

University of Maryland, College Park
Department of Education Leadership, Higher Education and International Education

EDHI 788G: Critical Approaches to Qualitative Inquiry

Spring 2011
 Tuesdays, 7:00-9:45 pm Benjamin Building 0206

Connie North
 2207 Benjamin Bldg.
 301-405-7924 cnorth@umd.edu
 Office hours: T 4:30-6:30 p.m., Th 2:00-4:00 p.m.

Course Purpose

What matters is an affirmation of a social world accepting of tension and conflict. What matters is an affirmation of energy and the passion of reflection in a renewed hope of common action, of face-to-face encounters among friends and strangers, striving for meaning, striving to understand. What matters is a quest for new ways of living together, of generating more and more incisive and inclusive dialogues.

--Maxine Greene

[T]rustworthiness is likely to be increased when inquiry is motivated by emancipatory aims and utilizes methods that are just.

--Allison Jaggar

To explore how "epistemic truth and social justice often promote each other" (Jaggar, 2008, p. x) in qualitative inquiry, this course will examine how qualitative researchers have used Critical (with an intentional capital "C"), critical race, feminist, queer, indigenous, postcolonial, and dis/ability perspectives to inform their research methodologies. It will also examine some participatory action and arts-based research approaches. More specifically, this class will ask students to critically examine how the research we do both advances and undermines struggles for social justice and to consider the dilemmas involved in approaching qualitative inquiry from critical perspectives within academe.

Readings:

For some class meetings, you will be required to read all the readings listed. On other occasions, specific assignments will be made to groups of students and/or you will assign readings to your peers. We will use the following texts in our course:

- **Four** of the following texts that we will select collectively on the first day of class and on which small groups will present:
 1. Ayers, B., & Alexander-Tanner, R. (2010). *To teach: The journey, in comics*. New York: Teachers College Press.

2. Bogira, S. (2006). *Courtroom 302: A year behind the scenes in an American criminal courthouse*. New York: Knopf Doubleday Publishing Group.
 3. Griffiths, M. (1998). *Educational research for social justice: Getting off the fence*. Buckingham: Open University Press.
 4. Nagar, R. (2006). *Playing with fire: Feminist thought and activism through seven lives in India*. Minneapolis, MN: University of Minnesota Press.
 5. Valentine, D. (2007). *Imagining transgender: Ethnography of a category*. Durham, NC: Duke University Press.
 6. Venkatesh, S. (2008). *Gang leader for a day*. New York: Penguin Press.
- Additional readings are located on ELMS (go to 788G page→then Course Tools→then Course Reserves) on the Internet and are marked by an asterisk (*) below.

Class Participation:

You will be expected to attend all scheduled classes and participate actively in discussions. You are expected to be a collaborative participant of all the work in class. Our discussions serve as a place for you to sharpen your thinking, challenge your assumptions, exchange insights and perceptions, and contribute towards others' ideas. You will be assigned a participation grade for this strand of the course. You cannot participate and engage in ideas in the class if you do not attend them.

Assignments:

A brief outline of each assignment is provided below as well as the due dates. We will discuss the details of these assignments more fully in class.

Seminar Presentations/Discussions (see the course calendar for dates)

In groups of five you will be required to craft a **presentation/discussion** around one of four books that we will use in our class (to be determined the first day of class). Because these presentations will occur later in the semester, you will be expected to draw from the theoretical and methodological discussions we have held previously. More specifically, you will be expected to (1) present the main arguments of the study as well as to (2) discuss its methodological features, and (3) compare and contrast the text to other readings in the course. You can ask members of the class to read the text in its entirety or only selected chapters/sections as preparation for the class presentation/discussion. Please submit a lesson outline/plan to me one week before your presentation.

Midterm Paper (choose one of the following options, **due March 15**):

- Pretend you are at a dinner party or other social event with two or more of the authors from the first half of the course. Write a dialogue of your conversation that critically analyzes the authors' perspectives and methodological stances in relation to your own. [~8 pages]
- Write a critical analysis of two of the course readings [~4 pages each].
- Write a 2011 ASHE or other conference proposal on a critical approach to qualitative inquiry. [<2500 words]
- An individual option, with clear connections to the course, that is discussed and negotiated with me.

Final Project (choose one of the following options, **due May 10-15**):

- Work through a theoretical justification of methodology for your research question. Working from the readings and discussions in the course (and texts beyond the course, if appropriate), articulate a rationale for one or more qualitative methods and explore how you might employ them. This should be more than a technical blueprint for your work so please highlight *methodological* issues of why to use certain tools and their implications for your work. [20-25 pp.]
- A “publishable” paper in the form of an empirical (pilot) study or a synthetic literature review on a critical approach to qualitative inquiry. [20-25 pp.]
- An individual option, with clear connections to the course, that is discussed and negotiated with me.

Grading:

My philosophy of grading is that numeric assessments help record your accomplishments. I do not use grades to rank or sort students. Therefore, I will try to set clear standards for you to meet and help you reach those standards by commenting on your work. Both the content and quality of your writing are important. I suggest reading aloud every assignment before handing it in and making sure that all your work is proofread carefully. I take your usage of grammar and spelling into consideration when evaluating your work. Each assignment will be weighted according to the following breakdown:

Participation	15%	Grading scale (+/- might be used)
Book Presentation	20%	90-100 = A
Midterm	25%	80-89 = B (I expect nothing less)
Final Project	<u>40%</u>	
Total	100%	

Note: For the course, if you require any special accommodations due to a documented disability, please let me know.

Calendar

(subject to changes as necessary)

January 25: **Introductions, Syllabus, Logistics, Readings, etc.....**

February 1: **Intellectual moorings in critical approaches to qualitative research**

Have Read—

* Deloria, Jr., V. (1999). Knowing and Understanding: Traditional Education in the Modern World (pp. 137-143) & Higher Education and Self-Determination (144-153). *Spirit and Reason: The Vine Deloria, Jr. Reader*. Golden, CO: Fulcrum Publishing.

* Erickson, F. (2005). Arts, humanities, and sciences in educational research and social engineering in federal education policy. *Teachers College Record*, 107(1), 4-9.

* Greene, M. (1994). Chapter 10: Epistemology and educational research: The influence of recent approaches to knowledge. *Review of Research in Education*, 20, 423-464.

Recommended—

* Applebaum, B. (2009). *Is teaching for social justice a liberal bias?* Teachers College Record, 111(2), 376-408.

* North, C. E. (2008). *What is all this talk about “social justice”?* Mapping the terrain of education’s latest catchphrase. Teachers College Record, 110(6), 1182-1206.

February 8: **Studying Up**

Have Read—

* Khan, S. (2011). Introduction and Methodological and theoretical reflections. *Privilege: The making of an adolescent elite at St. Paul’s School*. Princeton, NJ: Princeton University Press.

* Zweigenhaft, R. L., & Domhoff, G. W. (2006). Chapter 1 (pp. 1-12) and **either** Chapter 4 (pp. 91-142), Chapter 5 (pp. 143-172), **or** Chapter 6 (pp. 173-202). *Diversity in the power elite: How it happened, why it matters*. New York: Rowman & Littlefield Publishers, Inc.

Recommended—

* Kincheloe, J. L., & McLaren, P. (2002). *Rethinking critical theory and qualitative research*. In Y. Zou & H. T. Trueba (Eds.), *Ethnography and schools: Qualitative approaches to the study of education* (pp. 87-138). New York: Rowman & Littlefield.

February 15: **Critical Race Studies**

Have Read—

* Bhavani, K., & Davis, A. Y. (2000). Women in prison: Researching race in three national contexts. In F. W. Twine & J. W. Warren (Eds.), *Racing research, researching race: Methodological dilemmas in critical race studies* (pp. 227-246). New York: NYU Press.

* Chapman, T. K. (2007). Interrogating classroom relationships and events: Using portraiture and critical race theory in education research. *Educational Research*, 36(3), 156-162.

* Twine, F. W. (2000). Racial ideologies and racial methodologies. In F. W. Twine & J. W. Warren (Eds.), *Racing research, researching race: Methodological dilemmas in critical race studies* (pp. 1-34). New York: NYU Press.

Recommended—

* Alexander, M. (2010). *The fire this time*. The new Jim Crow: Mass incarceration in the age of colorblindness (pp. 209-248). New York: The New Press.

February 22: **Indigenous/TribalCrit/Postcolonial Studies**

Have Read—

- * Brayboy, B. M. (2000). The Indian and the researcher: Tales from the field. *Qualitative Studies in Education*, 13(4), 415-426.
- * Graveline, F. J. (2000). Circle as methodology: Enacting an Aboriginal paradigm. *Qualitative Studies in Education*, 13(4), 361-370.
- * Grande, S. (2000). American Indian identity and intellectualism: The quest for a new red pedagogy. *Qualitative Studies in Education*, 13(4), 343-359.
- * Narayan, U. (2008). Dislocating cultures: Identities, traditions, and third world feminism. In A. M. Jaggar (Ed.), *Just methods: An interdisciplinary feminist reader* (pp. 213-226). Boulder, CO: Paradigm Publishers.

Recommended—

- * Brayboy, B. M. J. (2005). *Toward a tribal critical race theory in education*. The Urban Review, 37(5), 425-446.
- * Smith, L. T. (1999). *Research through imperial eyes & Colonizing knowledges*. Decolonizing methodologies: Research and indigenous peoples (pp. 42-77). London: Zed Books.

March 1: **Exploring qualitative text**

Have Read Student-Selected Text(s)

March 8: **Feminist Studies**

Have Read—

- * Collins, P. H. (2008). Learning from the outsider within: The sociological significance of Black feminist thought. In A. M. Jaggar (Ed.), *Just methods: An interdisciplinary feminist reader* (pp. 308-320). Boulder, CO: Paradigm Publishers.
- * Jaggar, A. M. (2008). Introduction: The project of feminist methodology. In A. M. Jaggar (Ed.), *Just methods: An interdisciplinary feminist reader* (pp. vii-xi). Boulder, CO: Paradigm Publishers.
- * Opie, A. (2008). Qualitative research, appropriation of the “Other” and empowerment. In A. M. Jaggar (Ed.), *Just methods: An interdisciplinary feminist reader* (pp. 362-373). Boulder, CO: Paradigm Publishers.
- * Scott, J. W. (2008). Experience. In A. M. Jaggar (Ed.), *Just methods: An interdisciplinary feminist reader* (pp. 272-282). Boulder, CO: Paradigm Publishers.

Recommended—

- * St. Pierre, E. A. (2000). *Poststructural feminism in education: An overview*.

Qualitative Studies in Education, 13(5), 477-515.

March 15: **Participatory Action Research**

Have Read—

* Fine, M. (2009). Postcards from metro America: Reflections on youth participatory action research for urban justice. *The Urban Review*, 41(1), 1-6.

AND READ 3 OF THE FOLLOWING ARTICLES FROM *URBAN REVIEW*, 41(1):

* Ayala, J. (2009). Split scenes, converging visions: The ethical terrains where PAR and Borderlands scholarship meet.

* Guishard, M. (2009). *The false paths, the endless labors, the turns now this way and now that*: PAR, mutual vulnerability, and the politics of inquiry.

* Payne, Y. A., & Hamdi, H. A. (2009). “Street love”: How street life oriented U.S. born African men frame giving back to one another and the local community.

* Stoudt, B. G. (2009). The role of language and discourse in the investigation of privilege: Using PAR to discuss theory, develop methodology, & interrupt power.

* Torre, M. E. (2009). PAR and critical race theory: Fueling spaces for *Nos-otras* to research.

* Tuck, E. (2009). Re-visioning action: PAR and Indigenous theories of change.

Recommended—

* Herr, K. & Anderson, G. (2005). *Introduction and Action Research Traditions and Knowledge Interests*. The action research dissertation: A guide for students and faculty (pp. 1-28). New York: Sage Publications.

Midterm Assignment Due

March 22: **Spring Break—NO CLASS**

March 29: **Exploring qualitative text**

Have Read Student-Selected Text(s)

April 5: **Queer Studies**

Have Read—

* Coloma, R. S. (2006). Putting queer to work: Examining empire and education. *Qualitative Studies in Education*, 19(5), 639-657.

* Grace, A. P., Hill, R. J., Johnson, C. W., & Lewis, J. B. (2004). In other words: Queer voices/dissident subjectivities impelling social change. *Qualitative Studies in Education*, 17(3), 301-324.

* Talburt, S. (1999). Secrets and problems of queer ethnography: Readings from a religious studies classroom. *Qualitative Studies in Education*, 12(5), 525-539.

Recommended—

* Plummer, K. (2005). *Critical humanism and queer theory: Living with the tensions*. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research*, 3rd ed. (pp. 357-373). Thousand Oaks, CA: Sage Publications.

April 12: **TBD** (last day of AERA)

April 19: **Exploring qualitative text**

Have Read Student-Selected Text(s)

April 26: **(Dis)ability Studies**

Have Read—

* Lindemann, K. (2010). Cleaning up my (father's) mess: Narrative containments of "leaky" masculinities. *Qualitative Inquiry*, 16(1), 29-38.

* Pugach, M. C. (2001). The stories we choose to tell: Fulfilling the promise of qualitative research for special education. *Exceptional Children*, 67(4), 439-453.

* Smith, P. (2001). Inquiry cantos: Poetics of developmental disability. *Mental Retardation*, 39(5), 379-390.

Recommended—

* Gabel, S. L. (2005). *Introduction: Disability studies in Education*. In S. L. Gabel (Ed.), *Disability studies in education: Readings in theory and method* (pp. 1-20). New York: Peter Lang.

May 3: **Exploring qualitative text**

Have read student-selected text

May 10: **Creative/Arts-Based Approaches & End-of-Semester Reflections**

Have Read—

* Goldstein, T. (2000). Hong Kong, Canada: Performed ethnography for anti-racist teacher education. *Teaching Education*, 11(3), 311-326.

* Goldstein, T. (2010). *Snakes and ladders: A performed ethnography*. *International Journal of Critical Pedagogy*, 3(1), 68-113.

Students from Bronx Leadership Academy. (2008). *SAT Bronx: Do you know what Bronx kids know?* Providence, RI: Next Generation Press.

Final Assignment Due (can turn in as late as May 15)