Course Objective: This course is designed to provide advanced doctoral students with the opportunity to investigate and authentically use qualitative research methods, specifically ethnography and case study. Authentic in this case means that the research project should further the student’s dissertation research. In other words, the research completed will be “real” and not simply a course assignment. Readings and class discussion will focus on rigorous qualitative study design.

Warner’s Diversity and Inclusion Goals and Values:
The Warner Graduate School of Education and Human Development is dedicated to fostering a learning community that represents and builds on the rich diversity of human experiences, backgrounds, cultures, histories, ideas, and ways of living. Consistent with our dedication to education, leadership, counseling, and human development that can transform lives and make the world more just and humane, we recruit, support and learn with and from students, staff, and faculty from the broadest spectrum of human diversity. Likewise, we seek the same through our interactions with the broader local and global community (http://www.rochester.edu/warner/warnerataglance/diversity.html). See http://www.rochester.edu/diversity/philosophy.html for the University of Rochester’s statements about diversity.

Classroom Environment:
This course is designed to assist you in developing a rigorous dissertation study design through assignments and vibrant class discussion. As a classroom community we share the task of negotiating the dual priorities of authentic free speech and active regard for all others. Given the important work of leading social change, we need to have these discussions in a safe, supportive, and anti-oppressive environment. In this course, an anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people. It is important that we listen to each other about how our words and actions are affecting one another and that we talk about a class moment in which something may feel hurtful. Therefore, hate speech of any kind will not be permitted.

Course Requirements:
1. Final Research Project (65% of grade): This project will be jointly designed by the course professor and each student to meet dissertation research goals. The project will be an authentic investigation of ethnographic/case study design, implementation and/or analysis. Some projects ideas include: writing the methods chapter for the proposal/dissertation including the RSRB proposal (Note that this is not a proposal writing course); analyzing dissertation data and writing a
dissertation chapter; designing and implementing a pilot study for the dissertation, including writing and submitting the RSRB proposal.

2. **Research Journal** (25% of grade): Students will be required to keep a research journal and complete a total of 10 entries; due dates are starred in the schedule section of this syllabus. Journals, similar to analytic memos, will include reflections on the student’s research process and address substantive theoretical and methodological issues that emerge from reading assigned texts, research projects, and class discussion. Students will use the wiki function on Blackboard to write their research journal entries. Each student is required to respond to at least one other person’s research journal entry per week.

3. **Data Analysis** (10% of grade): Each student will be required to analyze qualitative data using qualitative data analysis methods (NVivo8 will be available in class). Several class sessions will be designated for this purpose. Students will turn in a coding scheme and any preliminary findings in the form of an analytic memo as the final product. Students can use their own data (most productive) or data provided by Professor Larson.

**NO LATE ASSIGNMENTS WILL BE ACCEPTED**

**Required Texts:**


Additional readings can be found on Blackboard.

**Grading:**

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**Class Schedule:**

[1] September 1  
*Overview of the course*

[2] September 8  
*Getting Started*  
Readings:  
Marshall & Rosman, Chapters 1-2  
Stake, Introduction, Chapter 1 and Chapter 10

[3] September 15*  
*Foundations of design*  
**Research projects finalized**  
Readings:  
Marshall & Rosman, Chapters 3 - 4  
Charmaz, Chapters 1-2

[4] September 22*  
*Finding the ground*  
Readings:  

[5] September 29*  
*Design Questions*  
Readings:  
Marshall & Rosman, Chapter 5  

[6] October 6*  
*Choosing Collection Methods*  
**NVivo8**  
Readings:  
Marshall & Rosman, Chapters 6 - 7  
Stake, Chapters 2-3
[7] October 13*

Building a case

NVivo8

Readings:
Marshall & Rosman, Chapter 5
Charmaz, Chapters 3-5

[8] October 20*

Analytic Guidelines

NVivo8

Readings:
Stake, Chapter 4-5

[9] October 27*

Data management and interpretation

NVivo8

Readings:
Marshall & Rosman, Chapter 8
Stake, Chapters 6 - 7

[10] November 3*

Managing Resources

NVivo8 Analysis Due

Readings:
Marshall & Rosman, Chapter 9


Collection and Analysis

Readings:
Charmaz, Chapters 6

[12] November 17*

NO CLASS SESSION

Remembering Theoretical Connections

Readings:
[13] November 24*
   NO CLASS SESSION
   *Interpretation and Writing
   Readings:
   Charmaz, Chapters 7-8
   Marshall & Rossman, Chapter 10
   Stake, Chapters 8 - 9

[14] December 1
   Student presentations

[15] December 8
   **Final Projects Due**