

[EDUC B240]
Fall 2023

Tues+Thurs 12:55pm-2:15pm

Qualitative Research in Educational Settings

(School vs. Schooling?)

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Office Hours: Tues. 10am-12pm; BYC 10
Or we can email and find time to Zoom

Email Policy: I try to respond within 36 hrs though a little slower weekends.

Course Description

I hope we as students grow in our usage and interpretation of various qualitative methods of educational research (i.e. participant observation, surveys, interview, focus groups, etc.), as well as read and write about such research.

This course will particularly focus on the contributions of African and African diasporic writers to think expansively through Black feminist ethics and practices in education research. The syllabus as constructed reflects my disciplinary training in anthropology, and consequently, we'll spend a lot of time with ethnography and interrogating 'discipline'. The course is designed to present dialogic and multivocal pathways to thinking through the following: What can a school be? How do we differentiate school (the institution) vs. schooling as a process?

Course Organization and Participant Expectations

We meet twice a week. I'll start our Tuesdays off with a lecture generally no more than 20 minutes; this will contextualize the ethnographies and supporting texts that we work through, and connect to our week's methodological frame. Thursdays we may have speakers, excursions, presentations of individual and/or group work. Readings can be found in the bookstore and online.

Course Evaluation*

- Class Participation
- Reflections
- Group Project
- Final Project

*The following is a guideline, but not definitive, of what assignments will be in this course. I am open to deciding as a class what we do, what content we engage with, and how you wish to be evaluated. This will largely depend on your personal goals for the course, which we will discuss in our first office hours appointment (see later in syllabus). I look forward to learning from you and with you over the course of the semester and all ideas are welcome in how we proceed.

Required Readings (in order of appearance)

- *Decolonizing Marxism: Essays from the Pan-African Revolution* by Walter Rodney
- *Dust Tracks on a Road: An Autobiography* by Zora Neale Hurston
- *Outsider Within: Reworking Anthropology in the Global Age* by Faye V. Harrison
- *Lower Ed: The Troubling Rise of For-Profit Colleges in the New Economy* by Tressie McMillan Cottom
- *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side* by Eve L. Ewing
- *Progressive Dystopia: Abolition, Antiblackness, and Schooling in San Francisco* by Savannah Shange
- *Joy and Pain: A Story of Black Life and Liberation in Five Albums* by Damien M. Sojoyner
- *Sexual Citizens: A Landmark Study of Sex, Power, and Assault on Campus* by Jennifer S. Hirsch and Shamus Khan
- *Dear Science and Other Stories* by Katherine McKittrick

About Maurice

I'm an early-career educator who is an alum of the Bi-College Education program (the pre-major days). I majored in English literature at Haverford with a focus on Caribbean poetry. During my time in the Bi-Co, I was on the student newspaper, was president of Haverford's Students' Council, and was on several committees oriented toward issues of access, diversity, equity and inclusion.

My graduate training is in Anthropology and African American studies through a joint PhD program at Yale University. I'm working on a dissertation that looks at the intersections of sports, ritual and religion to ask questions about racialization, gender, and schooling.

In my spare time I enjoy listening to new music, writing poetry, and spending time with my family in Brooklyn.

Academic Integrity

Plagiarism is representing someone else's work and presenting it as your own. Of course, what ideas are truly our own? We're all always influenced by so many things that never may make it into the content we produce. We'll be exchanging ideas in this class across a variety of means and I encourage you to consult and collaborate with your classmates, especially where there are areas of overlap in your respective work. Be open too to unexpected connections.

I'm convinced citations are used as a way of keeping different disciplines and writers from speaking to one another. Due to the interdisciplinarity of this course, I will welcome the use of any of the following citation styles, as long as you are consistent and adhere to the conventions of the form. (MLA, Chicago, or APA).

Just as important as “how” we cite to me is who and what we cite. This is a course that's thinking critically about maps, and I encourage you in both reading, writing, or observing any content that you further consider who or what is a source, and whom/how we cite.

Access/Health/Safety and Discussion Guidelines

To be created by the class.

Academic Support and Accessibility

At Access Services, we work with students and visitors to campus who self-identify with a disability to ensure equal access to Bryn Mawr's programs, activities and services. The Access Services office, located in Guild Hall, provides support, and may arrange accommodations related to access for eligible students and visitors to campus. Individuals who think they may need accommodations because of the effects of a learning, physical, or psychological diagnosis and/or a chronic medical condition are encouraged to contact Access Services as early as possible to discuss their situation. <https://www.brynmawr.edu/inside/offices-services/access-services>

The Bryn Mawr College Writing Center offers free, individual consultations on writing and public speaking. Undergraduate peer tutors can help you understand the assignment, generate ideas, support your argument, organize your essay or presentation, polish your writing style, and become a better editor.

The mission of the Writing Center is to bring writing out into the open, support writers as they grow, and promote agency and confidence in the members of our community. Our commitment to serving all community members means acknowledging and working against all forms of exclusion in academia.

<https://www.brynmawr.edu/inside/offices-services/writing-center>

Assignments and Evaluation

Library Workshop and Archival Session

To be scheduled with class and librarian schedules. This will be a chance to learn about the different resources offered in print and digital archives.

Scholarly Journal review

What are the major peer-reviewed scholarly journals in your field of interest, whether print or digital? What research trends have been most noticeable over the past 5 years? How might such developments inform your own research trajectory?

For this exercise, you'll select one scholarly journal and study its profile for a 3-5 year run. What key trends have taken the lead? Why might that be the case? How might you angle the research questions you care about for a potential submission to this journal?

Write a brief 3-5 page summary of your findings and share with the class.

Prospectus

Your prospectus will include an acknowledgement, family tree, abstract, your central research questions, a brief literature review and/or annotated bibliography, followed by an appendix, which could include, but is not to a tentative research schedule, list of interview/focus group, survey data, and IRB approvals. 8-10 pages. We'll formally discuss and finalize this more as a class during our foundation unit.

Foundations

Week 1 Sept. 5, 7

Ogbu, John U. "School Ethnography: A Multilevel Approach." *Anthropology & Education Quarterly* 12, no. 1 (1981): 3-29. <http://www.jstor.org/stable/3216214>.

Week 2 Sept. 12, 14

Decolonial Marxism: Foreword; The British Colonialist School of African Historiography; Education in Colonial Africa; Education in Africa and Contemporary Tanzania

Week 3 Sept. 19, 21

Dust Tracks On A Road: An Autobiography by Zora Neale Hurston; Foreword 1-177; emphasis will be on "The Inside Search" (pgs. 25-45); "School Again" (pgs. 121-143); and "Books and Things"

Week 4 Sept. 26, 28

Faye V. Harrison, *Outsider Within: Reworking Anthropology in the Global Age*; "Teaching Philosophy," "Academia, the Free Market, and Diversity" and "A Labor of Love"

Positionality Assignment due Sept. 29 at noon

Theme I

Week 5 Oct. 3, Oct. 5

Ghosts In The School Yard by Eve Ewing; Introduction; Chapters 1+2

Portraiture

Week 6 Oct. 10, Oct. 12

Ewing; Chapters 3+4; Conclusion; Acknowledgements; Appendix

Oct. 13-23 Fall Break

Theme II

Week 7 Oct. 24, Oct. 26

Shange; Acknowledgements through Chapter 4

Journal Assignment due Oct. 27 at noon

Week 8 Oct. 31, Nov. 2

Shange Chapter 5 through Notes; Lower Ed Pt. I

Week 9 Nov. 7, Nov. 9

Hirsch and Khan Introduction through Chapter 4

Week 10 Nov. 14, Nov. 16

Hirsch and Khan Chapter 5 through Methodology

Final Question Assignment due Nov. 17

Theme III

Week 11 Nov. 21 (on zoom?); No class Nov. 23 (Thanksgiving break)

Bring current event in education to class (article, podcast, etc.)

Week 12 Nov. 28, Nov. 30

Dear Science by Katherine McKittrick

Final Project Work

Week 13 Dec. 5, 7

Prospectus presentations

Week 14 Dec. 12, 14

Other resources

<https://culanth.org/fieldsights/teaching-ethnographic-methods-with-progressive-dystopia>

<https://press.uchicago.edu/ucp/books/book/chicago/L/b017607504.html>
<https://press.uchicago.edu/ucp/books/book/chicago/E/b0125287235.html>
<https://press.uchicago.edu/ucp/books/book/chicago/S/b07878001.html>

How to Think Like an Anthropologist

<https://pushoutfilm.com>
https://en.wikipedia.org/wiki/Hoop_Dreams
<https://www.amazon.com/Most-Likely-Succeed-Brian-Cesson/dp/B07F7ZQRQQ>
https://www.google.com/books/edition/Care_Based_Methodologies/Eu1UEAAAQBAJ?hl=en&gbpv=1&dq=philadelphia+school+ethnography&printsec=frontcover

Journals

American Educational Research Journal ([link](#))
American Journal of Education ([link](#))
Anthropology and Education Quarterly ([link](#))
Ethnography and Education ([link](#))
Journal of Early Childhood Research ([link](#))
Journal of Education ([link](#))
Sociology of Education ([link](#))
The Journal of Educational Research ([link](#))
The Journal of Higher Education ([link](#))
Youth and Society ([link](#))