EXHIBIT 806
QUALITATIVE INQUIRY PROGRAM

EPRS 8500
Qualitative/Interpretive Research in Education I
CRN 16475
Spring 2007

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Office Hours: Thursdays, 2-3:30 or by appointment

Required Texts


Own Choice Book Reviews

Choose ONE of the following:


Books listed above are available online at Amazon.com
**Additional Readings**

All readings are available from the Library in electronic format. Each article has been scanned and is available electronically as a PDF file. To access the documents, go to Course Reserves located on the library homepage. The password for these reserves will be given in class and is located on our WebCT page.

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**Course Description**

This course reviews the foundations of qualitative design, investigating the history, philosophy and nature of qualitative research. It covers different qualitative research methodologies and the current issues in qualitative research. As qualitative research is situated within the theoretical and empirical literature in the field, the literature review is also covered.

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**Course Objectives**

As a learner in this course you will investigate methodological possibilities and various ways of dealing with procedural, philosophical, analytical and ethical issues relate to undertaking qualitative research projects. Specifically, you will do the following:

1. Identify and explain the range of problems addressed by qualitative research. What is qualitative research? What are the different ways it is conceptualized? How does it define problems? What are its origins?
2. Clearly articulate your own presuppositions and subjectivities in regard to the educational research processes.
3. Specify the units of analysis examined in qualitative research and the nature of the explanations generated. What kinds of human phenomena does qualitative research examine? What goals does it attempt to achieve?
4. Formulate appropriate qualitative research problems, design relevant qualitative research strategies for examining such problems, select pertinent data sources and data collection methods, and assess the results of such efforts.
5. Examine ethical dilemmas and issues related to the research process.
6. 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.
7. Develop an understanding of the relationship of educational theorizing to the research process through an examination of a variety of theoretical orientations.
8. Describe and define your epistemological stance -- objectivism, constructionism, subjectivism -- and the epistemological stance of empirical research within the literature. You will be able to identify the origins and developments of these varying epistemologies, underlying values and assumptions, and their strengths and limitations.
9. Describe and define your ontological stance -- realism, naïve realism, and/or social relativism -- and the ontological stance of empirical research in the literature. You will be able to identify the assumptions, strengths and limitations of these ontologies.
10. Describe and define your theoretical framework-- positivist, post-positivist, critical, feminist, postmodern, and others -- and the theoretical framework of
empirical research in the literature. You will be able to identify the origins and developments, underlying values and assumptions, and the strengths and limitations of these varying approaches.

11. Define and describe the identified methodologies. Be able to discuss the following of each identified methodology: what are the epistemological and ontological assumptions; on which theoretical perspective does it most rely; what type of questions does it allow you to answer; on what type of data does it rely; what is its goal; what are its limitations and strengths.

12. Write a clear, cohesive, and critically integrated literature review.

13. Write a strong and cohesive qualitative research proposal – introduction to the problem, literature review to ground the problem, and qualitative research design to answer the problem.

Course Structure

This course will consist of a combination of mini-lectures, demonstrations, discussions, small group activities, and participatory experiences.

Attendance and Participation
I expect regular attendance and will take excessive absences (missing more than 6 hours of a 3-credit course) into account in the final course grade. Your participation in class discussion and course activities is essential. If you have a conflict with a session due to prior commitments, please see me privately (so as not to use our limited class time with individual scheduling concerns).

I expect people to come to class prepared, having read all assigned reading and completing all course activities, and to contribute to class discussions and activities. Frequent lack of preparation or failure to contribute will be taken into account in the final course grade.

WebCT
WebCT will be the source of most of our out of class communication. Along with the central course materials—syllabus, rubrics, example papers, you will find many resources for qualitative research posted. I will communicate individually via WebCT email; whole class discussions, questions, and announcements will be posted on the WebCT discussion page. You will turn in your papers electronically through your WebCT mail. I will return your papers to you with comment via the same. Be sure to check our WebCT page daily.

Electronic Submission of Assignments
You will turn in each assignment to me using WebCT email prior class on the date the assignment is due. Make sure you label the document with your name and assignment, for example Kaufmann_subjectivity. Turn in assignments as Word documents; no PDF files will be accepted, in order that I may use track changes for comments.

Assignments
All assignments are due before class on the assigned due date. No late work will be accepted. Exceptions may be made for documented emergencies only.

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Accommodations for Qualified Individuals with Disabilities
It is the policy of The University of Georgia to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete your course requirements, please notify me as soon as possible to discuss your request.

Non-Native Speakers of English
Non-native English speakers are strongly encouraged to recruit an editor outside of class to review their written work.

Free and Open Exchange of Ideas: Classroom Climate
Qualitative research on human experience often involves controversial topics. People have strong feelings, values, and beliefs that affect how they interpret scientific and other scholarly information. Although diversity of opinions is central to the scholarly inquiry encouraged in this course, everyone is expected to accurately represent the variety of views discussed. We may agree to disagree, but we must be able to express the viewpoint with which we disagree. Sound scholarship depends, then, on respectful listening and sometimes respectful disagreement. It depends on what the philosopher Hannah Arendt called “visiting”; visiting is listening carefully to what others have to say, engaging in interactive dialogue with others, and respecting differences in perspectives.

As a graduate student at Georgia State University, the free discourse of ideas should be expected. We believe the open exchange of ideas is necessary for learning. We have opinions, and will express those. You are free to express either agreement or disagreement without fear of consequences. This does not mean of course, that we may not challenge your views or disagree with them. But it does mean that you will experience no consequences for disagreeing with us. If you feel that we are violating this commitment, please arrange an appointment to discuss the issue.

Additionally, class discussions can easily be environments that are unfair to some students. As scholars at a major research university, we must all be sensitive in our participation. Numerous studies have found that whites tend to dominate other races unless many of the discussants are members of those other races. In addition, some students, both male and female and of all races, tend to dominate class discussions, while others participate very little. Certainly some people, for various reasons, choose a lower level of participation. The important issue is that we all be sensitive that we are not unfairly dominating by talking too much or talking too loudly. The goal is to create a psychologically safe space in which everyone feels that they can participate in the discussion. This does not mean people cannot disagree. This does not mean people cannot have emotions connected to their words. What it does mean is that we all need to be sensitive, appreciative, and respectful, no matter how strongly we might agree.

Finally, we request that students not discuss problems of local school districts when attempting to highlight an argument they are presenting. It is inappropriate to mention the names of administrators, teachers, or school districts in class discussions. The professional integrity of our colleagues in education should be respected. A graduate class at Georgia State University should not become a forum for discussion of political issues facing a school district.
Academic Honesty

Georgia State University seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. A policy on academic honesty has been developed to serve these goals. Academic honesty is defined broadly and simply -- the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed. Academic honesty is vital to the very fabric and integrity of the University. All students must comply with an appropriate and sound academic honesty policy and code of honest behavior. All members of the University community are responsible for and involved in bringing about an honest university, and all must work together to ensure the success of the policy and code of behavior. All members of the University community are responsible for knowing and understanding the policy on academic honesty. The statement on policy and procedures will be made readily available to all students and faculty to ensure understanding of the academic honesty system and its proper functioning. The entire University Community works together to operate the academic honesty system. Where suspected violations of the academic honesty policy occur, appropriate procedures are designed to protect the academic process and integrity while ensuring due process. The academic honesty system is an academic process, not a court of law.

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

Requirements and Grading

All Students are required to complete the following written assignments with the final grade based on the distribution indicated below:

<table>
<thead>
<tr>
<th>Project</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Subjects Certificate</td>
<td>10 points</td>
<td>February 8</td>
</tr>
<tr>
<td>Subjectivities Statement</td>
<td>10 points</td>
<td>February 15</td>
</tr>
<tr>
<td>Research Problem</td>
<td>10 points</td>
<td>March 1</td>
</tr>
<tr>
<td>Literature Review</td>
<td>20 points</td>
<td>March 15</td>
</tr>
<tr>
<td>Epistemology and Theoretical Perspective</td>
<td>20 points</td>
<td>March 29</td>
</tr>
<tr>
<td>Book Review Presentation</td>
<td>10 points</td>
<td>April 12</td>
</tr>
<tr>
<td>Final Research Proposal</td>
<td>20 points</td>
<td>April 26</td>
</tr>
<tr>
<td>Total</td>
<td>100 points</td>
<td></td>
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CITI: Course in the Protection of Human Subjects Certificate (10 points)

According to the Office of Human Subjects, a researcher must pass the online CITI course. You can access this course free of charge from the following website:

- [https://www.citiprogram.org/default.asp](https://www.citiprogram.org/default.asp)  When you have successfully passed the course, you may print out a certificate. Bring this certificate to class as evidence of your successful completion of the course.

GaState0003749
### Subjectivities Statement (10)
- **Subjectivities Statement**—Who are you in relation to your research project? Describe your positionality, experiences, disciplinary training? How do you construct yourself and/or self identify? What is your positionality? What are your subjectivities? Do you position yourself as emic or (and?) etic to your work? When/where are these categories stable? When/where do they slide? How do these roles function in your work? Include references. Approximately 4 pages.

### Research Problem Statement (10 points)
You will construct a research problem and purpose statement. This will be a 3-5 page essay that sets out the problem you wish to address in your study. It should contain the following sections:
- **Statement of the Problem**—What is the problem? How has it been addressed in the literature? What is the gap in the literature? Why is the problem and your work significant?
- **Purpose of the Study**—What is the purpose of your study? What do you want to learn about? This should be a clearly stated, one sentence purpose statement followed by 2-3 good, clear research questions.

### Epistemology and Theoretical Perspective (20)
You will construct a 3-4 page essay that describes your own theoretical perspectives. You will situate this discussion in the context of your reading. What theoretical perspective/s inform your research? What are the key concepts within this framework? How does it inform your work? What will this framework allow you to do in your research project? What questions will it enable you to pursue?

### Literature Review (20)
You will construct a literature review for your study. This will be a 10 page review which succinctly and thematically reviews the literature that grounds your study and builds your rationale. Specific guidelines for this review will be discussed and distributed in class.

### Book Review Presentation (10)
You will read one of the books listed above under the choices. In book circle, a small group of students who have read the same text, you will present a review of your book to the class. Your review is to be clearly presented and well-organized. It should address the following elements:
- Research Purpose/Questions
- Theoretical (Conceptual) Framework
- Methodology
- Data Collection Methods
- Data Analysis Methods
- Findings/Conclusions
- Personal Reactions/Critique
Final Research Proposal (20)

You will design a research project that can be used in your graduate process (additional qualitative courses, a research study for a publishable article, pilot study for your dissertation, dissertation, etc.) This proposal will include the following sections:

- **Introduction to the problem:**
  - *Background of the Problem*—What is the problem you propose to examine? What is the scholarly literature that informs this work? What do we already know from research about this problem? What are the gaps in the literature? How will your study contribute to this literature? What do you hope to learn? What is the so what”? What makes your study important and unique?
  - *Statement of the Problem and Research Questions*: What is the purpose of your study? What are your specific research questions?

- **Literature Review:**
  - *Theoretical Framework*—What are the macro-level, mid-level, and substantive theories that inform your work?
  - *Empirical Conversation*—What empirical work grounds your study? What conversation are you entering?

- **Research Design:**
  - *Methodology*—What methodology informs your work and/or structures your process?
  - *Site of Research*—Describe the site where you will be working. Why this site and not another? What is our rationale for selecting this site?
  - *Participants*—Who are your participants? What is your rationale for selecting these participants? What are your selection criteria? What is your rationale for selecting these people and not others?
  - *Methods for collecting data*—What specific methods will you use to collect/generate data to answer your question/s?
  - *Quality*—How will you insure quality in your work?
  - *Ethical Considerations*—What ethical and political issues may emerge as you engage in this study? How will you build strategies into your design to address these issues?
  - *Representation*—How might you write up your study? Who do you consider your audience(s)? What genre(s) will be most appropriate?

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**Course Outline**

1. Introduction (January 11)

2. Considering Qualitative Research (January 18)


3. Research Topics and Design (January 25)


4. Positioning Ethics and Subjectivities (February 1)


IRB Website: http://www.gsu.edu/research/human_subjects.html


5. Epistemologies and Theoretical Frameworks (February 8)


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6. Ethnography, Fieldwork Studies and Symbolic Interactionism (February 15)


SUBJECTIVEITIES STATEMENT DUE

7. Case Studies and Interpretivism (February 22)


8. (March 1) Critical Inquiry, Critical Ethnography and Critical Race Theory


**RESEARCH PROBLEM STATEMENT DUE**

Spring Break (March 8)

9. (March 15) Postmodernism, Poststructuralism and Feminist Research

**LITERATURE REVIEW DUE**

10. (March 22) Narrative Inquiry and Queer Theory

11. (March 29) Autoethnography and Indigenous Epistemologies

**EPISTEMOLOGY AND THEORETICAL PERSPECTIVE STATEMENT DUE**

12. Working Session (April 5)
13. Book Circles (April 12)

**BOOK REVIEW PRESENTATION DUE**

14. Quality (April 19)


15. Representation (April 26)


**FINAL RESEARCH PROPOSAL DUE**

NOTE: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.