

Y613

Critical Qualitative Inquiry in Education - II

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Office Hours: Wednesdays 2:00 - 3:00, Thursdays 1:00 – 2:00 and by appointment

Class Meets: Wednesday mornings 9:30 – 12:00 with lab from 1-2pm and lunch on the balcony.

AI: Michael Verde

Please remember to use canvas for all course email, uploading assignments, and so forth.

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.

This advanced semester of the two qualitative research course sequence continue to explore both field skills and philosophy to develop one's methodological rigor with qualitative research. The themes of the course include dialogic methodology and systems theory/method. We will begin with the theory and practice of dialogic approaches to inquiry. Methods such as interviewing, focus groups, theatre of the oppressed, interpersonal process recall and so on comprise the data collection techniques. With the data, we will extend our data analytic skills to include introductions to structural analyses and systems analysis. Each of these is not merely a methodological tool – these also comprise methodological theory grounded in social philosophy. Because this is an advanced class with the goal of contributing to your specific goals as a scholar and researcher, you will be encouraged to apply the ideas to your own future research interests.

Readings

Texts

Continuation Texts:

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.

Dennis, B; Carspecken, L.; Carspecken, P. (2013). *Qualitative research: A reader in philosophy, core concepts, and practice*. Peter Lang. ISBN: 978-1-4331-0472-5.

Some readings from this text that draw on the methodology you have been learning: Chapters 11, 12, 13, 14, 17, 20, and 23. Some of these are assigned readings, but not all of them.

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.

New Text:

Lather, P. and Smithies, C. (1997). *Troubling the angels: Women living with HIV/AIDS*. Westview Press. ISBN: 0813390168.

Recommended Text:

Willis, P. (1982). *Learning to labour: How working class kids get working class jobs*. Morningside Edition. Columbia University Press. ISBN: 0231053576.

Paul, J. (2005). *Introduction to the philosophies of research and criticism in education and the social sciences*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN: 0130422533

Electronic Readings

You will also have selected readings uploaded to a group space in Canvas (labeled (O) in the class schedule). There will be electronic examples of each of the field assignments. Previous students have willingly shared these examples with us. You will find them in Canvas under the Resources in a folder titled “Sample Field Assignments.”

Class Schedule

| Date | Topic | Reading | Assignment |
|------------------|--|---|--|
| 1/10 | Reconvening. Conceptualizing Dialogue and Interviews | | |
| 1/17 and 1/24 | Interviewing/ interviews Constructing Interview Protocol Focus Groups Constructing Focus Group Guides [Hermeneutics] | C10 – C11 Dennis et al 7, 8, 10 | |
| 1/31 | Interpersonal Process Recall [Phenomenology] | Larsen et al IPR (O) Fitzgerald video data (O) | Fieldwork: Interview Protocol |
| 2/7 | Coding [Constructivism and Grounded Theory] Typological Analysis of Caring | Revisit C9 Scott 2009 (O) Mills Bonneret (O) Korth on Care | |
| 2/14 | Introduction to Concepts of Power Typology for Interactive Power Analysis | | |
| 2/21 | System and Lifeworld: Analytic Distinction | C12, 13 Dennis et al 6 | Fieldwork: Care analysis on observational data |
| 2/28 | Analysis of Structure | http://www.e- | Interview |

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|------|---|--|--|
| | | ir.info/2011/09/26/the-theory-of-structure-an-analysis/ Examples: Dennis et al 17, 20 | |
| 3/7 | Rhizomatic Analysis | Ibrahim text | Fieldwork: Analysis of Interactive Power on observational data |
| 3/15 | No class. Spring Break | | |
| 3/21 | Reading Circles for Critical Ethnography (Barbara not in class) | Ibrahim text | Fieldwork: Coding on Interview |
| 3/28 | Performance Ethnography: Substantive Concepts [Symbolic Interactionism] Theatre of the Oppressed Mystory | Denzin (O) Dennis et al 14 Examples: Korth Acting it Up (O) and Smith and Webb (O) http://www2.webster.edu/~corbetre/philosophy/education/freire/freire-2.html | |
| 4/4 | Representations and Dialogic Theories of Meaning revisits Metaphors and Imagery | Lather and Smithies, Prefaces and Story Series 1-2 Korth Leaps of Faith (O) | Fieldwork: Structure Map |
| 4/11 | Analysis? Intertexts? Researcher? Participant Experience | Lather and Smithies, Story Series 3-5 Perselli (O) Dennis Participant Experience (O) | |
| 4/18 | New Materialisms | Dennis on New Materialism (O) | Final Papers Due. |

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|------|------------------------------------|-------------------------------|---------------------------|
| | | | DO NOT TURN THIS IN LATE. |
| 4/25 | Post Qualitative Inquiries | St. Pierre (O) | |
| 5/2 | Presentations of Papers Roundtable | To include class and Lab time | |

Assignments

Again, I will ask you to submit all of your work electronically. We will use CANVAS for this purpose.

Fieldwork

All students are required to engage in fieldwork. Taken all together the fieldwork comprises 60% of the course grade. However, this does not mean that all the assignments will be added up equally. As before, the ultimate purpose of the fieldwork assignments is to help you both synthesize the methodological theory involved in the conduct of 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 recommend that you, also, debrief one of the assignments for your peers so that you can get some practice providing feedback.

Data Analyses:

Ø Interactive Power Analysis (observational data)

Ø Interactive Analysis of Care (observational data)

Ø Coding (interview data)

Ø Analysis of Structure Map

Data Collection:

Ø Interview 1 (3-5 pages of thick record)

Ø Interview protocol

Paper

You will write a paper that reports on the findings of the study you have completed for this class. This paper should describe the need for the study in brief terms including a limited review of the literature. The primary focus of the paper will be your description of the methodology and the presentations of findings, with a small conclusion. Use examples from the Dennis et al text

(those listed earlier in the syllabus that are specific examples of this methodology) to guide you. The paper should follow APA citation requirements and scholarly writing style. The paper will be in the range of 5,000 words. This paper is worth 30% of your grade. We will do a mid-semester check-in on the progress so I can give you feedback, but also you can use your consultation time with Michael to get feedback and advice.

Class Attendance and Participation

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. This semester in particular, since all of our data collection learning will essentially occur during class time it is a particular loss if you miss class. Your attendance and participation is worth in total 10% of your grade. You might think about how your participation translates into a grade by using the following scheme:

A level participation:

Misses fewer than 2 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). Peer-debriefs your peers' assignments.

B level participation:

Misses more than 2 classes. Usually comes prepared with readings. Is within 3 weeks of being up to date on field assignments.