

QUALITATIVE INQUIRY METHODS
Educational Psychology 578 – Spring 2009
CRN: 34334
1:00-3:50 pm Wednesday
Education Bldg 162

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This course is designed to provide students with a hands-on introduction to qualitative research methods. It is centered around a fieldwork project, through which you will explore the basics of qualitative research, including entering the field, participant/observation, writing ethnographic fieldnotes, the art of interviewing, and data analysis. Readings for the course will cover both the practical aspects of conducting fieldwork as well as current debates concerning the positionality of the researcher; writing, voice, and reflexivity; “critical” methods of inquiry; locating culture; and methods for analyzing and interpreting data.

This course traditionally engages students from a wide range of disciplines. Yet fieldwork is usually motivated by a research question specific to a field, and by the background of research already done on that subject. While qualitative researchers are open to discovering the unexpected in the course of their work, they also enter the field with research questions and hypotheses, and conduct their research in dialogue with these questions. We will therefore read examples of qualitative research throughout the term, and touch briefly upon current debates in education as touchstones for considering how to integrate your research question, field research, and data analysis.

This course is part of *The Ethnography of the University Initiative (EUI)* www.eotu.uiuc.edu. EUI is a campus-wide project, committed to engaging students in the research process and to meaningfully interrogating the U of I and its surrounding environs. It is also committed to the creation of an on-line database that allows students to draw on and contribute to other students’ research. We will be using *Moodle* as an on-line environment in which you can document (input/upload) your research process. Throughout the semester your work will be visible by the entire class; at the end of the semester you will have the option to archive your *EUI project* (either with your name or with a pseudonym) or to have your *EUI project* not archived. Questions specific to the EUI component of the class should be directed to Jason Romero (jasoncromero@gmail.com) or Heese Kim (hkim19@uiuc.edu). Find the moodle at <https://moodle.atlas.uiuc.edu> under "EUI" in the list of courses for Spring 2009.

Students who are planning to use the research conducted in the class as the start of a larger research project (e.g. an early research project, masters’ thesis, etc.) are encouraged to secure their own independent IRB. We will discuss this procedure in detail in class.

Required texts

- Bettie, Julie. 2003. *Women without Class: Girls, Race, and Identity*. Berkeley: UC Press.
- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.
- Ferguson, Ann Arnett. 2000. *Bad Boys : Public schools in the making of black masculinity*. Ann Arbor, University of Michigan Press.
- Hammersley, Martyn and Paul Atkinson. 1995. *Ethnography: Principles in practice* (2nd Ed.). New York: Routledge.
- Maxwell, Joseph A. 2005. *Qualitative Research Design: An Interactive Approach* (2nd Ed.). Thousand Oaks, CA: Sage.
- Weiss, Robert. 1994. *Learning from Strangers*. New York: Free Press.
- Articles on e-reserves at the UIUC library.

Academic Integrity:

You are expected to adhere to the UIUC guidelines for academic integrity. See the definition of academic misconduct at <http://www.research.uiuc.edu/ai/definition.asp>

Course requirements

The course will be centered around a fieldwork project at a site of your own choosing. This site may be one you are already doing research at or otherwise a member of, or it may be a site you are entirely new to. You will be required to conduct fieldwork observations and several assignments related to your site, including 1) a proposal 2) fieldnotes 3) interviews 4) short writing exercises and 5) a final project report of approximately 20 pgs. Assignments marked "assignment" on the syllabus are things you need to prepare, but not hand in; those marked "due" should be handed in.

Class Website:

You should all join the class website on the EUI moodle: (<http://moodle.atlas.uiuc.edu>) Handouts, discussion questions, and syllabi will be posted there. I will also email you periodically using the moodle server so it is important that you register officially on the site.

Grading

- 20% class participation
- 40% short assignments
- 40% final paper

January 21 Introduction

Presentation by Jason Romero, EUI

Hammersley, Martyn and Paul Atkinson. *Ethnography* Ch. 1

Geertz, Clifford. 1973. Thick Description. In *The Interpretation of Cultures*

Optional: Sapir, Edward 1927. The Unconscious Patterning of Behavior in Society.

January 28 Ethnography/Ethics

Bettie, Julie. 2003. *Women without Class*

Hammersley, Martyn and Paul Atkinson. *Ethnography* Ch. 10

Code of Ethics of the AAA

The Belmont Report

Due: Post a preliminary research question/plan; Comment on your group members' questions and plans

February 4 Research Design

Maxwell, Joseph A. *Qualitative Research Design*.

Hammersley, Martyn and Paul Atkinson. *Ethnography* Ch. 2

Abelmann, Nancy and Shanshan Lan. 2006. Christian Universalism and U.S.

Multiculturalism: An "Asian American" Campus Church. Shorter version published in *Amerasia* (2008) 34 (1) 65-84.

Assignment: Complete human subjects training module (<http://irb.illinois.edu>) and core CITI modules, along with any necessary additional modules (research with children, international subjects, school research, internet research). [If necessary, fill out an HS-1]

February 11 Entering the Field

Hammersley, Martyn and Paul Atkinson. *Ethnography* Ch. 3

Corsaro, William. 1985. Entering the Child's World

Agar, Michael H. 1980. *The Professional Stranger*. Ch. 3

Heath, Shirley Brice. 1982. "What no bedtime story means: Narrative skills at home and school." *Language in Society* 11.1: 49-76.

Assignment: joint participant observation exercise

February 18 Researchers' roles

- Hammersley, Martyn and Paul Atkinson. *Ethnography* Ch. 4
- Lee, Jennifer. 2002. *Civility in the City : Blacks, Jews, and Koreans in urban America*. Cambridge, Mass., Harvard University Press. Appendix
- Tsuda, Takeyuki. 2003. *Strangers in the ethnic homeland : Japanese Brazilian return migration in transnational perspective*. New York: Columbia University Press. Ch 1
- Miller, Peggy J. 1996. Instantiating culture through discourse practices: Some personal reflections on socialization and how to study it. In *Ethnography and Human Development*, pp. 183-204.

Assignment: Researcher role post

February 25 Fieldnotes

- Emerson, Robert M. et al. *Writing Ethnographic Fieldnotes* Ch. 1-5
- Hammersley, Martyn and Paul Atkinson. *Ethnography* Ch. 7
- Ogbu, John U. 1987. Frameworks – Variability in Minority School Performance: A Problem in Search of an Explanation. *AEQ* 18, 4: 312-334.

Assignment: Insider/outsider assignment

March 4 Interviewing (1)

- Weiss, Robert. *Learning from Strangers* Ch. 1-5
- Fordham, Signithia. 1999. Dissin' "The Standard". *AEQ*, 30, 272-293.

Due: Fieldnotes

Bring copies of your interview questions to class for your group

March 11 Interviewing (2)

- Anderson, Kathryn and Dana C. Jack. "Learning to Listen: Interview Techniques and Analyses." In *Women's Worlds: The Feminist Practice of Oral History*, Eds. Sherna Berger Gluck and Daphne Patai. New York: Routledge. 11-26.
- Hammersley, Martyn and Paul Atkinson. *Ethnography* Ch. 5
- Pollock, Mica. 2008. From Shallow to Deep: Toward a Thorough Cultural Analysis of School Achievement Patterns *AEQ* 39 (4) 369-380.

Assignment: Interview assignment #1

Post: Refine your research question/plan.

March 18 Discourse Analysis

- Rymes, Betsy and Diana Pash. 2001. "Questioning Identity: The Case of One Second Language Learner." *AEQ* 32(3): 276-300.
- Bucholtz, Mary. 1999. You da Man: Narrating the racial other in the production of white masculinity. *Journal of Sociolinguistics*, 3(4), 443-460.
- Ochs, E., & Taylor, C. 1995. The "Father Knows Best" dynamic in dinnertime narratives. In K. Hall & M. Bucholtz (Eds.), *Gender articulated: Language and the socially constructed self* (pp. 97-120). New York: Routledge.

March 26 Spring Break

April 1 Documents, Artifacts, Visual Representations

- Nelson, Laura C. 2000. "Special Places: Neighborhoods, Memories, Movement." In *Measured Excess: Status, Gender, and Consumer Nationalism in South Korea*. NY: Columbia University Press. 60-66.
- Hammersley, Martyn and Paul Atkinson. *Ethnography* Ch. 6
(additional readings may be added later)

Bring in 4-6 documents or objects from your field site today
Due: Interview assignment #2

April 8 Data analysis (1)

- Ferguson, Ann Arnett. 2000. *Bad Boys : Public schools in the making of black masculinity*. Ann Arbor, University of Michigan Press.

April 15 Data analysis (2)

- Emerson, Robert M. et al. *Writing Ethnographic Fieldnotes* Ch. 6
- Hammersley, Martyn and Paul Atkinson. *Ethnography* Ch. 8
- LeCompte, Margaret & Jean Schensul. 1999. Fine Tuning Results. *Analyzing and Interpreting Ethnographic Data* Ch. 10
- Miller, Peggy J., Su-hua Wang, et al. 2002. "Self-esteem as folk theory: A comparison of European American and Taiwanese mothers' beliefs." *Parenting: Science and Practice* 2(3): 209-239.
- Recommended: LeCompte, Margaret and Jean Schensul. 1999. Analysis from the Top Down. *Analyzing and Interpreting Ethnographic Data* Ch. 4

Due: Emic concept exercise

April 22 Writing

- Erickson, Frederick. 1998. *Qualitative Research Methods for Science Education*. In *Int'l Handbook of Science Education*. Fraser, B. J. and K. G. Tobin (Eds.). London: Kluwer Academic Publishers. 1155-1173.
- Emerson, Robert M. et al. *Writing Ethnographic Fieldnotes* Ch. 7-8
- Weiss, Robert. *Learning from Strangers* Ch. 7
- Deyhle, Donna. 1995. Navajo Youth and Anglo Racism: Cultural Integrity and Resistance. *Harvard Educational Review* 65(3): 403-444.

Due: Sample data analysis

April 29 Critical ethnography

- Lather, Patti. 1993. Research as Praxis. In *Qualitative Research in Higher Education*. [1986 Harvard Ed Rev]
- Foley, Douglas. 2002. Critical Ethnography: The Reflexive Turn. *Int'l Journal of Qualitative Studies in Education*, 15(4), 469-490.
- Fecho, Robert. 1998. Crossing Boundaries of Race in a Critical Literacy Classroom. In *Reconceptualizing Literacies in Adolescents Lives*.

May 6 Practitioner/Action research

- Williams, B. T. & M. Brydon-Miller. 2004. Changing Directions: Participatory-Action Research, Agency, and Representation. In *Ethnography Unbound: From Theory Shock to Critical Praxis*.
- Cochran-Smith, Marilyn and Susan L. Lytle. 1999. "The Teacher Research Movement: A Decade Later." *Educational Researcher* 28(7): 15-25.
- Anderson, G, Herr, K., Nihlin, A. 1996. *What does Practitioner Research Look Like?*, Teaching and Change. (3)2: 173-206. NEA Professional Library
- Zeichner, K.M. and Noffke, S.E. Practitioner Research. 2001. In Richardson, (Ed.). *Handbook of Research on Teaching*. 4th Edition.

Final project reports due May 11th in my box by 5 pm. NO EXTENSIONS.