# RESEARCH METHODS FOR SOCIAL JUSTICE

**(ERMA 7410)**

**Summer 2021**

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# COURSE DESCRIPTION:

This course focuses on critical educational research in the scholar-activist model. Through engaging with critical theoretical frameworks, critical empirical research, and research methods, this course prepares students to produce research and scholarship for social justice and equity in education.

# 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 theoretical perspectives; 2) Apply critical theoretical perspectives 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:

Strunk, K. K., & Locke, L. A. (Eds.) (2019). *Research methods for social justice and equity in education.* New York, NY: Palgrave. (I will provide a PDF copy if you are unable to purchase a hard copy)

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Other course readings are required, and will be posted on Canvas. You will also be required to choose a book on a critical theoretical perspective and read it. Many such texts are available via the AU library or you may choose to purchase a copy.

# 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 Sunday 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. **Book Review:** Students will read a book-length piece on the critical theoretical framework of their choice. They will write an APA style book review of the book they choose and will share that review with the course. More details about this assignment will be provided in class.
3. **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 P&Q Papers | 150 |
| Book Review | 100 |
| **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, and copies of out-of-class assignments. You should also bring copies of your readings and reading notes to every class, and be prepared with questions and points you hope to discuss. For weeks when we have a guest speaker, you should prepare questions you hope to ask that guest.

# CLASS ATTENDANCE:

Class attendance is a key component of success in graduate-level coursework. As allowed by university policy, it is possible to earn course grade of failing due to excessive absences. Students with more than two absences (other than university-approved excused absences) will receive a grade of failing due to excessive absences, regardless of scores on course assignments. Refer to the university attendance policy for information on attendance requirements and university-approved excused absences. Note that this course will offer a hybrid/flexible model, meaning you can join in person or via Zoom. Students are highly encouraged to attend in person when possible. However, all students attending in person will be required to wear an appropriate face covering which fully covers the nose and mouth and fits snugly. That face covering must adhere to university requirements for face coverings (e.g., at least two-layer fabric mask or a mask constructed of non-woven material such as a surgical mask or KN-95 mask). In order to allow full compliance with this policy, the class will also have a policy that no food or drink can be consumed during class. However, there will be breaks during class time.

# LATE WORK POLICY:

Late work is not generally 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. Given the compressed nature of summer courses, this is especially crucial.

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 reduced level of course credit, typically 50%. The exact percentage will be established in the written plan you make with the instructor. One key exception is that, generally, students can receive an extension of 24-48 hours once in the semester without any reduction in course credit.

# TENTATIVE COURSE CALENDAR:

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| --- | --- | --- | --- |
| **Week** | **Readings** | **Content** | **Project** |
| 1  05/24/21 | Textbook: Chapters 4, 5, 6, 7  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). SAGE Publications. | Critical Theoretical Approaches to Educational Research | CITI |
| 2  05/31/21 | **NO CLASS – MEMORIAL DAY HOLIDAY** |  |  |
| 3  06/07/21 | Textbook: Chapters 2, 8  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). SAGE.  Patel, L. (2014). Countering coloniality in educational research: From ownership to answerability. *Educational Studies, 50*(4), 357-377.  Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education, and Society, 1*(1), 1-40. | Humanizing and Decolonizing Methodology  Guest: Dr. Lucy Bailey | Part 1 & 2 |
| 4  06/14/21 | Textbook: Chapter 22  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.  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. | Constructing a Critical Literature Review  Guest Dr. Leslie Locke | Part 3 |
| 5  06/21/21 | Textbook: Chapters 16, 17, 18, 19, 23  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). Rowman and Littlefield.  Strunk, K. K. (In press). Critical approaches to quantitative research: Review, critique, and applications. In S. Diem & M. Young (Eds.), *Handbook of Critical Research Methodologies*. Palgrave. | Quantitative Methods for Social Justice | Part 4 |
| 6  06/28/21 | **CLASS DOES NOT MEET DUE TO UNIVERSITY OBSERVANCE OF JUNETEENTH**  **(University make-up holiday due to Juneteenth not being included in the academic calendar. June 19th is the actual date. Recommended readings related to Juneteenth: Zinn Education Project:** [**https://www.zinnedproject.org/news/tdih/juneteenth-emancipation-day/**](https://www.zinnedproject.org/news/tdih/juneteenth-emancipation-day/)**; National Museum of African American History and Culture:** [**https://nmaahc.si.edu/events/juneteenth**](https://nmaahc.si.edu/events/juneteenth)**; Learning for Justice:** [**https://www.learningforjustice.org/magazine/teaching-juneteenth**](https://www.learningforjustice.org/magazine/teaching-juneteenth)**; Clint Smith, *How the Word is Passed* (Book).**  **Also due to the make-up holiday date, assigned activities this week, including reading reflections and Project Part 5, may be completed any time before the end of the day on Friday (as opposed to the usual Monday due dates for such work).**  Textbook: Chapters 11, 13, 14, 25  Caraballo, L., Lozenski, B. D., Lyiscott, J. J., & Morrell, E. (2017). YPAR and critical epistemologies: Rethinking education research. *Review of Research in Education, 41*, 311-336.  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). SAGE. | Participatory Research Methods | Part 5 |
| 7  07/05/21 | **NO CLASS – FOURTH OF JULY HOLIDAY**  Recommended Reading:  Douglas, F. (1852). *What to the slave is the fourth of July?* (available in multiple formats, including video readings by Black activists) |  |  |
| 8  07/12/21 | Textbook: Chapters 1, 10, 12, 15  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). Springer. | Critical Approaches to Qualitative Methods  Guest: Dr. Kakali Bhattacharya | Part 6 |
| 9  07/19/21 | Textbook: Chapter 20, 21  DeCuir-Gunby, J. T. (2020). Using critical race mixed methodology to explore the experiences of African Americans in education. *Educational Psychologist, 55*(4), 244-255.  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.  Strunk, K. K., Wang, S. C., Beall, A. L., Dixon, C. E., Stabin, D. J. & Ridha, B. Z. (2018). “I knew what I was going to school for”: A mixed methods examination of Black college students’ racialized experiences at a Southern PWI. *Journal of Critical Scholarship on Higher Education and Student Affairs, 4*(1), Article 3. | Critical Mixed and Multi-Method Research | Part 7 |
| 10  07/26/21 | Textbook: Chapter 24  Bindenwald, B. J. (2015). Understanding conservative Christianity and its relationship with American public schools. *Educational Studies,* *51*(2), 93-111.  Blount, J. M., & Guanci, S. (2020). Convergence of gender and sexuality in the history of educational leadership. In R. Papa (Ed.), *Handbook on promoting social justice in education* (pp. 1729-1758). Springer Nature.  Pillow, W. S. (2004). Constructing teen pregnancy as a problem. In *Unfit subjects: Educational policy and the teen mother* (pp. 17-54). RoutledgeFalmer.  Quaye, S. J., Shaw, M. D., & Hill, D. C. (2017). Blending scholar and activist identities: Establishing the need for scholar activism. *Journal of Diversity in Higher Education, 10*(4), 381-399. | Moving Forward as a Scholar-Activist  Guest: Dr. Laura Parson | Part 8 & 9 |
| 11  08/02/21 | **NO CLASS DUE TO READING DAYS –** Final Paper due by 08/06/21 at 11:59PM |  | Part 10 |

This reading schedule includes an average of 92 pages of reading per week. The estimated total out-of-class workload (with both reading and writing included) is about 13 hours per week. 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. Many people may go by a name in daily life that is different from their legal name. In this classroom, we will refer to people by the names that they go by. Pronouns are a way to affirm someone’s identity. They are simply a public way in which people are referred to in place of their name (e.g., “he” or “she” or “they” or “ze” or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share.
3. 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.
4. 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.
5. 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).
6. 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.
7. Students are responsible for checking their student email account regularly for course announcements and course-related communications.
8. 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.
9. 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).
10. My lectures and course materials, including power point presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright to those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials *publicly* (whether or not a fee is charged) without my express written consent. Similarly, you own copyright to your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission.
11. Except in the case of an approved disability accommodation (see above on this list), students **are not** **permitted** to audio or video record any portion of class. This policy, prohibiting the recording of class sessions, helps preserve an inclusive, friendly, and safe learning environment.

# ALIGNMENT WITH CRITICAL STUDIES IN EDUCATION LEARNING OUTCOMES:

This course is approved for inclusion in the Critical Studies in Education graduate minor. It is aligned with the following Critical Studies in Education student learning outcomes:

1. Students will critically reflect on their own beliefs and values as they relate to commitments to equity and social justice in education.
2. Students will articulate and enact anti-oppressive (e.g., anti-racist, anti-sexist, anti-transphobic, anti-heterosexist, anti-misogynist, anti-xenophobic, anti-imperialist, anti-ableist, anti-classist) perspectives in education.
3. Students will understand and apply critical theoretical perspectives from education, humanities, and social sciences scholarship to analyze and critique systems of oppression, domination, marginalization, exploitation, silencing, and subjugation.
4. Students will design, carry out, and communicate the results of research conducted in the scholar-activist model in educational settings.
5. Students will critique oppression at the systemic and institutional levels, recognizing the complex interactions between systems and institutions and the individuals who work/reside in those systems and institutions.
6. Students will understand interconnected power dynamics that shape local, state, national educational policy discourses, educational practices, and research methodologies and how those interact with individual educators’ beliefs, values, and actions.
7. Students will develop pedagogical, conceptual, and methodological skills relevant to transforming educational practices, structures, and institutions towards equity and justice.