**RESEARCH METHODS FOR SOCIAL JUSTICE**

 **(ERMA 7970)**

**Summer 2016**

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Class hours: Tuesdays 4:000PM-7:50PM Email: kks0013@auburn.edu

Office hours: By Appointment Office Address: 4018 Haley Center

**COURSE DESCRIPTION:**

This course is a special topics ERMA course. The purpose of this topics course is to engage with and produce critical scholarship in the scholar-activist model.

**COURSE OVERVIEW:**

This course focuses on research methods and their application to work for social justice and equity, particularly in education. By the end of this course, students will: 1) Understand and be able to articulate the key principles of critical theory; 2) Apply critical theory and/or other critical models to the conduct and interpretation of research; 3) Articulate a personal approach to scholarship and its relationship to advocacy and activism; 4) Read, engage with, discuss, and integrate various kinds of critical scholarship; 5) Produce a publication-ready manuscript using either quantitative, qualitative, or mixed methods data; 6) Be in a position to submit their manuscript for peer review at a scholarly journal.

**Required Course MATERIALS:**

A course readings pack is available through the Auburn University Bookstore, and this course pack is required for successful completion of the class. It includes many book chapters and other publications, and is intended to result in a substantially lower financial cost for those materials.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Other course readings may be required, and will be posted on Canvas.

**Mode/Style of Teaching:**

The teaching style for this class is based on a four-domain holistic education model, wherein education is targeted toward the whole person. In this model the “whole person” is conceptualized as the body, mind, soul, and heart, or the “doing”, “thinking”, “creating”, and “feeling” functions. Weekly discussions and course projects are all designed to target these domains and functions to encourage development and growth in all of these areas. This class is also built on a constructivist and social learning model, wherein students are expected to learn from the textbook, from the instructor, and from each other. This is accomplished through a reciprocal social interaction process where students contribute their understanding and knowledge to each other, thus enhancing the overall understanding of everyone in the class and allowing everyone to construct a more complete base of knowledge than would otherwise be possible.

**Course Assignments:**

1. **Paragraph and Question (P&Q) papers:** Each week, students will prepare one P&Q paper for each required reading. These papers involve 1) summarizing the reading in one paragraph (e.g., writing up the ‘elevator speech’ or ‘take-home message’ from each piece), and 2) posing questions about the piece that might be used to guide discussion in class. Students are **strongly encouraged** to respond to the reading reflections of others in the class. As a result, these P&Q papers are due on Monday nights, to allow time for others to read and reflect, but students should submit these as early as possible, and make time to discuss their peers’ reflections. These are submitted via the Canvas discussion board tool. There is a discussion ‘post’ for each week of the course. You will post each your P&Q posts as a “reply” to that post. This means many weeks you’ll post multiple times to the same discussion board.
2. **Project:** Students will complete a course-long project working in teams with a dataset provided by the instructor, one that members of the team have previously collected (with valid IRB approval), or one that is publicly available (e.g., federal datasets). Working in teams, students will produce a critical literature review related to their topic, will analyze the data (qualitative, quantitative, or mixed), write up their results/findings, and write a critical discussion section. Through iterative feedback from the instructor and others in the class, the end goal is to produce a manuscript that is ready for peer review at a scholarly journal. More details about this project can be found in the Project document (handed out in class, and available via Canvas).

**Grading Structure/Requirements:**

There are a total of 1000 points in the course, which means you can take your total points and divide by ten to determine your percentage grade in the course. The grading structure is as follows:

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| **Assignment Type** | **Total Points Possible** |
| Projects | 750 |
| Weekly Reading Papers | 250 |
| **TOTAL POINTS** | **1000 points** |

The course is graded as follows: A = 1000-900, B = 899.9-800, C = 799.9-700, D = 699.9-600, F < 600.

**CLASS PREPAREDNESS:**

Students are expected to arrive to class on time and prepared for required coursework. This means arriving prepared for in-class activities that may require the use of the textbook, spare paper, a calculator, and copies of out-of-class assignments. A standard, inexpensive calculator is all that is needed – any calculator that includes the square root (√) function is sufficient. You may also wish to print copies of class notes that are pre-posted to Canvas to aid in understanding/note-taking.

**LATE WORK POLICY:**

Late work is not acceptable in graduate work. However, if you find that you are falling behind in your coursework, it is of the utmost importance that you immediately contact your instructor. As soon as you know there is any problem, immediately contact the course instructor. This is the best way to stay caught up with the course, and to achieve the highest possible grade.

If you find that you need to submit late work **it is required that you contact the instructor before submitting any late work.** Any late work submitted without first contacting the instructor to discuss the work and form a plan for getting caught up to date with coursework will not be accepted. This is to make sure that you receive all information you need about which assignments will take priority in getting caught up, and what, if any, credit can be given to late work before beginning. Communication is the key in getting caught up if you find yourself behind on work, so call, email, or stop by, whatever you need to do to get in contact!

If any late work is accepted following communication with the instructor and establishment of a written plan, it will be worth a maximum of 50% of its graded point value. The exact percentage will be established in the written plan you make with the instructor.

**TENTATIVE Course Calendar:**

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| **Week** | **Readings** | **Content** | **Project** |
| 105/23/17 | Crotty, M. (1998). Critical theory: The Marxist heritage; and Critical inquiry: Contemporary critics and contemporary critique. In *The foundations of social research: Meaning and perspective in the research process* (pp. 112-159). Thousand Oaks, CA: SAGE Publications. Darder, A., Baltoano, M. P., & Torres, R. D. (2009). Critical pedagogy: An introduction. In A. Darder, M. P. Boltodano, & R. D. Torres (Eds.), *The critical pedagogy reader, 2nd ed.* (pp. 61-83). New York, NY: Routledge.Duncan-Andrade, J. M. R., & Morrell, E. (2008). Youth participatory action research as critical pedagogy. In *The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools* (pp. 105-132). New York, NY: Peter Lang.Giroux, H. A. (2011). Rethinking cultural politics and radical pedagogy. In *On critical pedagogy* (pp. 48-68)*.* New York, NY: Bloomsbury. | Overview of Critical Theory and Introduction to Other Theories(Guest: Dr. Jeff Duncan-Andrade) |  |
| 205/30/17 | Duncan-Andrade, J. M. R., & Morrell, E. (2008). Contemporary developers of critical pedagogy. In *The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools* (pp. 23-48). New York, NY: Peter Lang.Irizarry, J. G., & Brown, T. M. (2014). Humanizing research in dehumanizing spaces: The challenges and opportunities of conducting participatory action research with youth in schools. In D. Paris & M. T. Winn (Eds.), *Humanizing research: Decolonizing qualitative inquiry with youth and communities* (pp. 63-80). Los Angeles, CA: SAGE.Johnson, L. R. (2017). Case studies in community-based qualitative research. In *Community-based qualitative research: Approaches for education and the social sciences* (pp. 158-172). Los Angeles, CA: SAGE. | Humanizing and Decolonizing Methodologies |  |
| 306/06/17 | Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). Making good arguments and making claims. In *The Craft of research* (pp. 108-129). Chicago, IL: University of Chicago Press.Isseks, J. (2017). Hegemony of the “great equalizer” and the fragmentation of common sense: A Gramscian model of inflated ambitions for schooling. *Educational Studies, 53*(1), 49-62.Nishi, N. W., Matias, C. E., Montoya, R., & Sarcedo, G. L. (2016). Whiteness FAQ: Responses and tools for confronting college classroom questions. *Journal of Critical Thought and Praxis, 5*(1), Article 4.Perkins, T. (2015). School-community partnerships, friend or foe? The doublespeak of community with educational partnerships. *Educational Studies, 51*(4), 317-336. | Constructing a Critical Literature Review(Guest: Dr. Naomi Nishi) |  |
| 406/13/17 | Allen. W. R., Suh, S. A., Gonzalez, G., & Yang, J. (2008). Qui bono? Explaining—or defending—winners and losers in the competition for educational achievement. In T. Zuberi and E. Bonilla-Silva (Eds.), *White logic, white methods: Racism and methodology* (pp. 217-238). Lanham, MD: Rowman and Littlefield.Bonilla-Silva, E., & Zuberi, T. (2008). Toward a definition of white logic and white methods. In T. Zuberi and E. Bonilla-Silva (Eds.), *White logic, white methods: Racism and methodology* (pp. 3-27). Lanham, MD: Rowman and Littlefield.  | Engaging Critiques of Quantitative Methods for Social Justice |  |
| 506/20/17 | Baggett, H. C. (2016). Student enrollment in world languages: L'égalité des chances? *Foreign Language Annals, 49*(1), 162-179.Strunk, K. K., Locke, L. A., & Martin, G. M. (2017). Conditions of oppression in Mississippi adult and higher education: The legacy of White supremacy and injustice. In *Oppression and resistance in Southern higher and adult education: Mississippi and the dynamics of equity and social justice* (pp. 33-54). New York, NY: Palgrave.Teranishi, R. T. (2007). Race, ethnicity, and higher education policy: The use of critical quantitative research. *New Directions for Institutional Research, 133*(2007), 37-49. | Approaches to Critical Quantitative Research |  |
| 606/27/17 | Locke, L. A., Tabron, L. A., & Venzant Chambers, T. T. (2016). “If you show who you are, then they are going to try and fix you”: The capitals and costs of schooling for high-achieving Latina students. *Educational Studies, 53*(1), 13-36.Martin, G. L. (2015). “Tightly wound rubber bands”: Exploring the college experiences of low-income, first-generation White students. *Journal of Student Affairs Research and Practice, 52*(3), 275-286. | Approaches to Critical Qualitative Research(Guest: Dr. Georgianna Martin) |  |
| 707/04/17 | **No Class – Fourth of July Holiday** | **No Class** | **No Class** |
| 807/11/17 | Bindenwald, B. J. (2015). Understanding conservative Christianity and its relationship with American public schools. *Educational Studies,* *51*(2), 93-111.Blount, J. M. (2012). How sweet it is! In E. R. Meiners & T. Quinn (Eds.), *Sexualities in education: A reader* (pp. 46-60). New York, NY: Peter Lang.Pillow, W. S. (2004). Constructing teen pregnancy as a problem. In *Unfit subjects: Educational policy and the teen mother* (pp. 17-54). New York, NY: RoutledgeFalmer. | Approaches to Critical Policy and Historical Research(Guest: Dr. Jackie Blount) |  |
| 907/18/17 | Bhattacharya, K. (2009). Othering research, researching the other: De/colonizing approaches to qualitative inquiry. In J. C. Smart (Ed.), *Higher education: Handbook of theory and research* (pp. 105-150). New York, NY: Springer. | Data Analysis Workshop |  |
| 1007/25/17 | Locke, L. A. (2016). Finding my critical voice for social justice and passing it on: An essay. *International Journal of Qualitative Studies in Education, 30*(1), 83-96. | Writing for Publication as a Scholar-Activist(Guest: Dr. Leslie Locke) |  |
| 1108/01/17 | Diaz-Strong, D., Luna-Duarte, M., Gomez, C., & Meiners, E. R. (2014). Too close to the work/There is nothing right now. In D. Paris & M. T. Winn (Eds.), *Humanizing research: Decolonizing qualitative inquiry with youth and communities* (pp. 3-20). Los Angeles, CA: SAGE. | Moving Forward as a Scholar-Activist; Peer-Review and Feedback |  |

For readings with underlined author names, the reading can be found on Canvas. All other readings are supplied in the course reading pack available through the AU Bookstore.

This reading schedule includes an average of 51 pages of reading per week. The estimated total out-of-class workload (with both reading and writing included) is about 12 hours per week. Please plan your time accordingly.

**Possible Changes to the Syllabus:**

This syllabus is your contract for production in the course. If changes are made to it they will be posted on Canvas and announced in class or by email. No changes increasing requirements will be made.

**Additional Information and Policies:**

Graduate study requires a high level of independence, accountability, and conscientiousness in order to achieve success both in their program and in careers that require graduate study. As such, a number of guidelines are helpful that make clear the expectations of graduate students.

1. The Student Policy eHandbook applies to this course. Please review the eHandbook at http://www.auburn.edu/student\_info/student\_policies/
2. Grades associated with incomplete course work or withdrawal from class will be assigned in strict conformity to University policy (see Auburn University Bulletin). If you wish to drop this course you may do so by the 10th class day with no grade assignment. From the 10th class day to mid-semester a W (withdrawn-passing) grade will be recorded in your transcripts. After this period withdrawal from the course will only be granted under unusual circumstances and must be approved by the Dean of the College of Education.
3. The Department of EFLT recognizes university policy regarding academic misconduct. Violations include, but are not limited to: plagiarism, unauthorized assistance during examinations, submitting another’s work product as your own, using another’s words as your own without appropriate citation, sharing unauthorized materials with another that contain questions or answers to examinations, altering or attempting to alter assigned grades. In accordance with University policy regarding academic misconduct, students may be subject to several sanctions upon violations of the Student Academic Honesty Code. See the Tiger Cub publication for the current year for specifics regarding academic misconduct as well as student’s rights and responsibilities associated with the Code.
4. Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
5. Students are expected to be in class for the entire class period every class meeting. If there is an unavoidable conflict (such as a professional conference that coincides with a class meeting) this should be communicated with the instructor as early as possible. In the event that you have a legitimate emergency that prevents you from attending class, you should: 1) contact the instructor by email immediately upon learning you will be unable to attend class (this should be before the class meets), 2) take appropriate steps to catch up with in-class learning opportunities, 3) ensure that all of your work that was due during that class meeting makes it to the instructor before the class meeting ends (email it, have a friend drop it by the office, etc.). Failure to be in class during an exam without agreement from and prior arrangements with the course instructor will result in a grade of zero on the exam.
6. Students are responsible for checking their student email account regularly for course announcements and course-related communications.
7. This course uses Canvas as a tool to manage course readings and other materials not included in the required texts for this course and for online course discussions. Students are expected to have a working knowledge of Canvas in order to access materials and participate in online course discussion.
8. Participants in this course have a reasonable expectation of privacy. Students are not permitted to make any recordings of the class meetings without written permission from the instructor. Students requesting to record class meeting as part of a disability accommodation should refer contact the Office of Accessibility (see #4 above).
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