

Y612

**Critical Qualitative Inquiry in Education - I**

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**Office Hours:** Wednesdays 3:00 - 5:00, and by appointment

**Class Meets:** Wednesday Mornings 9:30 - 12:15

**Course Description**

This course is an exciting, creative, and passionate series (Y612 and Y613) engaging in the social, theoretical, practical field of critical qualitative research. The course sequence is labor intensive and intellectually demanding as it takes students out into the field and engages them with basic principles and ideas in social theory. Students will learn an enormous amount if, at the outset, one is prepared to devote an unusually large amount of time and effort, is ready to conduct a study (already has a study in mind and can begin securing human subjects' approval right away), and is open to the intellectual and creative rigors required. You will find that I support your efforts by providing elaborate and timely feedback on your fieldwork. We will work together as a class to develop an understanding of the concepts and methods taught, so while the expectations may sound daunting, you will be supported in many ways throughout the two semesters.

Critical qualitative research is one way of conducting qualitative inquiry that draws on a unique metatheory and has particular social goals and values. While there are a variety of methodological perspectives from which one might conduct a qualitative study, I choose to teach only this one. Students are offered an in-depth set of theoretical and practical tools from this critical perspective.

We have started a Y500 lab section to be taken alongside the Y612/Y613 courses. This lab section will augment the course content, provide workspace for practicing what you learn in Y612/Y613, and give you opportunities to learn qualitative software packages.

**Equipment and Software**

You will need an audio recording device and a word processor. It can be helpful to have a transcriber (you can check these out from ETS in the School of Education) and from the main library if you do not want to purchase one.

Also, you may also prefer to purchase a license for NVivo from the Mathstats lab (<http://rt.uits.iu.edu/visualization/analytics/>). This is a one year license that actually expires at the end of April. You will be learning NVivo in the lab and also to do many of your analysis assignments. NVivo is loaded on the lab computers so you can do your work in that lab and not purchase the license, but then it will be difficult to work any place else, read my comments from your own computer and so forth. We have a small lab with NVivo loaded on the computers located in room 4068. Access to this room is controlled through a swipe system. In order for your ID to work in the swipe machine, you must have entered into the computer by our Department Manager Charlene Conner (Room 4042). This lab is available 24/7 and is a nice quiet workspace.

## Readings

### Texts

There will be many assigned readings (more at the beginning of the semester than at the end). Often, class *will not* be spent reviewing these readings directly, but will be used to augment and amplify the readings. It is important to have the readings done before the class session to which they are assigned. Please ask me for help if you encounter difficulties with the texts. Email can be especially useful if you feel stuck in the midst of a reading. I am happy to respond to email queries about the readings between class sessions and, of course, questions are always welcome during class time. The texts benefit your learning in a variety of ways and reading them is important to getting the most the class has to offer even when those texts are not specifically dealt with during the class session.

**I selected two texts that deal specifically with methodology. We will use these two texts next semester as well.**

- Carspecken, P. (1995). *Critical ethnography in educational research: A theoretical and practical guide*. London: Routledge. ISBN: 0415904935. This text will be used regularly in class discussions. It is important to complete these readings before class time. Referred to in class schedule as C.
- Dennis, B., Carspecken, L, and Carspecken, P., Eds. (2013). *Qualitative Research: A Reader on Philosophy, Core Concepts, and Practice. Series - Counter points: Studies in the Postmodern Theory of Education*. New York and Frankfurt: Peter Lang Publishers. This edited text provides exemplars and conceptual opportunities for our intellectual and practical engagement. Referred to in the class schedule as D.

**I selected one novel. This novel depicts many of the important aspects of social science that underlie our philosophy and fieldwork.**

- Calvino, I. (1986). *Mr. Palomar*. Harvest/HBJ Publisher. ISBN: 0156627809. I use this text because it beautifully illustrates some core concepts in social philosophy. Referred to in class schedule as Cal.

**Lastly, we will read a contemporary critical ethnography.**

Ibrahim, A. (2014). *The Rhizome of Blackness: A Critical Ethnography of Hip-hop Culture, Language, Identity, and the Politics of Becoming*. Peter Lang. ISBN-10: 1433126028 This book integrates concepts across a variety of critical traditions and complicates the metatheoretical approach we are beginning with in this course.

### **Electronic Readings**

You will also have selected readings uploaded to a file space in Canvas in a file titled “Electronic Readings.”

There will be electronic examples of each of the field assignments. Previous students have willingly shared these examples with us. You will find them also in Canvas “Sample Fieldwork” in the Files category.

### **Assignments**

I will ask you to submit all of your work electronically. We will use Canvas for this purpose. Please familiarize yourself with the way Canvas works and let me know if you encounter any problems. You may resubmit any and all fieldwork assignments.

### **Fieldwork (85% of the course grade)**

All students are required to engage in fieldwork. It will be necessary for you to begin your fieldwork toward the end of the first month of class. This will require some effort on your part. You will need to gain access to a research site of interest, prepare a participant information sheet, and submit a proposal to me (unless you are going through the **IRB** process for this fieldwork). In terms of data collection, you will be conducting 2 observations and 1 shadowing during this first semester. You will only submit 2 of the 3. You must turn in at least one observation, but then you can decide whether to turn in the second observation or the shadowing activity, though I want you actually do all three. During the second semester, you will continue to collect data – primarily conducting an interview and a focus group which should be connected to the observational work you do in the fall. There are a series of data analysis assignments also required each semester.

You will need **IRB** approval if you want to publish or professionally present your findings or conduct research with vulnerable populations (children, inmates, disabled people, for examples). If you think you will want to do this, you need to talk with me immediately and also check out the **IU** website to see what you would need to do to obtain **IRB** approval.

You will notice that there is a lot of emphasis on learning basic critical theory and analysis during this semester. During the second semester course, you will build on these analytic skills and the insights in order to explore more advanced forms of both data collection and analysis.

The following fieldwork assignments are required. Taken all together the fieldwork comprises 85% of the course grade. However, this does not mean that all the assignments will be added up equally. Actually, it is expected that you will become successively better and that later assignments are probably a better indicator of your learning than early assignments. The ultimate purpose of the fieldwork assignments is to help you both synthesize the methodological theory involved in the conduct of critical qualitative research and develop field skills (both in terms of data collection and data analysis). Therefore, I conceive of this part of the evaluation as criteria-based and will ask that you continue to submit work until I determine that it meets satisfactory expectations (further details on this below). I want to honor your hardwork, but also acknowledge that doing the assignments is more pedagogical than evaluative - that is, the assignments are intended as part of the learning process, not as a final assessment of what you have learned. Engage in the learning process and your grade will be fine. The fieldwork is divided into three categories - preparatory, data collection, data analysis, and reflection.

#### **Preparatory:**

- Course Fieldwork Proposal (1-2 pages)

#### **Data Collection:**

- Observation (2)

You will conduct two observations and create a thick record. You will submit the first 5 pages of the thick description (transcriptions with field notes embedded) for the assignments. You will get feedback on this and then continue. You will not submit the whole thing, but you will complete the whole thick description for analysis. At the end of spring semester of Y613 you will be submitting a paper that reports on the findings of your mini-study here. By then, you will, of course, be using all the data so you will need to create the thick descriptions for all three, but you do not need to turn these in to me. Their evidence will be included in the final paper at the end of the spring semester.

#### **Data Analysis:**

- Meaning Fields (minimum analyzing 3 acts in one assignment)
- Reconstructive Horizon Analysis (minimum of 3 in one assignment)
- Interactive Sequence Analysis on 1 observation (which includes analysis of interactive rhythms, syntax, and umbrella norms)
- Role analysis on 1 observation
- Analysis of Care
- Analysis of Power

#### **Reflection:**

- Audit Trail of Data Collection
- Reflection on Peer Debriefing (will be counted in the spring, but can be done this semester and saved)

### **Class Attendance and Participation (15%)**

Your attendance and preparation for class are important - this includes reading texts and completing fieldwork in time for class. Please always email me if you need to miss class and be sure that you touch base with a classmate before the next class. I will ask you to evaluate your participation at the midterm and final points of the semester. You might think about how your participation translates into a grade by using the following scheme:

#### *A level participation:*

Misses 2 or fewer classes. Comes prepared with readings. Is within two weeks of being up to date on field assignments. Participates actively in discussions, and small group exercises, and/or online discussions. Provides resources to the class related to what we are learning (this could include notes of readings, article references, and so on).

#### *B level participation:*

Misses 3 classes. Usually comes prepared with readings. Is within 3 weeks of being up to date on field assignments throughout the semester.

#### *Less than B level participation:*

Misses more than 3 classes. Is not keeping up with the readings. Has not turned fieldwork assignments in or is more than a month behind on submitting fieldwork.

### Schedule of Classes

Date	Class Topic	Readings	Assignments Due
8/23	Meet and Greet online		Within CANVAS please do the following: 1) Introduce yourself in INTRODUCTION THREAD in the discussion tab 2) Read the syllabus to be found at the syllabus tab in canvas and the post questions or comments on the SYLLABUS THREAD 3) take the QUIZ and 4) Familiarize yourself with how CANVAS works.
8/30	Situating Qualitative Research  System/Lifeworld distinction  Looking ahead: Making a plan	C1  Parker and Lynn 2002 (E)	
9/6	An Internal Relationship between meaning and validity  The I	Korth feminist research (E)  Mao et al 2016	Preliminary Course Proposal Due
9/13	Critical Qualitative Research  Research Designs and Agendas	C2  McGee and Stovall 2015 (E)  Mallow 2017 (E)  Korth on critical research (E)	
9/20	Researchers and Borderlands  Partisan Research	Anzaldua (E)  Crenshaw	Final course proposal with criticalism expressed.

		1991 (E) Payne and Hamdi 2009 (E)	
9/27	Collecting Observational Data  Entering the field  Audit Trail	C 3-5  D3	Be sure to have your first observation scheduled following this class session and not before.
10/4	The Lifeworld and Its Analysis I:  Meaning Fields	C 6  Cal 1-3	<i>Observation I</i>
10/11	Reconstructive Horizon Analysis  And review of lifeworld concepts  A word about "coding"	C7  D11	<i>Meaning Field Analysis</i>
10/18	The Lifeworld and Its Analysis II:  Interactive Sequence Analysis	Cal 4-6  D14	<i>Reconstructive Horizon Analysis</i>  <i>Observation II or Focus Group can be turned in any time after the first observation has been graded and approved.</i>
10/25	The Lifeworld and Its Analysis II continued:  Role Analysis	Cal 7-10  D13	<i>Interactive Sequence Analysis</i>
11/1	Fireside chat with Barbara: Field work Q&A minus the fire!		Catch up on fieldwork.  <i>The second observation or shadowing should be conducted only after you have received feedback on the first one. Once you have conducted it, then you can prepare the thick description excerpt and turn it in at any point. You will not find a specific due date on the calendar so I just include this here so you will not forget to do it sometime in the semester. Then</i>

			<i>you will conduct the remaining observation or shadowing, but remember you do not need to turn this in.</i>
11/8	The Analysis of Interactive Caring	Korth on care	<i>Role Analysis</i>
11/15	An Analysis of Interactive Power	C review 7, 8	<i>Analysis of Interactive Care</i>
11/29	Reading an Exemplar	I Intro, 1, 2, 3, Interlude	<i>Analysis of Interactive Power Audit Trail</i>
12/6		4, 5, 6	

During the week of December 4, students will have individual conferences with Barbara.

Plagiarism is a serious form of academic dishonesty. When in doubt, cite references.

### Grades

An A reflects an 94% or above across all assignments and attendance in proportion indicated above.

An A- reflects a 90% - 93% across all assignments and attendance in proportion indicated above.

A B+ reflects an 87% - 89% across all assignments and attendance in proportion indicated above.

A B reflects an 84% - 86% across all assignments and attendance in proportion indicated above.

A B- reflects an 80% - 83% across all assignments and attendance in proportion indicated above.