

ADVANCED SEMINAR: QUALITATIVE RESEARCH

(PART II)

*** Prerequisite EDU 603 and EDU 810**

EDU 815/SOC 812

SPRING 2021 online

Tuesday, 4:15 pm-6:15 pm

Professor: Dr. Dalia Rodriguez

356 Huntington Hall

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Office Hours: Mondays, 9:30am-11:30am, and by appointment

This course is the last part of a two-semester sequence in advanced qualitative methods. The second semester emphasizes the reading and discussion of qualitative studies as well as analysis of data collected in Advanced Qualitative Methods Seminar I (EDU 810). This course is conceived as a seminar and workshop that demands the participation of students actively engaged and invested in research. Though each session is organized around readings assigned that relate to a topic, we will spend a part of every class discussing research projects you developed in the Advanced Seminar. You will be analyzing data from your previous research project and writing a final paper with analysis and findings.

Class meetings will be run as seminars. I expect everyone to attend class every week, as well as come prepared to discuss readings. Attendance and participation are critical in this course. You will engage in theoretical discussions about methods, and are expected to have read and reviewed all material assigned for each week. In the case of an emergency, please contact me on my cell phone and/or make an appointment.

You will have a total of four data analysis assignments, including one that focuses on analyzing a document(s). The other data analysis assignments will involve further critical examination of your findings from data collected in EDU 810. More detailed information will be provided as the semester progresses.

You will also have a final paper due at the end of the semester that includes a literature review, methods section, and analysis of your data. More information will be provided as to expectations as we progress in the semester.

You are required to give a final 12 -minute presentation (this includes question and answer period—10 minute presentation, 2 minutes question/answer). Your presentation will address your research topic, its significance, your findings, a discussion about the particular methods used, as well as challenges in the field (methodologically and relationships in the field).

Accommodations

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), <http://disabilityservices.syr.edu>, located in Room 309 of 804 University Avenue, or call (315) 443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Academic Integrity Policy

The following material comes from the Syracuse University Student Handbook (an online version of the Handbook with additional explanations of academic integrity and examples of how it may be violated can be found at <http://students.syr.edu/handbook/>):

At Syracuse University, academic integrity is expected of every community member in all endeavors. Academic integrity includes a commitment to the values of honesty, trustworthiness, fairness, and respect. These values are essential to the overall success of an academic society. In addition, each member of the university community has a right to expect the highest standards of academic integrity from all other community members. Academic integrity is violated by any dishonest act which is committed in an academic context including, but not limited, to the following:

Use of Sources Plagiarism is the use of someone else's language, ideas, information, or original material without acknowledging the source. Examples of plagiarism: (1) Paper is downloaded from an Internet source and/or obtained from a paper mill; (2) paper contains part or all of the writings of another person (including another student), copied without citation; (3) paper contains passages that were cut and pasted from an Internet source, without citation.

Course Work and Research (1) The use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation; (2) fabrication, falsification, or misrepresentation of data, results, sources for papers or reports; in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data; (3) copying from another student's work; (4) actions that destroy or alter the work of another student; (5) unauthorized cooperation in completing assignments or examinations; (6) submission of the same written work in more than one course without prior written approval from both instructors.

Required Texts:

Yosso, T. (2006). Critical Race Counterstories along the Chicana/Chicano Educational Pipeline. New York: Routledge.

Brown, R.N. (2014). Hear our Truths. Urbana: University of Illinois Press.

*****All readings are subject to change*****

Week 1 Introduction

Week 2 Qualitative Research: Making Meaning of Data

Lichtman, M. (2013). Ch. 12, Making meaning from your data. Qualitative Research in Education. Los Angeles: Sage.

****Review:** Saldana, J. (2009). Ch. 2, The Coding Manual for Qualitative Researchers. Los Angeles: Sage. **Blackboard.**

****Review:** Emerson, R., Fretz, R., & Shaw, L. (1995). Ch. 6. Writing Ethnographic Fieldnotes. Chicago: University of Chicago Press.

****Begin conducting research on literature about your topic.**

****Continue coding fieldnotes in preparation for assignments.**

Week 3 Critical Ethnography

Madison, S. (2013). Ch. 1 Introduction to Critical Ethnography. **Left Coast Press. Blackboard**

Solorzano, D. & Yosso, T. (2002). Critical race methodology. Qualitative Inquiry, 8(1), pp. 23-44. **Blackboard.**

****Review:** Silverman, D. (2000). Analyzing talk and text. In N. Denzin & Y. Lincoln's (Eds.) Handbook of Qualitative Research. (2nd Edition). Thousand Oaks: Sage. **Blackboard.**

*******Data Analysis Assignment #1*******

Week 4 Interviews & Reading Texts Critically

Feagin, J. & Sykes, M. (2006). Living with racism. **Blackboard.**

Warren, C. (2002). Qualitative Interviewing. In J.F. Gubrium & J.A. Holstein's Handbook of Interview Research. Thousand Oaks: Sage. **Blackboard.**

Recommended Reading:

Atkinson, P. & Coffey, A. (2002). Ch. 38, Revisiting the relationship between participant observation and interviewing. In J. F. Gubrium & J. Holstein's (Eds.) Handbook of Interview Research. Thousand Oaks: Sage. **Blackboard.**

Week 5 Storytelling as Method

Yosso, T. *Critical Race Counterstories along the Chicana/Chicano Educational Pipeline*. New York: Routledge.

Week 6 Storytelling as Method

Yosso, T. *Critical Race Counterstories along the Chicana/Chicano Educational Pipeline*. New York: Routledge.

*******Data Analysis Assignment #2*******

Week 7 Wellness Day***NO CLASS*******

Week 8 Feminist Ethnography

Brown, R.N., Carducci, R., & Kuby, C. (2014). Introduction. In Disrupting Qualitative Inquiry. Thousand Oakes: Sage. **Blackboard**.

Taffee, C. (2014). Using photography to tell a Black girl's truth. In Brown, R.N. & Carducci (Eds). Disrupting Qualitative Inquiry. New York: Peter Lang. **Blackboard**.

Knight, M.G., Dixon, I., Norton, N., & Bentley, C. (2006). Critical literacies as feminist affirmations and interventions. In Delgado-Bernal, Elenes, Godinez & Villenas' Chicana/Latina Education in everyday life. Feminista perspectives on pedagogy and epistemology. **Blackboard**.

****Review:** Emerson, R., Fretz, R., & Shaw, L. (1995). Ch. 6. Writing Ethnographic Fieldnotes. Chicago: University of Chicago Press.

Week 9 Feminist Ethnography

Brock, R. (2005). Ch. 1-2 Sista Talk. **Blackboard**.

Evans-Winters, V. & Love, B. (2015). *Black Feminism in Education*. New York: Peter Lang.

Week 10 Disrupting Ethnography

Brown, R.N. (2013). Hear our Truths. Urbana, University of Illinois Press.

Cahill, C., Rios-Moore, I. & Threatts, T. (2008). Ch. 5 Different eyes/open eyes. In J. Cammarota & M. Fine's (Eds.) Revolutionizing Education. Routledge: New York.

Blackboard.

*****Data Analysis Assignment #3*****

Week 11 Disrupting Ethnography

Brown, R.N. (2013). Hear our Truths. Urbana, University of Illinois Press.

Kovach, M. (2013). Indigenous Methodologies. Toronto: Toronto Press. **Blackboard.**

De la Garza, S.A. (2013). Inila: An Account of Opening to Sacred Knowing. In S. Malhotra & A. Carillo-Rowe's (Eds.) Silence, Feminism, and Power. Palgrave MacMillan.

Blackboard.

Patel, L. (2016). Decolonizing Educational Research. New York: Routledge.

Blackboard.

Week 12 Ethics, Self, Ethnography

De la Garza, S.A. (Gonzalez, M.C.) (2000). Four Seasons of Ethnography. International Journal of Intercultural Relations, pp. 623-650. **Blackboard.**

Fine, M. (1996). Writing the "Wrongs" of Fieldwork, Qualitative Inquiry, (2), pp. 251-274. **Blackboard.**

Recommended Readings:

Madison, D.S. (2009). Dangerous ethnography, pp. 187-197. In N. Denzin & M. Girardina's Qualitative Inquiry and Social Justice. Walnut Creek: Left Coast Press.

Blackboard.

Fine, M. (1994). Working the hyphens: Reinventing self and other in qualitative research. In Denzin & Lincoln's (Eds.) Handbook of Qualitative Research. Thousand Oaks: Sage. **Blackboard.**

Week 13 Representation, Poetics, and Multi-Vocal Texts

Lather, P. (1997). Creating a multi-layered text: Women, aids, and angels. In W. Tierney & Y. Lincoln's Representation and the Text. Albany: SUNY Press. **Blackboard.**

Tanaka, G. (1997). Pico college. In W. Tierney & Y. Lincoln's Representation and the Text. Albany: SUNY Press. **Blackboard**.

*******Charting Data Activity*******

*******Data Analysis Assignment #4 Due*******

Week 14 Final Presentations

*******Last Day of Classes May 14th, 2021*******

*******Final Paper Due May 14th, 2021*******