DPLS 726 Advanced Qualitative Research

Spring 2012 3 Credit Hours

Professor: Lisa A. Mazzei
Office: Tilford 224
Office Phone: 509.313.3630
Email: mazzei@gonzaga.edu
Office hours: By appointment

*Note Prerequisites
DPLS 720 - Principles of Research
DPLS 723 - Qualitative Research Theory & Design

Class Dates: Jan 13, 27, Feb 10, 24, Mar 9, 23, 30

Note: For those students who travel from out of town, class will not meet in Spokane on April 13 due to my participation in the American Education Research Association (AERA) Annual Meeting. Arrangements for this session will be discussed at our first meeting.

In preparation for our first class meeting, read the VanMaanen text in its entirety.
Building upon the knowledge and experience acquired in DPLS 723, this course provides students with structured opportunities to analyze, interpret, and report qualitative research, using data they have generated themselves. This course continues on training in qualitative fieldwork methods in social science settings, specifically observation, interviewing, and document analysis. While some attention will be given to fieldwork, the primary focus will be on various issues in contemporary procedures and theories of interpretation, including coding and categorizing, grounded theorizing, narrative analysis, discourse analysis, and the politics of representation.

Specific objectives include:

• Identify the tasks and processes required to select pertinent data sources, data collection methods, and data analysis methods, and to assess the results of such efforts.
• Examine ethical dilemmas and issues related to the research process.
• Discuss the role and importance of reflexivity in the process of analysis.
• Recognize exemplars of qualitative research derived from varying approaches and traditions, identify the goals and presuppositions of these different exemplars, and critically assess the designs for their accomplishment of specified research goals.
• Formulate ways to compare and contrast different approaches to human inquiry: positivist, post-positivist, critical, feminist, postmodern, and others; identify the origins and developments of these varying approaches, the underlying values and assumptions, and their strengths and limitations.
• Code, categorize and write up an array of qualitative data, experimenting with various narrative strategies in this process, including tables, graphs and charts
• Experiment with theoretical framing of data
• Identify and position yourself as researcher regarding various issues in contemporary procedures and theories of interpretation
• Develop the section on data analysis for the dissertation.

Required Texts:


Recommended Texts

Additional Readings as Posted on Blackboard

Assignments and Grading
Class Participation 10%
Reflexive Journal 10%
Mid-term Assignment 20%
Research Exercises 20%
Final Assignment 40%

Late work will not be accepted unless prior arrangements are made with the instructor. Such work will not receive the full amount of points and will garner minimum feedback from the instructor.

Point/Grade correspondence for Grades:
95-100% = A
90-94.99% = A-
85-90% = B
80-84.99% = B-

Grading Criteria for Written Work (Adapted from the DPLS Academic Papers Rubric)
Content Criteria:
The content of papers should reflect the level and style of content in readings and discussions. There is an expectation that doctoral students will reach outside of their comfort zone in terms of appropriation of ideas, concepts, and frameworks. The substance of papers and other writings
will be weighed against the general level of discourse in class meetings and the style and density of expression of the readings.

**Thought and Expression Criteria**

Student writing should raise vital questions or issues, formulating them clearly and precisely. I will be looking for evidence of breadth and depth and the insightful, in-depth analysis of complex ideas. Main points should be developed and supported with relevant information and references that are appropriately incorporated.

The organization and logic of your writing is critical. The expectation is for well focused, well organized, and well reasoned conclusions. The writing should flow with the reader not getting lost or having to work to determine what you are saying.

There is also an expectation that your writing/thinking has an open and inclusive character when exploring alternative systems of thought, recognizing and assessing, as appropriate, their assumptions, implications, and/or practical consequences.

**Technical Criteria**

Your writing should be clear and demonstrate a high level of vocabulary through careful word choice. Sentences should be constructed skillfully and purposefully. Transitions between paragraphs and sections are important and will be evaluated for their efficacy in weaving your concepts, themes, and purposes together. Summaries and conclusions are also vital elements of good writing and will be evaluated based on their appropriateness and effectiveness. Grammar, punctuation, and spelling are expected to be flawless. Careful proof reading of your paper is a basic expectation.

Papers, unless otherwise noted are to be completed in APA style. References should be cited properly within the text and a complete reference list must be provided. Appropriate use of headings will also be noted. Refer to the template for academic course papers for further guidance.

**Course Schedule**

**In preparation for our first class meeting, read the VanMaanen text in its entirety.**

**A revised syllabus including the readings for the entire semester will be presented at our first class meeting.**

**Week 1**

**What is Field Work and how is it Re-presented?**

Advance Readings
VanMannen, *Tales of the Field*
Week 2
Social Worlds & Situational Maps
   Advance Readings
     • Clarke, *Situational Analysis*, Chapters 1-4

Week 3
Complicating Research Interviews
   Advance Readings
     Kvale & Brinkmann, *InterViews*, Chapters 1-5, 13-16

Week 4
Troubling Narrative Data

Week 5
Complicating Voice

Week 6
Writing as a Method of Inquiry (and other approaches)
   Thinking with Theory

Week 7
Thinking with Theory

Week 8
Thinking with Theory