

Course Syllabus
Educational Administration 690 N
Naturalistic Inquiry
Fall, 2007

- Class:** Theory of Educational Administration Research--Naturalistic Inquiry, EAHR 690 N, Sections 601
- Classroom:** EDCT 569 Harrington Tower
- Day:** Tuesdays, 4-7 p.m.
- Instructor:** Dr. Yvonna S. Lincoln
Room 574 Harrington Tower
845-2701
- Office Hours:** By appointment, but generally Tuesday mornings, or Wednesday 10 a.m. to Noon, and 2-4 p.m., and some Fridays

“The Americans with Disabilities Act (ADA)”

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the John J. Koldus Building. The phone number is 845-1637.

Academic Integrity Statement
AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rule does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For addition information, please visit: www.tamu.edu/aggiehonor/

On all course work, assignments or examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Undergirding aphorisms and citations that will guide the unfolding of this course:

"Ethnographies emerge out of a relationship among the traditions of ethnographer, group and intended audience....Ethnography is neither subjective nor objective. It is interpretive, mediating two worlds through a third." --Michael Agar, *Speaking of Ethnography*, 1986, p. 19.

"Too often, all of us fail to teach the important thing, which is that clear thinking, active discussion, and excellent writing are all necessary for intellectual freedom, and that these require hard work."

--Adrienne Rich

The current American debate about paradigms can be viewed as emerging from a variety of historical, social and intellectual sources. The social unrest of the 1960s, the feeling of loss of moral will and direction in the 1970s, and the economic uncertainties of the early 1980s gave increasing attention to the values, conduct and purposes of everyday life . . . Themes worked out in the history and philosophy of science also contribute to the reconsideration and search for alternative directions in our social sciences. . . . Developments in the history of science offer new interpretations to the development and significance of scientific knowledge. Phenomenology and hermeneutics have been reinserted into American scholarly discourse.

Tom Popkewitz, *Paradigms and Ideology*, p. 88

Purposes of the Course

1. To compare and contrast inquiry paradigms, noting when and where each is the paradigm of choice.
2. To understand the congruence between constructivist (naturalistic) inquiry and qualitative methods.
3. To practice a variety of qualitative methods, and to compose the findings into a small, brief case study, as a way of testing what students know.
4. To stimulate students' personal explorations into ways of knowing so that future research endeavors (most immediately, the dissertation experience) will reflect conscious and well-informed choice as to philosophical assumptions undergirding the inquiry, the goodness of fit between the problem and the methods chosen to study it, the selection of appropriate research instruments, and the role of the writer in the presentation of findings.

5. To introduce students to at least some of the major debates being engaged in interpretive inquiry today (written formats, “messy texts,” voice, co-participation in research endeavors, legitimation, authority, and intellectual property problems), and to suggest ways in which these problems have been addressed by others.

Instrumental and Expressive Objectives of the Course

By the end of this course, you should be able to:

1. Compare and contrast various inquiry paradigms.
2. Chart the emergence of new paradigms of inquiry, specifically constructivism, in the social sciences.
3. Explain the centrality of values, the critical nature of narrative, and the human instrument in constructivist research.
4. Apply, in a beginning way, a variety of qualitative methods in the conduct of a case study.
5. Articulate an understanding of the role of reflexivity and of your own strengths and weaknesses as a “human instrument.”
6. Justify your choice of an inquiry paradigm for future research endeavors.

Required Texts

1. Lincoln, Y. S., and Guba, E. G. (1985). *Naturalistic Inquiry*. Sage Publications. (On reserve in the library.)
2. All journal articles are on reserve in the library. There are several sets. Also on reserve are several sample (real) case studies, done by students in earlier semesters, and two dissertation proposals, which can serve as good examples of the kinds of proposals which could be considered serious, thoughtful and professional.
3. One anthropological or sociological book-length ethnography or case study out of your field.

Recommended Texts: Good acquisitions for a professional research library.

1. Guba, E. G., Ed. (1990). *The Paradigm Dialog*. Newbury Park, CA: Sage Publications.
2. For students who are embarking on their dissertation research almost immediately after this class, or during this class, I would also recommend Erlandson, David A., Harris, Edward L., Skipper, Barbara L., and Allen, Steve D., *Doing Naturalistic Inquiry: A Guide to Methods*. Newbury Park, CA.: Sage Publications, 1993. David

Erlandson and his colleagues focus on much that is practical, gritty, and down-to-earth in the conduct of a research project, and this is a most useful book if you are ready to begin the research.

3. Denzin, N.K. and Lincoln, Y.S., Eds. (2000). *The Handbook of Qualitative Research, 3rd Ed.*. Newbury Park, CA.: Sage Publications. NOTE: This also comes in a far less expensive, three-volume paperback set.

Requirements and Assignments

Successful completion of the following written products:

1. A *short case study* (no more than 25 pages) on a topic negotiated with the instructor. In the final report you should present:
 - a. the problem or question you formulated
 - b. a description of the experience in general
 - c. The substance of your findings (the case itself);
 - d. a set of interpretations. What do the findings mean? What are the implications for practice? For a belief system?
 - e. a report on your chosen methodology and any problems you encountered while collecting and analyzing your data.

In part (e), a portion of this material should or could come from your reflexive journal. You should use as many of the following qualitative methods as you can, and as seem appropriate, in collecting data for the case study:

- | | |
|--------------------------------|------------------------------|
| a. non-participant observation | e. structured interviewing |
| b. participant observation | f. unstructured interviewing |
| c. documentary analysis | g. unobtrusive measures |
| d. use of records | h. non-verbal communication |

You should not tape any interviews. A part of the skill-building in this course will be the process of learning to take strong, good fieldwork notes. Taping creates its own kind of problems. In the same sense, although it is a seductive medium, e-mail is not to be used for interviewing. There are distinctive learning experiences in face-to-face, one-on-one interviewing, and that is the appropriate method for this course.

Each student must turn in, in preparation for conducting the case study, a two-page proposal for the case. I will read them, indicate questions or problems I have with them, and return them to you expeditiously. Each student is strongly encouraged to make an appointment with me to discuss the proposed case study before doing the proposal, or at least after the proposal.

Some students will be very close to the dissertation stage, and will want to focus on dissertation topics. I urge you not to do this, because the experiences of being what Agar calls a “professional stranger”—that is, **out of your own zone of comfort and**

familiarity—creates specific skills and a confidence which you will not acquire by staying in your own field.

Students often ask, “But Dr. Lincoln . . .what should my case study look like?” I’ve reorganized the course work so that several disciplinary perspectives are on reserve for you. These are two case studies from sociology, one from business, and one from education, all published journal articles. They are all on reserve in Evans Library, and on electronic reserves.

- 2. A *reflexive journal* with at least two entries per week for the duration of the class. Journals are to be kept in bound books, blank or lined, available at the TAMU bookstore, Half-Price Books, or many other bookstores around town. No computer-generated journals.
- 3. A copy of your completed course certificate for human subjects protection, to be turned in with your case study.

Attendance

All students are expected to attend class faithfully, and to participate fully, including by having read all of the assigned material. Since a portion of your grade depends on class participation, it is to your benefit to be in class, available, and well-prepared. While the course is graded on an S/U basis (as are all 690s), repeated absences will automatically create an “Unsatisfactory” grade, whatever else your written work looks like.

Grades

Grades will be assigned on a point scale, with final grades calculated according to the following:

Case study:	40% = 40/100 pts.
2-pg proposal:	20% = 20/100 pts.
Class contributions:	10% = 10/100 pts.
Journal:	20% = 20/100 pts.
Certificate	10% = 10/100 pts.

All work is due on the date assigned in the syllabus. Each day late will cost one-half (1/2) a letter grade from that grade earned. This keeps students who turn in their assignments on time from being penalized for their timeliness and responsibility.

There will be no incompletes granted.

<p>Please note: Turn off your cell phones, iPhones, Blackberries, etc. before class begins. The only exceptions to this are men whose wives are expecting a baby during the semester, and they will have phones issued by the hospital/attending physician.</p> <p>Please also note that any and all students are welcome to utilize their laptops for taking notes, but if you are found answering/reading e-mail, or surfing the Web, you will lose your laptop privileges.</p>
--

These two things are common courtesy. Courtesy is one hallmark of a sound learning environment.

Schedule for Class

*Please note: Capitals indicate a product which is due and which is to be handed in!

**--Indicates work is on reserve in the library.

†--Indicates handout.

Tuesday August 28	<p>*Introductions, syllabus, grading, assignments and examinations, and things you'll be glad you knew later.</p> <p><i>Topic:</i> How do we know what we know? What is science? Is "social science" an oxymoron? Who was John Stuart Mill and why is he saying all those terrible things about me?</p> <p><i>**Recommended reading:</i> C. Geertz, <i>The Interpretation of Cultures</i>, 1974, "Thick description. . ."</p>
Tuesday Sept. 4	<p><i>Topic:</i> What are paradigms and why should I care? What is constructivism? The axioms of constructivist inquiry.</p> <p><i>Read:</i> Lincoln and Guba, Chapters 1 and 2, 3.</p> <p><i>**Recommended readings:</i> Guba, <i>Paradigm Dialog</i>, Chapter 1, 4, 21, 22, 23. Geertz, C., <i>Interpretation of Cultures</i>, "Ideology as a cultural system"</p>
Tuesday Sept. 11	<p><i>Topic:</i> Causality: A Thorny Issue Models of causality, causal relationships, and influence</p> <p><i>DUE:</i> CASE STUDY PROPOSAL—TOPIC AND PROBLEM (2 pages)</p> <p><i>Read:</i> Lincoln and Guba, Chapter 3 and 4</p>
Tuesday, Sept. 18	<p><i>Topic:</i> Generalization, or whither cause-and-effect? Can we make generalizability statements about naturalistic inquiries? Do we want to?</p> <p><i>Read:</i> Lincoln and Guba, Chapters 5 and 6</p>
Tuesday Sept. 25	<p><i>Topic:</i> What's all this about values?</p> <p><i>Read:</i> Lincoln and Guba, Chapter 7</p> <p><i>**Parker Palmer, "Community, conflict, and ways of knowing"</i> <i>**Mary Savage, "Can ethnography be a neighborly act?"</i></p>

****Recommended reading:** Guba, Chapters 27, 28, and 29

**Tuesday,
October 2**

Topic: Fundamental Field Methods
Interviewing and the “human as instrument”;
interviewing as the backbone of fieldwork
Read: Lincoln and Guba, Chapter 8

“I realized quite early in this adventure that interviews, conventionally conducted, were meaningless. Conditioned clichés were certain to come. The question-and-answer technique may be of some value in determining favored detergents, toothpaste, and deodorants, but not in the discovery of men and women.”

--Studs Terkel

Film: Studs Terkel on Interviewing

****Case study from Education:** Phliaka, Helen (1994). What’s in it for us? *Qualitative Studies in Education*, 7(2), 155-164.

**Tuesday
Oct. 9**

Topic: Participant and non-participant observation; how to be a group member, how not to be a group member; roles to be played

**Tuesday
Oct. 16**

Topic: Design Issues: How do you plan a naturalistic study? What’s it like in the field? How do you get it all done? What is an emergent research design?

Read: Lincoln and Guba, Chapters 9, 10, and 12

****Case study from Business:** Arnold, Eric J. and Price, Linda L. (1993). River Magic: Extraordinary Experience and the Extended Service Encounter. *Journal of Consumer Research*, 20, 24-35.

ARE YOU KEEPING UP WITH YOUR REFLEXIVE JOURNALS?

**Tuesday,
October 23**

Topic: Elements of a Sound Case Study: What belongs in a case study? Role of thick description, case findings, interpretations, and audit trails

**Tuesday,
October 30**

Topic: Analyzing Qualitative Data: Why content analysis? What is content analysis and how do I do it?

Read: Lincoln and Guba, Chapter 12

Tuesday, November 6	<p data-bbox="443 195 1325 258">**Connelly, Michael, and Clandinin, Jean: “Stories of experience and narrative inquiry.”</p> <p data-bbox="443 300 1325 436">How trusted and how good? Criteria for judging the adequacy of case studies as case studies, and for judging their adequacy as reports and narratives. Emerging criteria from new literatures.</p> <p data-bbox="443 478 971 510"><i>Read:</i> Lincoln and Guba, Chapter 11</p> <p data-bbox="443 548 1289 611">**Lincoln and Guba, “Criteria for judging the adequacy of case studies as reports,” <i>Qualitative Studies in Education</i>.</p> <p data-bbox="443 653 1325 716">**Lincoln. (1996). “Emerging Criteria for Quality in Qualitative and Interpretive Research.” <i>Qualitative Inquiry</i>, 1(3). 275-89.</p> <p data-bbox="443 753 639 785"><i>Recommended</i></p> <p data-bbox="443 789 1268 821"><i>Reading:</i> **Guba, <i>Paradigm Dialog</i>, Chapters 12, 13, and 14</p>
Tuesday Nov. 13	<p data-bbox="443 863 1341 957"><i>Topic:</i> What about ethics? What’s different about a naturalistic/constructivist study which could lead me to reconsider ethics?</p> <p data-bbox="443 999 829 1031">**Lincoln, <i>RHE</i>, “Ethics . . .”</p> <p data-bbox="443 1073 667 1104">**<i>Recommended</i></p> <p data-bbox="443 1108 1292 1136"><i>Reading:</i> Guba, <i>Paradigm Dialog</i>, Chapters 12, 13, and 14</p>
Tuesday November 21	<p data-bbox="443 1178 1182 1209"><i>Topic:</i> Traditions in Qualitative/Interpretive Studies</p> <p data-bbox="443 1251 1317 1346">**<u>Case studies from Sociology:</u> Mills, Trudy (1985). The assault on the self: Stages in coping with battering husbands. <i>Qualitative Sociology</i>, 8(2), Summer, 103-123.</p> <p data-bbox="443 1388 1341 1482">**Rosecrance, John. (1985). The invisible horseman: The social world of the backstretch. <i>Qualitative Sociology</i>, 8(3). Fall, 248-265.</p>
Tuesday Nov. 27	<p data-bbox="443 1524 1341 1661"><i>Topic:</i> Paradigms in contention. What is important to the research community when we judge research? How do we formulate policy when we cannot agree about what is useful knowledge?</p> <p data-bbox="443 1734 1284 1839"><i>Readings:</i> Lincoln. (1995). “The Sixth Moment: Emerging Problems in Qualitative Research.” <i>Studies in Symbolic Interaction</i>, 19. 37-55.</p> <p data-bbox="443 1881 1057 1906">**Gage, N. L., “The great paradigm wars . . .”</p>

CASE STUDIES DUE

DUE: REFLEXIVE JOURNALS

Topic: Where science ends and fiction begins: The role of the researcher as storyteller; Textual experiments;

Reading **Richardson, Laurel. (2000) Writing as a Method for Inquiry. In Denzin & Lincoln, (Eds.) *Handbook of Qualitative Research, 2nd Ed.*.

**Tanaka, Greg. (1997). Pico College. In Wm. G. Tierney and Yvonna S. Lincoln, (Eds.) *Representation and the Text: Reframing the Narrative Voice*, pp. 259-304. Albany, NY: State University of New York Press.

Last Class--EVALUATION AND COURSE WRAP-UP

Notice from the TAMU Faculty Senate:

The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.”