

Lewis & Clark College
Graduate School of Education & Counseling

EDLL 741A & CPSY 537 Qualitative Methods

Summer 2020 Course Syllabus¹

July 7th to July 17th

Credits: 2 semester hours

INSTRUCTOR OF RECORD

Brenda Sifuentez, Ph.D

Assistant Professor

Email: bsifuentez@lclark.edu

Student Hours: by appointment only either via email or at <https://calendly.com/bsifuentez>

CATALOG DESCRIPTION

Overview and application of qualitative research methods. Through course readings, discussion, and practical application, candidates explore: (1) different approaches in qualitative research and epistemologies and common theoretical perspectives that undergird qualitative inquiry, and (2) various methods and techniques for gathering, interpreting, and making meaning of in-depth and rich information about things as they occur in their natural settings. Candidates gain the skills necessary to review and critique qualitative research and to design and undertake their own qualitative research.

COURSE LEARNING OUTCOMES

- Identify the range of problems addressed by qualitative research.
- Understand the epistemology and methodology of interpretive research.
- Become increasingly aware of how interpretive research might be used to explore and explain the lived experiences of people subject to various positions of relative privilege and oppression in society and education.

PEDAGOGICAL FOUNDATION

The design, organization, and intended practice of this course stems from sociocultural theories of learning and development, wherein all participants (students, instructors, guests, etc.) are subject to the co-construction of learning activity (Freire, 1970; Scribner, 1988; Gutiérrez, 2002; Rogoff, 2003). Teaching and learning activities are designed within a dialogic learning model. Dialogic learning assumes that multiple truths can occur and places emphasis on students' process of coming to know, rather than the outcome of knowing. Dialogic learning affords students the opportunity to develop expertise in multiple frames and competing ideologies that undergird different understandings. Particular to this course, pedagogy draws from the work of Bakhtin (1982) who argued that any discourse always references and cites multiple other discourses—there are no pure ideas that can be abstracted from context. As such, we will embrace the references and citations made from our academic resources, including each other. These learning practices enable all participants to repair, reform, revise, and re-mediate understandings across the span of the course. The emphasis is on learning.

Furthermore, this course intends to deconstruct the dominant and oppressive practices of the academy in such ways as to afford participants the freedom to transform understandings for

¹ Syllabus is subject to change at the instructor's discretion.

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social justice (Darder, 2003). Drawing on decolonizing pedagogies that seek to make visible and dismantle the colonial relationships between education and marginalized communities (Tejeda, Espinoza, & Gutiérrez, 2000), the spaces of teaching and learning become reconstituted as sites of disruption. Disrupting hegemonic teaching and learning practices requires new imaginative work around feminist, queer, critical race, and subjectivist lines of inquiry. This work cannot be done in totality, nor can it be forced by an instructor alone. Rather, the discursive work of reimagining pedagogical spaces for transformative learning must be recursively forged by the cadre of teaching and learning participants (Gildersleeve, 2004).

EXPECTATIONS

Expectations-Participation & Contribution

Everyone is expected to participate meaningfully throughout the course. Students must be able to illuminate the connections between the material under consideration and other bodies of knowledge. As doctoral students it is expected that you are able to make connections between the readings, lectures, and activities of other classes in relationship to this course.

Log-in Frequency: Students must actively check the course site and their Lewis & Clark email for communications from the instructor, class discussions, and/or access to course materials daily.

Zoom Etiquette: Zoom will be our virtual classroom. It is important that you log into classroom zoom on time. However, we know that life happens, if you are going to be late please try to email Dr. Sifuentez beforehand if possible. The calendar invites will have the zoom link that you will need to access. As a courtesy to others please keep your audio on mute until you want to speak. While I would enjoy seeing your face I know it is not possible to constantly have your camera on so please turn off your camera at your discretion. However, your camera being off does no excuse you from participating in class. **No student may record the class in any fashion (i.e. audio, video, or otherwise) unless they have written permission from the instructor.**

REMINDER: This is an intensive reading and writing course. Writing is a critical component to doctoral education and it is expected that with each written assignment in this course (and throughout your doctoral journey) your writing will be furthered developed and enhanced.

Attendance: A missed class will compromise your grade. In an intensive course each hour constitutes a large portion of the course. Students with work or clinical responsibilities are expected to make arrangements that allow them to participate in all of each class session.

EXPECTATIONS-CORE LEARNING ACTIVITIES

Researcher Positionality Statement (25 points) Throughout the course of this class and beyond you will explore your own positionality as an researcher. This process encompasses exploring your own histories, biases, identities, and desires for change. Your researcher positionality statements will serve as a guide for you to understand how you come to the research and why. As you develop your research skills and knowledge it is expected that your positionality will shift.

Due: The final research positionality statement will be due Friday July 10th.

Three Research Approach Application Papers (20 points each/60 points) This assignment is designed to provide you an opportunity to reflect upon and demonstrate your understanding of

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each of qualitative research approaches covered and how you might use each specific approach to study your research topic.

In no more than 1-2 pages (double-spaced), briefly conceptualize and propose a study by addressing all of the following points in each of your papers:

- Problem statement including relevant literature (at least 2 outside sources) and the target audience for your study
- Purpose statement for your study (including a definition of central concept)
- Central research question (and any relevant sub-questions)
- Methodology (sample strategy, data collection, and data analysis)
- Writing strategy

Each paper is worth 20 points. Some class time may be devoted to group discussions of your papers and emerging ideas about your topic.

Due Dates: It is your choice when you submit the research approach papers but all three papers must be submitted by July 20th a 11:59pm via Google Classroom. I do suggest turning one in before the final deadline so you can see how I grade these assignments and you are able to incorporate feedback in future papers.

Presentation on Research Approach (15 points): The goal of this presentation is to provide you the opportunity to share your ideas with your peers and to receive feedback on your research topic. The presentation should include a brief background of your topic, an overview of your central research question, an explanation of why you have selected a specific research approach, and some reflections on your perspectives about qualitative research design. You may use PowerPoint or Prezi, if desired; however, you are not required to do so. Your presentation should last no more than 10 minutes. **DUE: Presentations will occur on the final day of class.**

Turning in Assignments: Name your assignment with the following conventions: last name, first initial, assignment title (ex. Sifuentez B., Research Approach Application Paper #1).

Expectations-Writing

Formal writing activities should generally follow the most recent American Psychological Association (APA) style guide for written work. Informal writing activities (in-class writing) can be written in a style of the students' discretion. If you do not own an APA style guide please purchase one or use the Purdue Online Writing Lab website

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

There are some basic competencies that I expect from you. These are:

- Ability to proof read your discussion posts and papers before submitting
- Ability to cite references when making general and/or specific statements that are not entirely your own
- Ability to communicate effectively when you do not understand the instruction or expectations about assignments

Expectations- Academic Integrity

The following policy regarding academic integrity is stated in the student handbook:

“Lewis & Clark College believes that each student holds responsibility for the integrity of his or her individual academic and professional performance. When the student abrogates this

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responsibility, the college may take appropriate steps to maintain standards of academic honesty. Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or integrity of his or her academic study, scholarship, or practice.”

Recommended Textbook for Writing:

American Psychological Association. (2010). Publication manual of the American Psychological Association (7th ed.). Washington, DC: APA.

ASSESSMENT & EVALUATION

All core learning activities must be completed in order to receive a passing grade in this course. An overall summative assessment will be made of students’ development across the course in order to determine a final grade. This overall summative assessment will take into account the assignments and evidence of how well students incorporated formative feedback throughout the semester.

Assignments	Points
Three Research Approach Application Papers	60
Researcher Positionality Statement	25
Presentation on Research Approach	15
Total Points	100

Incomplete Policy: Incomplete grades are highly discouraged. Incomplete grades will only be granted because of extenuating circumstances or major emergencies.

Late Assignment Policy: Late work will only be accepted for half credit if completed by the following class meeting. No late work will be accepted after one class meeting from when the assignment was due. There will be NO exceptions. Yes this means YOU. If I do not have your assignment and you have not contacted me about late submission, you will receive a zero on that assignment. If you fail to notify me of any problems associated with your work (grading error, missing graded assignment) within one class meeting after I have returned graded materials, then I will not be able to negotiate an alternate arrangement with you. Therefore, stay on top of things, monitor your work, and make sure that you talk to me immediately if there are problems.

Grading Scale (Anything below 70 is considered failing)

A: 93- 100	B-: 80-82
A-: 90-92	C+: 78-79
B+: 88-89	C: 73-77
B: 83-87	C-: 70-72

ACCOMMODATIONS & L&C GRADUATE SCHOOL ESSENTIAL POLICIES

Disability Services Statement: If you require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-76-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

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This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

If you have any questions regarding these policies, please speak to your instructor for clarification.

COMMUNICATIONS with PROFESSOR

Email will be the primary mode for out-of-class communication. Generally students can expect a response within 48 hours, except on weekends.

INDIGENOUS LAND ACKNOWLEDGEMENT

Lewis & Clark College purposefully reflects on the history of the land it occupies. Prior to the newcomers arriving in this area, the indigenous land of what would later be called Multnomah County was home to many tribal people. We honor the indigenous people on whose traditional and ancestral homelands we stand: the Multnomah, Kathlamet, Clackamas, Tumwater, and Watalala bands of the Chinook; the Tualatin Kalapuya; and many other indigenous nations of the Columbia River.

LEARNING IN THE COVID-19 ERA

Given that we do not know what could happen to us or the ones we take care of, it is my wish that you understand that your health and the health of those you care for is more important than this class. Regardless of the strict expectations outlined above, I do care about you as individuals. This means that I will remain flexible to working with you to ensure that you reach your educational goals. Therefore, I ask that you stay in communication with me in order to create a suitable plan of action.

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COURSE SCHEDULE

<u>Date</u>	<u>Readings</u>	<u>Assignments</u>
Introduction to Qualitative Research		
Tues. July 7 th	<p>Erickson, F. (2018). A History of Qualitative Inquiry in Social and Educational Research. In Denzin, N., & Lincoln, Yvonna S. (Eds). <i>The SAGE handbook of qualitative research</i> (Fifth ed.). Thousand Oaks, California: SAGE.</p> <p>Saldana, J.(2011). Fundamentals of Qualitative Research. Chapter 1: Genres, Elements and Styles of Qualitative Research</p> <p>Milner IV, H. R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. <i>Educational researcher</i>, 36(7), 388-400.</p> <p>Guillemin, M. & Gillam, L. (2004). Ethics, Reflexivity, and "Ethically Important Moments" in Research. <i>Qualitative Inquiry</i>, 10, 261 - 280.</p>	
Wed. July 8 th	<i>Learning Community Work</i>	
Theoretical Frameworks, Paradigms, & Perspectives in Contention		
Thurs. July 9 th	<p>DeVault, M.L. (2018). Feminist Qualitative Research: Emerging Lines of Inquiry. In Denzin, N., & Lincoln, Yvonna S. (Eds). <i>The SAGE handbook of qualitative research</i> (Fifth ed.). Thousand Oaks, California: SAGE.</p> <p>Donner, JK. &Landson-Billings (2018). Critical Race Theory and the Postracial Imaginary. In Denzin, N., & Lincoln, Yvonna S. (Eds). <i>The SAGE handbook of qualitative research</i> (Fifth ed.). Thousand Oaks, California: SAGE.</p> <p>Alexander Keith, B. (2018). Queer/Quare Theory: Worldmaking and Methodologies, In Denzin, N., & Lincoln, Yvonna S. (Eds). <i>The SAGE handbook of qualitative research</i> (Fifth ed.). Thousand Oaks, California: SAGE.</p>	
Fri. July 10 th	<i>Learning Community Work</i>	Research Positionality Statement
Strategies of Inquiry		
Mon. July 13 th	<p>Schwandt, T.A & Gates E.M. (2018). Case Study Methodology. In Denzin, N., & Lincoln, Yvonna S. (Eds). <i>The SAGE handbook of qualitative research</i> (Fifth ed.). Thousand Oaks, California: SAGE.</p> <p>Charmaz, K, Thornberg,R, & Keane, E. (2018). Evolving Grounded Theory & Social Justice Inquiry. In Denzin, N., &</p>	

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	<p>Lincoln, Yvonna S. (Eds). <i>The SAGE handbook of qualitative research</i> (Fifth ed.). Thousand Oaks, California: SAGE.</p> <p>Padilla-Díaz, M. (2015). Phenomenology in educational qualitative research: Philosophy as science or philosophical science. <i>International Journal of Educational Excellence</i>, 1(2), 101-110.</p> <p>Torre, M.E., Stoudt, B.G., Manoff, E., & Fine, M. (2018). Critical Participatory Action Research on State Violence: Bearing Wit(h)ness Access Fault Lines of Power, Privilege, and Dispossession. In Denzin, N., & Lincoln, Yvonna S. (Eds). <i>The SAGE handbook of qualitative research</i> (Fifth ed.). Thousand Oaks, California: SAGE.</p>	
Tues. July 14 th	<i>Learning Community Work</i>	
Methods of Collecting		
Wed. July 15 th	<p>Brinkmann, S. (2018). The Interview. In Denzin, N., & Lincoln, Yvonna S. (Eds). <i>The SAGE handbook of qualitative research</i> (Fifth ed.). Thousand Oaks, California: SAGE.</p> <p>Markham, A.N. (2018). Ethnography in the Digital Internet Era: From Fields to Flows, Descriptions to Interventions. In Denzin, N., & Lincoln, Yvonna S. (Eds). <i>The SAGE handbook of qualitative research</i> (Fifth ed.). Thousand Oaks, California: SAGE.</p> <p>Kamberelis, G., Dimitriadis, G, & Welker, A. (2018). Focus Group Research and/in Figured Worlds. In Denzin, N., & Lincoln, Yvonna S. (Eds). <i>The SAGE handbook of qualitative research</i> (Fifth ed.). Thousand Oaks, California: SAGE.</p> <p>Kinloch, V., & San Pedro, T. (2014). The space between listening and storying: Foundations for projects in humanization. <i>Humanizing research: Decolonizing qualitative inquiry with youth and communities</i>, 21-42.</p> <p>Bhattacharya, K. (2013). Voices, silences, and telling secrets: The role of qualitative methods in arts-based research. <i>International review of qualitative research</i>, 6(4), 604-627.</p>	
Thurs. July 16 th	<i>Learning Community Work</i>	
Writing and Presenting Qualitative Inquiry		
Fri. July 17 th	<p>Saldana, J. (2011). Fundamentals of Qualitative Research. Chapter 5: Writing and Presenting Qualitative Research</p> <p>In Class Presentations</p>	<p>Research Approach Presentations</p>

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Mon. July 20 th	All Research Approach Application Papers Must Be Received by 11:59pm	
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