

University of San Francisco
School of Education

Syllabus

AN INTRODUCTION TO THE EXPERIENTIAL METHOD

0705-698-01 3 Semester Units
0705-798-01 3 Semester Units
Summer Session 1 - 1994

Meeting Dates and Times:

Fridays (5:15pm-9:30pm) June 3, 10, 17, 24, 1994
Saturdays (1:30pm-6:15pm) June 4, 11, 18, 25, 1994
Lone Mountain Room 241B

Instructors:

Robi B. Woody, Ed.D. (415)666-6525 and Sunnie D. Kidd (415)666-6525
Office Hours: Both instructors are available by appointment.

Course Description:

This course is designed to introduce students to and demonstrate how to apply an experientially-based qualitative research methodology called "Experiential Method." This is an alternative research approach which permits a full, in depth exploration of all dimensions of the human experience, including issues relevant to ethnicity and culture.

Required Text:

Sunnie D. Kidd and James W. Kidd, *Experiential Method: Qualitative Research in the Humanities using Metaphysics and Phenomenology* (New York: Peter Lang Publishing, Co., 1990).

A suggested reading list and a supplementary resource list are attached.

Objectives of the Course:

Objectives of the course relate directly to learning what the experiential method is, when it is appropriate for use and how to design research projects using this approach. It will examine the basic tenets which are fundamental to conducting qualitative research projects and explore how to:

- a) organize qualitative information
- b) identify thematic content

- c) amplify what is revealed
- d) synthesize what is learned
- e) dialogue findings with existing theory

The course will:

- 1) Introduce students a phenomenologically-based experiential approach to doing qualitative research
- 2) Provide students with the basic theoretical foundations which ground the methodology
- 3) Assist students in identifying research projects suitable for qualitative study
- 4) Demonstrate how to apply the research methodology to research projects
- 5) Explore interviewing styles

Requirements:

This course is a combination of theory and practice. There will be extensive class discussion, dialogue and research activities including writing about one's own experience and investigating the experiences of others. This will be the basis for applying information found in the assigned textbook to personally selected topics and to conduct individual research projects. It will allow students to:

- a) Select research topics of choice
- b) Conduct research projects by applying the experiential method.
- c) Write a final 8-10 page paper on the research projects suitable for presentation to the class
- d) Present projects and final paper to the class
- e) Respond in a thoughtful and helpful manner to the projects presented by classmates
- f) Participate in class discussions

Grading will be based on:

- a) Attendance
- b) Class discussion and participation
- c) Conducting and presenting research projects
- d) Final integrative paper (8-10 pages) due two weeks after the end of the course.

Suggested Reading List

Henry Bergson, *An Introduction to Metaphysics*, trans. T. E. Hulme (New York: G. P. Putnam's Sons, 1912).

Donald Batchelder and Elizabeth G. Warner, eds., *Beyond Experience: The Experiential Approach to Cross-cultural Education (The Experiment in International Living)* (Brattleboro: Experiment Press, 1977).

Elliott W. Eisner and Alan Peshkin, eds., *Qualitative Inquiry in Education: The Continuing Debate* (New York: Teachers College, Columbia University, 1990).

Elliott W. Eisner, *The Enlightened Eye: Qualitative Inquiry and the Enhancement of Educational Practice* (New York: Macmillan Publishing Co., 1991).

David J. Flinders and Geoffrey E. Mills, ed., foreword Elliott W. Eisner, *Theory and Concepts in Qualitative Research: Perspectives from the Field* (New York: Teachers College Press, 1993).

Hans-Gorg Gadamer "Practical Philosophy as Model of the Human Sciences", *Studies in Phenomenology and the Human Sciences* (Atlantic Highlands: Humanities Press, 1979).

Don Ihde and Hugh J. Silverman, *Descriptions* (Albany: State University of New York Press, 1985).

Danny L. Jorgensen, *Participant Observation: A Methodology for Human Studies* (Newbury Park: Sage Publications, 1989).

Thomas Langan, *The Meaning of Heidegger: A Critical Study of an Existentialist Phenomenology* (New York: Columbia University Press, 1971).

Margaret D. LeCompte, Wendy L. Millroy, Judith Preissle, eds., *The Handbook of Qualitative Research in Education* (San Diego: Academic Press, 1992).

Catherine Marshall, *Designing Qualitative Research* (Newbury Park: Sage Publications, 1989).

Sharan B. Merriam, *Case Study Research in Education: A Qualitative Approach* (San Francisco: Jossey-Bass, 1988).

Matthew B. Miles and Michael Huberman, *Qualitative Data Analysis: A Sourcebook of New Methods* (Beverly Hills: Sage Publications, 1984).

Harriet Nathan, *Critical Choices in Interviews: Conduct, Use, and Research Role* (Berkeley: Institute of Governmental Studies, 1986).

Charles B. Neff, ed., *New Directions for Experiential Learning* (San Francisco: Jossey-Bass, 1981).

Paul Pedersen and Allen Ivey, *Culture-centered Counseling and Interviewing Skills: A Practical Guide* (Westport: Praeger, 1993).

I.E. Seidman, *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences* (New York: Teachers College Press, 1991).

David Silverman, *Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction* (London: Sage Publications, 1993).

Herbert Spiegelberg, *The Phenomenological Movement, II*, second edition (The Hague: Martinus Nijhoff, 1971).

Pierre Thévenaz, *What is Phenomenology? and Other Essays*, trans. James M. Edie, Charles Courtney and Paul Brockelman, ed., intro. James M. Edie, preface John Wild (Chicago: Quandrangle Books, 1962).

Resource Reading List

Edmund A. Bowles, *Computers in Humanistic Research: Readings and Perspectives* (Englewood Cliffs: Prentice-Hall, 1967).

Peter Conrad and Shulamit Reinharz, eds., *Computers and Qualitative Data* (New York: Human Sciences Press, 1984).

Mark Cook, ed., *Issues in Person Perception* (London: Methuen, 1984).

William J. Ray, *Methods Toward a Science of Behavior and Experience* (Belmont: Wadsworth, 1985).

Donald A. Schon, *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions* (San Francisco: Jossey-Bass, 1987).

Robert Walker, ed., *Applied Qualitative Research* (Brookfield: Gower, 1985).

Harry F. Wolcott, *Writing up Qualitative Research* (Newbury Park: Sage Publications, 1990).