



**EDHP 551
APPLIED EDUCATIONAL ETHNOGRAPHY**

“Gradually I came to feel as unwilling as he was to let a sentence stand if the meaning was not as unambiguously visible as a grizzly bear in a brightly lit kitchen. I discovered what every good writer knows, that getting down one’s exact meaning helps one to discover what one means.”

John Gardner

Fall 2014

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(213) 740-7218
Class meets: Tuesdays, 4:00-6:30pm
Location: WPH 206

Office Hours:

Bill (WPH 701C): Make an appointment with Diane Flores at dianeflo@usc.edu.
Antar (WPH 703A): Wednesdays 2-4 or by appointment

Course Overview

This course will focus on qualitative approaches of inquiry for the social sciences. In particular, we will focus on dilemmas and issues that pertain predominantly to higher education. Producing and disseminating good qualitative research necessitates strong writing and speaking skills. We will spend a considerable amount of time focusing on writing and public speaking by reading examples of good qualitative research, participating in intensive writing workshops, and by sharing our work in class and in oral presentations.

The course will focus on three major stages of conducting qualitative research:

- 1) Observing & Interviewing Methods
- 2) Data Collection, Analysis, & Evaluation
- 3) Data Presentation & Argument Development

Course Requirements, Deadlines, and Grading

We will focus a great deal on writing. The course will revolve around a research project we will do that pertains to an analysis of the PASA program. To facilitate successful course completion, the following assignments and corresponding deadlines should be noted. The points for each assignment are also noted. Papers that are late will be marked down; papers that are more than

24 hours late will not be accepted unless by permission of the instructors. Papers are due by 4 PM (PST) on the day listed below.

- August 26th: An approximately 500 word response essay to Nathan's *My Freshman Year* focusing on the implications of how the data was collected and presented. Submit paper via Blackboard. [5 points]
- September 23: A 500 word observation of one or more events pertaining to the PASA program. [10 points]
- October 7: Quiz #1 [based on readings] [10 points]
- October 21: A 1000 word interview or focus group of one or more individuals involved in or with the PASA program. [15 points]
- November 4: Quiz #2 [based on grammar] [10 points]
- November 11: Quiz #3 [based on readings] [10 points]
- November 18: Construct a 1-page outline and 200 word abstract of final paper. Submit to Antar via e-mail. [5 points]
- December 2: In class presentation. [5 points]
- Facilitate one reading in class by posting a response on Blackboard of no less than 50 and no more than 100 words 72 hours prior to the class. [5 points]
- Class participation [5 points]
- December 2: A final paper that is no less than 3,000 and no more than 4,000 words not including the title, abstract, bibliography, due via Blackboard. [20 points]

Textbooks and other materials

We will use the following books in the course:

American Psychological Association (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.

Kvale, S. (2007). *Doing interviews*. Thousand Oaks, CA: Sage.

Nathan, R. (2005). *My freshman year: What a professor learned by becoming a student*. New York: Penguin.

Class Participation

You are expected to attend and actively participate in every class session. Attendance and participation (or lack thereof) will be reflected in your final grade. Come to class prepared to discuss the day's material. This includes having done the reading and/or having completed any

written assignments for that particular day. Please see addendum for instructions on how to prepare for class discussion.

Writing Style

All assignments must be typed and should conform to the style and reference notation format in the *Publication Manual of the American Psychological Association*. The APA manual is a required text for this course and an essential tool for graduate school survival. Please study it carefully and refer to it often. If you are unsure about certain APA formatting and citation rules, refer to the manual. Points will be deducted from incorrectly formatted papers. See the class handout for additional guidance on appropriate style and formatting.

Academic Integrity

Graduate students and professionals ought not cheat or steal ideas from other authors or sources without giving appropriate credit to the originators of the work. Submitting a paper previously submitted to another class without prior consent is also considered a violation of academic integrity. Thus, any student found in violation of cheating or plagiarism will automatically receive a grade of 'F' in the course.

Academic Accommodations

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy. Any candidate 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. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. The email address is: ability@usc.edu. The website for DSP has additional information regarding accommodations and requests (www.usc.edu/disability).

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.

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 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.

CLASS SCHEDULE

Classes meet in room WPH 207

With the exception of Nathan’s *My Freshman Year* and Kvale’s *Doing Interviews*, all assignments are on Blackboard.

- Readings in **bold** describe how to perform research.
- Readings in *italics* relate to methods of gathering data.
- Underlined readings are examples of qualitative research in article form.
- Classes meet on Tuesdays from 4:15-6:45pm in room WPH 207.

Date	Topic	Assigned Readings	Agenda	Assignment
August 26	Week #1: Introduction & Course Overview	• Nathan, <i>My Freshman Year</i>	Preview syllabus & course assignments	Due: Response to Nathan
September 2	Week #2: On Qualitative Research and Writing: Observation (Part I)	• Kvale, Chapter 1 • <i>Shank, Observing</i> • <i>Baker, Observation: A complex research method</i> • <u>Tierney, Life History’s History</u>		
PART I:	Observing & Interviewing Method			
September 9	Week #3: Observation (Part II)	• Kvale, Chapter 2 • <i>Luker, Field (and other) Methods from Salsa Dancing into the Social Sciences</i> • <i>Taylor & Bogdan, Ch. 3: Participant Observation</i> • <u>Parker, The Story of a Suicide</u>		

September 16	Week #4: Interviews, Ethics and IRB (Part I)	<ul style="list-style-type: none"> • Kvale, Chapter 3 • <u>Iloh, Using ethnography to understand twenty-first century college</u> • <i>Taylor & Bogdan, Ethics in the Field</i> • <u>Heyl, Madam As Teacher</u> 	Speaker: Constance Iloh	
September 23	Week #5: Interviews & Ethics (Part II)	<ul style="list-style-type: none"> • Kvale, Chapter 4 • <i>Geertz, Thick Description</i> • <u>Rhoads, Whales Tales, Dog Piles, and Beer Goggles</u> 	Speaker: Raquel Rall	Due: Observation Paper
September 30	Week #6: Interviews, Ethics and IRB (Part III)	<ul style="list-style-type: none"> • Kvale, Chapter 5 • <i>Tierney, Lost in Translation</i> • <u>Tierney, Life History and Identity</u> 	Speaker: Susan Rose	
PART II: Data Collection, Analysis, & Evaluation				
October 7	Week #7: Using Technology	<ul style="list-style-type: none"> • Kvale, Chapter 6 • <i>Sade-Beck, Internet Ethnography</i> • <u>Zhao, Identity Construction on Facebook</u> 	Midcourse evaluation	In class quiz #1
October 14	Week #8: Data Collection	<ul style="list-style-type: none"> • Kvale, Chapter 7 • <i>Mathison, Why Triangulate?</i> • <u>Tierney, Globalization and Life History Research</u> 	Speaker: Zoe Corwin	
October 21	Week #9: Data Analysis	<ul style="list-style-type: none"> • Kvale, Chapter 8 • <u>Tierney, Mushutu & Juan</u> • <u>Colyar, Jenny Acevedo</u> 		Due: Interview Paper
October 28	Week #10: Reliability, Validity & Trustworthiness (Part I)	<ul style="list-style-type: none"> • Kvale, Chapter 9 • <i>Tierney & Clemens, Qualitative Research and Public Policy</i> • <i>Maxwell, Understanding and Validity in Qualitative Research</i> 		
PART III: Data Presentation and Argument Development				
November 4	Week #11: Reliability, Validity & Trustworthiness Part II	<ul style="list-style-type: none"> • Kvale, Chapter 10 • <i>Creswell, Writing a Qualitative Study</i> • <i>Wolcott, On Seeking—and Rejecting—Validity in Qualitative Research</i> 	Speaker: Bryan Rodriguez	In class quiz #2

November 11	Week #12: Writing & Presentation of Data (Part I)	<ul style="list-style-type: none"> • <i>Taylor & Bogdan, The Presentation of Findings</i> • <u>Berkowitz & Padavic, Getting a Man or Getting Ahead: A comparison of White and Black Sororities</u> 		In class quiz #3
November 18	Week #13: Writing & Presentation of Data (Part II)	<ul style="list-style-type: none"> • <i>Gumport, Fired Faculty</i> • <u>Morrow & Smith, Constructions of Survival and Coping by Women Who Have Survived Childhood Sexual Abuse</u> • <u>Haenfler, Rethinking Subcultural Resistance</u> 		Due: 1-page outline of final paper and 200 word abstract
November 25	Week #14: From Draft to Final Text	<ul style="list-style-type: none"> • <u>Tierney, Self and Identity in a Postmodern World</u> 		
December 2	Week #15	<ul style="list-style-type: none"> • Final Class 	Project presentations	Due: Final paper

Addendum

Preparing for class discussions based on weekly readings

After critically reading each assignment, peruse the checklist below to determine whether you are prepared for the class discussion:

- ✓ Summarize orally to a person not in the education field what the author's advice, argument, or finding was.
- ✓ Did you like the reading? Can you explain why or why not?
- ✓ What did you agree with in the reading? What did you disagree with? Why?
- ✓ These readings were not chosen at random. Consider how each may be applied to your final project. If you cannot explain how each reading applies to your specific project, then re-read the assignment.
- ✓ If the reading describes how to perform research, what lesson does the author try to impart on you? If the reading applies to data collection, how will the reading influence how you collect data? If the reading relates to data presentation, will you use a similar method of presenting your data?

Bibliography

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