

**EDHP 599:
Advanced Qualitative Research**

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Office Hours: Mondays 2-4pm or by appointment

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Mondays 4:15 PM-6:55 PM
WPH (TBA)
T.A.: Zoë Corwin

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“[The] task which I am trying to achieve is, by the power of the written word to make you hear, to make you feel – it is, before all, to make you *see*. That – and no more, and it is everything. If I succeed, you shall find there according to your deserts: encouragement, consolation, fear, charm – all you demand – and, perhaps, also that glimpse of truth for which you have forgotten to ask.”

Joseph Conrad

In this seminar, we will continue our discussions about qualitative approaches of inquiry for social science that began in other courses. This class is neither an entry-level qualitative methods course nor a proposal-writing course. This semester I want us to focus on four ways of gaining data which will impact how we present data. We will read a great deal in this class, but the focus of the class is on data collection, analysis, and presentation. Participation in every session of the seminar is essential since specific learning experiences will occur in each one. I will rarely, if ever, lecture. The vast majority of the class will be spent in discussion of the readings and one another's writing. Hence, you also will need to do all of the reading.

The seminar will focus on:

1. Interviews
2. Portraiture
3. Focus Groups
4. Life History & Cultural Biographies

Please note: I expect you to be on time and to attend every class so we can have a fruitful discussion.

I do not intend to give incompletes. Hand in all papers on time; late papers will be marked down.

Requirements and grades:

- 10% - Class participation. Students are also encouraged to ask questions and actively participate in both planned and impromptu class discussions so long as the discussion forwards the purpose of the class.
- 10% - Class presentation of at least 3 readings, written comments on these readings prior to class, facilitation of the readings.
- 80% - on four papers. Each paper will be worth 20% of the grade. Students will submit the paper when the syllabus says to submit it and they will receive a grade based on the quality of the writing, the elegance of the ideas, and the strength of the research and/or reading that has been done.
 - Each individual will be responsible for facilitating the readings for one class.
 - Zoë is available to discuss outlines of papers (by appointment)

Grading rubric:

A	94%-100%
A-	90%-93%
B+	87%-89%
B	84%-86%
B-	80%-83%
C+	77%-79%
C	74%-76%
C-	70%-73%
D	60%-69%
F	59% and below

Academic Accommodations

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP (213) 740-7766.

Incompletes

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the twelfth week of the semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); IX – lapsed incomplete.

Conditions for Removing a Grade of Incomplete.

If an IN is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work

remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the twelfth week of the semester. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete. One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered “lapsed,” the grade is changed to an “IX” and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

Required readings:

There is a reading packet available from the bookstore; we also have five required books:

Sebold, A. (1999). *Lucky*. New York: Scribner.

Miller, R. L. (2000). *Researching life stories and family histories*. Thousand Oaks, CA: Sage Publications.

Suskind, R. (1999). *A hope in the unseen: An American odyssey from the inner city to the Ivy League*. New York: Broadway Books.

Frank, G. (2000). *Venus on wheels: Two decades of dialogue on disability, biography, and being female in America*. Berkeley, CA: University of California Press.

Corwin, M. (2000). *And still we rise: The trials and triumphs of twelve gifted inner-city high school students*. New York : William Morrow.

Recommended resource:

Publication Manual of the American Psychological Association, Fifth Edition (2001).

<http://www.apastyle.org/elecref.html>

January 12:

Discussion of *The Corrections* (Franzen, 2001)

January 19:

Martin Luther King Day – no class

January 26:

Franzen, J. (1996, April). Perchance to dream: In the age of images, a reason to write novels. *Harper's*, 292 (1751), 35-54.

Wolfe, T. (1989). Stalking the billion footed beast. *Harper's*, 279 (1774), 45-56.

Tierney, W. G. (1997). Lost in translation: Time and voice in qualitative research. In W.G. Tierney & Y. S. Lincoln (Eds.), *Representation and the text: Re-framing the narrative voice* (pp. 23-36). Albany, NY: SUNY Press.

Tierney, W. G., & Dilley, P. (2002). Interviews in education: Defining realities. In J.F. Gubrium & J. Holstein (Eds.), *Handbook of interviewing* (pp.453-472). Thousand Oaks, CA: Sage.

Lincoln, Y. S. (2001). Varieties of validity: Quality in qualitative research. In J. C. Smart & W. G. Tierney (Eds.), *Higher Education: Handbook of Theory and Research, Volume XVI* (pp. 25-72). New York: Agathon Press.

February 2:

Mishler, E. G. (1979). Meaning in context: Is there any other kind? *Harvard Educational Review*, 49 (1), 1-19.

Moss, P. A. (1996). Enlarging the dialogue in educational measurement: Voices from interpretive research traditions. *Educational Researcher*, 25 (1), 20-28.

Hutton-Jarvis, C. (1999). Text or testament? A comparison of educational and literary critical approaches to research. *Qualitative Studies in Education*, 12 (6), 645-658.

May, R. A., & Patillo-McCoy, M. (2000). Do you see what I see? Examining a collaborative ethnography. *Qualitative Inquiry*, 6 (1), 65-87.

Hand in Writing Assignment #1**February 9:**

Lawrence-Lightfoot, S. (1997). Origins and purposes. In S. Lawrence-Lightfoot & J. H. Davis (Eds.), *The art and science of portraiture* (pp. 1-18). San Francisco: Jossey Bass.

Lawrence-Lightfoot, S. (1997). Illumination: Framing the terrain. In S. Lawrence-Lightfoot & J. H. Davis (Eds.), *The art and science of portraiture* (pp. 41-59). San Francisco: Jossey Bass.

Tierney, W. G. (Forthcoming). Academic Triage: Challenges confronting college preparation program. *Qualitative Inquiry*.

Stake, R. E. (1994). Case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 236-247). Thousand Oaks, CA: Sage Publications.

February 16:

Presidents' day – no class

February 23:

Discussion of *And still we rise* (Corwin, 2000)

Lawrence-Lightfoot, S. (1997). Illumination: Searching for patterns. In S. Lawrence-Lightfoot & J. H. Davis (Eds.), *The art and science of portraiture* (pp.185-214). San Francisco: Jossey Bass.

Guest lecturer: Miles Corwin

March 1:

Discussion of *Researching life stories and family histories*. (Miller, 2000)

Tierney, W. G. (2000). Life history and the postmodern challenge. In N. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 537-554). Thousand Oaks, CA: Sage.

Tierney, W. G. (1993). Self and identity in a postmodern world: A life story. In D. McLaughlin & W. G. Tierney (Eds.), *Naming silenced lives: Personal narratives and the process of educational change* (pp. 119-134). New York: Routledge.

March 8:

Tierney, W. G. (2000). Beyond translation: Truth and Rigoberta Menchú. *International Journal of Qualitative Studies in Education*, 13 (2), 103-114.

Lincoln, Y. S. (2000). Narrative authority and perjured testimony: Courage, vulnerability and truth. *International Journal of Qualitative Studies in Education*, 13 (2), 131-138.

Stromquist, N. P. (2000). On truth, voice, and qualitative research. *International Journal of Qualitative Studies in Education*, 13 (2), 139-152.

Ahmed, S. (2003, May-June). The politics of fear in the making of worlds. *International Journal of Qualitative Studies in Education*, 16 (3), 377-398.

Hand in Writing Assignment #2

March 15:

Spring Break

March 22:

Discussion of *A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League* (Suskind, 1999)

March 29:

Tierney, W. G. (2002). Get real: Representing reality in educational research. *International Journal of Qualitative Studies in Education*, 15 (4), 385-398.

Ellis, C. (2002). Being real: Moving inward toward social change. *International Journal of Qualitative Studies in Education*, 15 (4), 399-406.

Piirto, J. (2002). The unreliable narrator, or the difference between writing prose in literature and social science: A commentary on Tierney's article. *International Journal of Qualitative Studies in Education*, 15 (4), 407-416.

Bourgois, P. (2002). Ethnography's troubles and the reproduction of academic habitus. *International Journal of Qualitative Studies in Education*, 15 (4), 417-420.

Reed-Danahay, D. (2002). Turning points and textual strategies in ethnographic writing. *International Journal of Qualitative Studies in Education*, 15 (4), 421-426.

Tierney, W. G. (2002). Writing matters. *International Journal of Qualitative Studies in Education*, 15 (4), 427-430.

Hand in writing assignment #3

April 5:

Discussion of *Venus on wheels* (Frank, 2000)

Guest lecturer: Gelya Frank

April 12:

Reinharz, S. (1992). Feminist interviewing. In S. Reinharz (Ed.), *Feminist methods in social research*. New York: Oxford University Press.

Morgan, D. L. (1998). Planning Focus Groups. In D. L. Morgan & R. A. Krueger (Eds.), *The focus group kit, (focus group kit 2)*. Thousand Oaks, CA: Sage.

Krueger, R. A. (1998). Developing questions for focus groups. In D. L. Morgan & R. A. Krueger (Eds.), *The focus group kit, (focus group kit 3)*. Thousand Oaks, CA: Sage.

April 19:

Prior, L. (2003). *Using documents in social research* (pp. 1-27).. Thousand Oaks, CA: Sage.

Platt, J. (1981). Evidence and proof in documentary research. Some shared problems of documentary research. *Sociological Review*, 29, (1), 31-52.

Platt, J. (1981). Evidence and proof in documentary research. Some shared problems of documentary research. *Sociological Review*, 29, (1), 53-66.

April 26:

Kilbourn, B. (1999). Fictional thesis. *Educational Researcher*, 28 (9), 27-32.

Tierney, W. G. (1997). Border guards: Ethnographic fiction and social science. In Michelle Fine, et. al. (Eds.), *Off white: Readings on society, race and culture*, (pp. 110-120). New York: Routledge.

Hand in writing assignment #4