

**QUALITATIVE METHODS I**  
26:977:620, Spring 2017  
Thursdays, 5:30 – 8:20, 148 Bradley Hall

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Office hours: Mondays, 10 – 11; Thursdays 4:30 - 5:15; and by appointment

Most course readings and all assignments are available on Blackboard:

<http://blackboard.newark.rutgers.edu> (Rutgers Net Id needed for access)

***Course Description:***

This course introduces you—a doctoral student—to the history, philosophy, and methods of qualitative research. By examining critically the evolution of qualitative methodology, forms of qualitative research, ways to conduct and report qualitative inquiry, as well as examples and critiques of qualitative studies, you will understand how to choose a qualitative method for your research inquiry.

***Objectives:***

- understand the history of qualitative inquiry in the social sciences
- distinguish between quantitative and qualitative methodologies
- identify the types of studies that are appropriate for a qualitative research design
- know qualitative methods and their uses
- produce, analyze, and present results of qualitative data
- summarize, compare, and contrast qualitative literature on a chosen topic
- critique qualitative studies

***Required Readings:***

Adler, P. A., & Adler, P. (1994). Observational techniques. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 377-392). Thousand Oaks: Sage.

Atkinson, P., & Hammersley, M. (1994). Ethnography and participant observation. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 248-261). Thousand Oaks: Sage.

Berg, B. L., & Lune, H. (2012). *Qualitative research methods for the social sciences* (8<sup>th</sup> ed.). Boston: Pearson.  
[Purchase]

Chatterji, M. (2005). Evidence on “what works”: An argument for extended-term mixed method (ETMM) evaluation designs. *Educational Researcher*, 34(5), 14-24.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (3<sup>rd</sup> ed., pp. 1-33). Thousand Oaks: Sage.

Dolori, C., & Sambrook, S. (2011). Accommodating an autoethnographic PhD: The tale of the thesis, the viva voce, and the traditional business school. *Journal of Contemporary Ethnography*, 40(5), 582-615.

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Thousand Oaks: Sage.

Hsieh, H.-F., & Shannon, S. F. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277-1288.

- Johnson, B. R., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.
- Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. T. (2010). Innovative data collection strategies in qualitative research. *The Qualitative Report* 15(3), 696-726. Retrieved from <http://www.nova.edu/ssss/QR/QR15-3/onwuegbuzie.pdf>
- Powell, A. B., Francisco, J. M., & Maher, C. A. (2003). An analytical model for studying the development of mathematical ideas and reasoning using videotape data. *The Journal of Mathematical Behavior*, 22(4), 405-435.
- Sadovnik, A. R. (2006). Qualitative research and public policy. In F. Fischer, G. J. Miller & M. S. Sidney (Eds.), *Handbook of public policy analysis* (pp. 417-427): CRC Press.
- Strauss, A. M., & Corbin, J. (1994). Grounded theory methodology: An overview. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 273-285). Thousand Oaks, CA: Sage.
- Vidich, A. J., & Lyman, S. M. (1994). Qualitative methods: Their history in sociology and anthropology. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 23-59). Thousand Oaks: Sage.
- Xu, J., Coats, L. T., & Davidson, M. L. (2012). Promoting Student Interest in Science: The Perspectives of Exemplary African American Teachers. *American Educational Research Journal*, 49(1), 124-154.

***Suggested Readings:***

- Chi, M. T. H. (1997). Quantifying Qualitative Analyses of Verbal Data: A Practical Guide. *The Journal of the Learning Sciences*, 6(3), 271-315.
- Fink, A. (2013). *Conducting research literature reviews* (4th ed.). Thousand Oaks: Sage.
- Gee, J. P. (2010). *How to do discourse analysis: A toolkit*. New York: Routledge.
- Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed., pp. 191-215). Thousand Oaks: Sage.
- Jesson, J., Matheson, L., & Lacey, F. (2011). *Doing your literature review: Traditional and systematic techniques*. Thousand Oaks: Sage.
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). Thousand Oaks, CA: Sage.
- Maxwell, J. A. (2004). Causal explanation, qualitative research, and scientific inquiry in education. *Educational Researcher*, 33(2), 3-11. (on Blackboard)
- Moore, J. L. (2006). A qualitative investigation of African American males' career trajectory in engineering: Implications for teachers, school counselors, and parents. *Teachers College Record*, 108(2), 246-266. (on Blackboard)
- Powell, A. B., & Quintaneiro da Silva, W. (2015). O vídeo na pesquisa qualitativa em educação matemática: Investigando pensamentos matemáticos de alunos. In A. B. Powell (Ed.), *Métodos de pesquisa em educação matemática - Usando escrita, vídeo e internet* (pp. 15-60). Campinas, São Paulo: Mercado de Letras.
- Punch, M. (1994). Politics and ethics in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 83-97). Thousand Oaks, CA: Sage.
- Rogers, R. (Ed.). (2011). *An introduction to critical discourse analysis in education* (2nd ed.). New York: Routledge.
- Williams, J. M., & Colomb, G. G. (2010). *Style: Lessons in clarity and grace* (10th ed.). New York: Pearson Longman.
- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Los Angeles, CA: Sage.

**Supplemental Readings** (You are required to read and analyze critically at least one of the following ethnographies.):

- Brantlinger, E. A. (2003). *Dividing classes: How the middle class negotiates and rationalizes school advantage*. New York: RoutledgeFalmer.
- Brantlinger, E. A. (1993). *The politics of social class in secondary school: Views of affluent and impoverished youth*. New York: Teachers College.
- Damasceno, C. M. (2011). *Segredos da boa aparência: Da "cor" à "boa aparência" no mundo do trabalho carioca (1930-1950)*. Rio de Janeiro: Edur.
- Holton, K. D. (2005). *Performing folklore: Ranchos folclóricos from Lisbon to Newark*. Bloomington: Indiana University.
- Lareau, A. (2003). *Unequal childhoods: Class, race, and family life*. Berkeley, CA: University of California.
- Lawrence-Lightfoot, S. (1983). *The Good High School: Portraits of Character and Culture*. New York: Basic Books.
- Lew, J. (2006). *Asian Americans in class: Charting the achievement gap among Korean American youth*. New York: Teachers College.
- Lewis, A. E. (2003). *Race in the schoolyard: Negotiating the color line in classrooms and communities*. New Brunswick: Rutgers University.
- Maynard-Moody, S., & Musheno, M. (2003). *Cops, teachers, counselors: Stories from the front lines of public service*. Ann Arbor: University of Michigan.
- Mead, M. (1967). *Cooperation and competition among primitive peoples*. Boston: Beacon.
- Morrill, C. (1995). *The executive way: Conflict management in corporations*. Chicago: University of Chicago.
- Ogbu, J. (2003). *Black American students in an affluent suburb: A study of academic disengagement*. Mahwah, NJ: L. Erlbaum Associates.
- Pascoe, C. J. (2007). *Dude, you're a fag: Masculinity and sexuality in high school*. Berkeley: University of California.
- Pattillo-McCoy, M. (1999). *Black picket fences: Privilege and peril among the black middle class*. Chicago: University of Chicago.
- Sanjek, R. (1998). *The future of us all: Race and neighborhood politics in New York City*. Ithaca, NY: Cornell University.
- Sissel, P. A. (2000). *Staff, parents, and politics in Head Start: A case study in unequal power, knowledge and material resources*. New York: Falmer.
- Tobin, J. J., Wu, D. Y. H., & Davidson, D. H. (1989). *Preschool in three cultures*. New Haven, CT: Yale.
- Weis, L. (2004). *Class reunion: The remaking of the American white working class*. New York: Routledge.

**Assignments:**

- Presentation: Using PowerPoint or Keynote, highlighting what you find particularly interesting in a week's readings. Focus on how they relate to your emerging research topic and your evolving identity as a researcher. Pose questions for discussion. Lead a class discussion of these and other questions. You may do this assignment with one other student. It is important to remember that your presentation is not to be a summary of the readings but rather an exposure to what you find especially striking and how you relate to the readings. (20%)
- Literature: (a) on your chosen research topic, select three related qualitative studies, (b) summarize each study, (c) compare and contrast them, and (d) suggest a conceptual problem that needs further investigation. (20%)
- Interview assignment. (20%)

- Observation assignment. (20%)
- Critical reading of a qualitative study:  
An oral presentation with orchestrated class discussion of an qualitative study reported in a doctoral dissertation or a book. (20%)

***Reading and Discussion Outline:***

All readings are available digitally on Blackboard, except for chapters from Berg and Lune (2012). These two texts need to be purchased or otherwise obtained.

DATES	TOPICS	READINGS and ASSIGNMENTS
Week 1: 1/19	Introduction Introducing your, research interest, topic, and questions	Denzin and Lincoln (2005) Research interest and topic
Week 2: 1/26	Qualitative and quantitative research methods Historical outlook and orientation	Vidich and Lyman (1994) Berg and Lune (2012), chapters 1 and 2 (to p. 36) Discuss interview assignment Introducing research interest and topic, submit via Bb.
Week 3: 2/2	Paradigms of qualitative research Interviews: topic and participant "Finding and Reviewing Literature", presentation by Marcus C. Anthony	Berg and Lune (2012), chapters 2 (from p. 36) and 4; Guba and Lincoln (1994) First draft of interview protocol, bring two copies to class.
Week 4: 2/9	Conducting interviews Reviewing interview protocol Ethical issues	Berg and Lune (2012), chapters 3 Second draft of interview protocol, submit to Blackboard
Week 5: 2/16	No class	Conduct interview Chatterji (2005) Hsieh & Shannon (2005)
Week 6: 2/23	Content Analysis Interviews Analysis of verbal data	Berg and Lune (2012), chapter 11 Developing codes for Max Rosales's blog <b>Complete interview</b> , submit audio or video file to Blackboard
Week 7: 3/2	No class	Berg and Lune (2012), chapter 10 Onwuegbuzie & Leech (2010) Reports on blog analysis <b>Transcript of interview due</b> , submit to Blackboard <b>Analysis and results of blog data due</b>
Week 8: 3/9	Case Studies Discourse analysis	Adler and Adler (1994) Atkinson and Hammersley (1994) Discuss observation assignment
Week 9: 3/23	Observational studies Content analysis	Berg and Lune (2012), chapter 6 Literature compare and contrast due Identify selected observation site Work on observations
Week 10:	Challenging tradition	Berg and Lune (2012), chapter 9

3/30		<b>Analysis of interview due</b>
Week 11: 4/6	Video Data Analysis Discourse analysis	Powell, Francisco, and Maher (2003) <b>Observation assignment due</b>
Week 12: 4/13	Grounded-theory Research	Doloriert and Sambrook (2011) Strauss and Corbin (1994) Xu et al. (2012) <b>Qualitative research presentations due</b>
Week 13: 4/20	Mixed Methods Writing Qualitative Research Proposals and Papers	Berg and Lune (2012), chapter 12 Sadovnik (2006) <b>Qualitative research presentations due</b>
Week 14: 4/27	Unobtrusive data Conceptual framework and research questions	Berg and Lune (2012), chapters 8 Johnson and Onwuegbuzie (2004) <b>Qualitative research presentations due</b>