: Daly, "Analytical strategies (pp. 218-237)" in <u>Qualitative Methods for Family Studies and Human Development</u> LaRossa, "Grounded theory methods and qualitative family research" Van den Hoonard, "Taking distance from the data and Constructing sensitizing concepts", in <u>Working with Sensitizing Concepts: Analytical Field Research.</u> Geertz, "'From the Native's Point of View': On the Nature of Anthropological Understanding" Lewins & Silver, "Coding tasks in software", in <u>Using software in qualitative research: A step-by-step guide</u> *Life does not tell stories. Life is chaotic, fluid, random; it leaves myriads of ends untied, untidily. Writers can extract a story from life only by strict, close selection, and this must mean falsification. Telling stories is really telling lies." B.S. Johnson*
3/24/16	9: Drawing Conclusions and Developing Theory	Becker, "Terrorized by the literature", in <u>Writing for Social Scientists</u>, Becker, "Generalizing From Case Studies" (Blackboard) Chambliss, "The Mundanity of Excellence" (Blackboard) Roy, "Father Stories" Recommended: Maxwell, "Theory" *"The trick is not to get yourself into some inner correspondence of spirit with your informants. Preferring, like the rest of us, to keep their souls their own, they are not going to be altogether keen about such an effort anyhow. The trick is to figure out what the devil they think they are up to." Clifford Geertz*
3/31/16	10: Presenting Qualitative Findings	Glesne, <u>Becoming Qualitative Researchers</u>, Chapter 8 Weiss, <u>Learning From Strangers</u>, pp. 42-45 and Chapter 7 Emerson, Fretz, & Shaw, <u>Writing Ethnographic Fieldnotes</u>, Chapter 7 Small, "Lost in translation- How not to make qualitative research more

		scientific" Phelan, Yu, and Davidson, "Navigating the Psychosocial Pressures of Adolescence" (Blackboard) Recommended: Phelan, Davidson, and Yu, "Donna Carlyle" (Blackboard) **DUE: *Data Analysis and Conclusions Memo*** *Statistics are people with the tears wiped off. Bradford Hill*
4/7/16	11: Trustworthiness, Validity, Generalizability	Maxwell, Qualitative Research Design, Chapter 6 Weiss, Learning From Strangers, pp. 147-150 Glesne, Becoming Qualitative Researchers, pp. 49-50 and 210-214 Wolcott, "Emphasis on Interpretation" (Blackboard) Roy et al., "Sampling richness and qualitative inquiry" Recommended: Maxwell, "Understanding, Evidence, and Validity," in *A Realist Approach for Qualitative Research* (Blackboard) Seale, The Quality of Qualitative Research Small, "How many cases do I need" Krefting, Rigor in qualitative research: The assessment of trustworthiness Johnson, Examining the validity structure of qualitative research *"The Lifes, Loves, and Tragedies that fieldwork informants share with a researcher are ultimately data – grist for the ethnographic mill, a mill that has a truly grinding power." Judith Stacey*
4/14/16	AERA	***Work on project report draft***
4/21/16	12: Critiquing and Revising a Qualitative Report	Maxwell, "Reflections on rewriting my paper on 'Diversity, Solidarity, and Community'" Becker, Writing for Social Scientists, Chapters 4 & 5 Emerson, Fretz, & Shaw, Writing Ethnographic Fieldnotes, Conclusion ***DUE: Deliver your project report draft to your partner*** *"Rather than asking, 'what is a case?', ask, 'what is this a case of?'" Howard Becker*
4/28/16	13: Feedback and Consultations-Looking Ahead	**DUE: *Return draft project report to your partner*** *"To overcome the academic prose, you have to first overcome the academic pose." C. Wright Mills*
5/5/16	14: Research Project Presentations	**DUE: *Final project reports*** *"To discover to the world something which deeply concerns it, and of which it was previously ignorant; to prove to it that it had been mistaken on some vital point of temporal or spiritual interest: is as important a service as a human being can render to his fellow creatures." J.S. Mill*

Additional Recommended Readings

Becker, H.S. (1970). *Sociological work: Method and substance*. New Brunswick, NJ: Transaction Books.

Bogdan, R.C., & Biklen, S.K. (2003). *Qualitative research for education: An introduction to theory and methods*, 4th edition. Boston, MA: Allyn and Bacon.

Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data*. Thousand Oaks, CA: Sage.

Dexter, L.A. (1970). *Elite and specialized interviewing*. Northwestern University Press. (out of print)

Eco, U. (1992). *Interpretation and overinterpretation*. Cambridge: Cambridge University Press.

Glaser, B., & Strauss A. (1967). *The discovery of grounded theory: Strategies for qualitative research.* Chicago, IL: Aldine.

Graue, M.E., & Walsh, D. (1998). *Studying children in context: Theories, methods, and ethics*. Thousand Oaks, CA: Sage.

Green, J.L., & Wallat, C. (1981). *Ethnography and language in educational settings.* Norwood, NJ: Ablex,

Hammersley, M., & Atkinson, P. (1995). *Ethnography: Principles in practice*, 2nd edition. London: Routledge.

Lamott, A. (1994). *Bird by bird: Some instructions on writing and life*. New York: Pantheon Books

Lofland, J., Snow, D., Anderson, L., & Lofland, H. (2006). *Analyzing social settings*, 4th edition. Belmont, CA: Wadsworth.

MacIntyre, A. (1993). Ethical dilemmas: Notes from outside the field. *Anthropology Newsletter 34*, 5-6.

Maruyama, G., & Deno, S. (1992). *Research in educational settings.* Newbury Park, CA: Sage.

Maxwell, J. (1993). Gaining acceptance from participants, clients, and policy-makers for qualitative research, in D. Fetterman (Ed.), *Speaking the Language of Power*. London: Falmer Press.

Maxwell, J. (1992). Understanding and validity in qualitative research. *Harvard Educational Review, 62,* 279-300.

McCall, G.J., & Simmons, J.L. (1969). *Issues in participant observation: A text and reader*. Reading, MA: Addison-Wesley.

Mills, C.W. (1959). *The Sociological imagination*. New York: Oxford University Press.

Miles, M.B., Huberman, A.M., & Saldana, J. (1994). *Qualitative data analysis: An expanded sourcebook* Thousand Oaks, CA: Sage.

Patton, M.Q. (2015). *Qualitative research and evaluation methods,* 4th edition. Thousand Oaks, CA: Sage.

Punch, M. (1986). *The politics and ethics of fieldwork*. Thousand Oaks, CA: Sage.

Schram, T. (2003). *Conceptualizing qualitative inquiry: Mindwork for fieldwork in education and the social sciences*. Upper Saddle River, NJ: Merrill Prentice Hall.

Seale,C. (1999). *The quality of qualitative research.* Thousand Oaks, CA: Sage.

Seidman, I.E. (2005). *Interviewing as qualitative research*, 3rd edition. New York: Teachers College Press.

Wax, R. (1971). *Doing fieldwork: Warnings and advice*. Chicago: University of Chicago Press.

Wolcott, H. (2008). *Writing up qualitative research*, 3rd edition*. Thousand Oaks, CA: Sage.

Whyte, W.F. (1984). *Learning from the field: A guide from experience*. Thousand Oaks, CA: Sage.