

EHRD 651
MODELS OF EPISTEMOLOGY AND INQUIRY
SPRING SEMESTER 2006

Instructors:

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Class Meeting Times:

Five Saturdays: January 21st, February 18th, March 4th, March 25th and April 8th
9:00 a.m. to 5:00 p.m.

Discussions on WebCT/Vista will be held between weekend meetings.

Location:

Harrington Tower, room 569

Establishing a Safe Classroom Environment



Learning takes place best when a safe environment is established in the classroom. To this end, we will seek to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. We hope that together we create a safe environment where everyone feels comfortable to share and explore ideas. In the course of class discussions, it is quite possible that disagreements will arise. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of

Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is (979) 845-1637.

Statement on Plagiarism

As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and represent it as your own. This can be done in several ways:

- Copying material from a published work, such as a book or journal article, and neither indicating it is a direct quote nor attributing it to its author; this also applies to unpublished works.
- Using the ideas of another without attributing those ideas to that person.
- Turning in a paper that someone else has written and claiming it is your own work.

To avoid even the appearance of plagiarism, be careful to paraphrase the ideas of others (i.e., put those ideas into your own words) and provide the proper citation. When quoting directly from a source, use quotation marks and give the citation, including page number. [See the *Publication Manual of the American Psychological Association*, 5th Edition, for more information on format.]

Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section "Scholastic Dishonesty."

We have, unfortunately, encountered acts of plagiarism in some of our courses. We take plagiarism very seriously. Any student caught plagiarizing will receive an automatic "F" in this class.

Required Texts

Kuhn, T. S. (1962;1996). *The structure of scientific revolutions* (3rd ed.). Chicago: University of Chicago Press.

Publication Manual of the American Psychological Association, 5th Edition

Readings posted on course WebCT/Vista site

Recommended Texts

Schwandt, T. (2001). *Dictionary of qualitative inquiry*. Thousand Oaks, CA: Sage.

Phillips, D. C., & Burbules, N. C. (2000). *Postpositivism and educational research*. Lanham, MD: Rowman & Littlefield.

On-line Discussions

Prior to class meetings, you will be required to participate in on-line discussions of the various readings assigned. These will be done on WebCT/Vista. If you are not already familiar with this program, you can find information about it at <http://elearning.tamu.edu/>. You have already been subscribed to this site.

Specific information about these discussions will be posted on WebCT/Vista.

Course Description

This course addresses the theoretical frameworks that support and inform any systematic process of inquiry. The focus is not so much on how research is conducted (an issue of methodology) but more on how a researcher thinks about the world and about the process of knowing (an issue of theory and mode of inquiry). We will be exploring researcher worldviews and to understand how those worldviews shape the process of inquiry.

The course begins with an examination of the concept of paradigms and how those change within a community of inquiry. We then examine the epistemological paradigms outlined by Habermas (positivistic; interpretivist; and critical), then go beyond those to explore feminist research, critical race theory, and research guided by postmodern theory. We close with a look at arts-based research, autobiographical research, somatic knowing, and indigenous/non-Western ways of knowing.

Course Requirements

The final grade for this course will be based on five elements:

1. **Attendance and discussion in class** (10 points). Missing more than one class will result in a one-letter grade reduction per class missed. Please communicate specifically and clearly with the instructor regarding attendance issues.

Class participation will be considered in determining final grades. This grade will be based on the assumption that:

- a) Students will raise relevant questions, contribute relevant observations to the topic being considered, and reflect on the content and activities of the course.
- b) Student participation will reflect prior preparation of presentations and completion of reading assignments.
- c) Participation will reflect awareness of appropriate interpersonal communication, i.e., use of "I" statements; listening as well as articulating skills; assertiveness rather than passivity or aggression; demonstrated awareness of appropriateness of amount of class time being used by an individual student; shared ownership of classroom activities; feedback to instructors, guests, and classmates; and so on.

Some reading critique presentations will take place in groups. You will be assigned to a group of three to five members. Group members are to participate equally, and it is up to each group to assure that all members participate and assist each other in understanding the material.

2. Participation in on-line discussions of the readings (20 points). This will be done in stable small groups on WebCT/Vista. Additional directions will be posted on WebCT/Vista or provided to you in-person. On-line discussion of each assigned reading is worth 10 points. On-line postings are due by noon on Tuesday during the weeks the group elects to engage in discussion.

Question 1: Identify and discuss 3 major points made by this reading. (Points can be the same or different for each group member)	On time and thorough response; all 3 points identified and discussed	5
	Late, incomplete, or insufficiently substantive response	2.5
	No posting for the reading	0
Question 2: Discuss how this reading contributes to your understanding of the paradigm.	On time and substantive and reflective discussion of the reading (draws inferences, raises questions, notes connections with other readings), with significant responses to other postings	5
	Late response or response demonstrating minimal engagement with the reading	2.5
	No posting for the reading	0

3. Leading the class discussion of readings related to one of the paradigms (20 points). Each discussion group will do this once. Points will be awarded using the rubric below. This is a group grade; each member of the group will receive the same number of points.

Involvement of Group Members	4 points
Understanding of Paradigm	6 points
Choice of Activities	4 points
Involvement of Class Members	4 points
Use of Time	2 points

4. Two reflection papers in which you engage the readings related to the paradigms (10 points x 2 = 20 points). These journals are to be written in informal, conversational style. Length is 4-7 double spaced pages (12 point font; 1 inch margins). The goal of these reflection is to get you to engage in metacognition—thinking about your own

thinking with respect to epistemological and paradigmatic issues. An example of a 50-point paper will be provided.

5. **A final paper** (30 points). For this paper you will identify two research articles in your field of interest that are examples of some of the paradigms covered in the course. [For this assignment it is best to look through relevant journals in the library; using an on-line search engine is not as helpful.] In the paper, you will discuss how those illustrate the paradigm of which they are an example. Copies of the articles are to be turned in with the paper. The length is 7-12 double spaced pages (12 point font; 1 inch margins), including a complete reference list. APA 5th edition format should be used. Papers must be turned in hard copy form and postmarked no later than the due date. An electronic version must also be provided, but it cannot be submitted in lieu of a hard copy. Papers will be graded according the rubric below. Enclose a self addressed stamped envelope if you would like feedback returned to you.

Appropriate selection of research articles and appropriate classification into paradigms.	3 points
Sufficient support and illustrations on which to base the paradigmatic classification.	8 points
Use of class readings to support arguments advanced.	8 points
Clarity and continuity of writing.	6 points
Originality, creativity, and interest of writing	3 points
Timeliness, form, and APA Style	2 points

Point values for letter grades:

A	100-90
B	89-80
C	79-70
D	69-60
F	>60

Policy on Incompletes

A grade of I (Incomplete) will not be assigned except in the case of a documented emergency. If you do request an Incomplete, you must also provide a timeline for completing the work of the course. Late assignments will be penalized as identified with each project. Extra work to raise a grade is not permitted. Communication with instructor regarding expected timelines or your challenges in completing expected work is a must!

Class Assignments

Module #1—January 21st

Introductions, Course Overview, the Concept of Paradigms, Characteristics of Good Research, and Introduction to Positivism/Postpositivism

Readings:

Kuhn, T. S. (1962;1996). *The structure of scientific revolutions* (3rd ed.). Chicago: University of Chicago Press.

Merriam, S. B. (1991). How research produces knowledge. In J.M. Peters & P. Jarvis (Eds.) *Adult education*. San Francisco: Jossey-Bass.

Coomer, D. (1984). Critical science: Approach to vocational education research. *Journal of Vocational Education Research*, 9(4), 34-50.

Bruner, J. (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University Press.

Brown, M. M. (1989). What are the qualities of good research. In F. H. Hultgren & D. L. Coomer (Eds.), *Alternate modes of inquiry in home economics research. Yearbook 9, American Home Economics Association*. (pp. 257-297). Peoria, IL: Glencoe Publishing Company

Zimmerman, K. (1989). Introduction to empirical inquiry. In F. H. Hultgren & D. L. Coomer (Eds.), *Alternate modes of inquiry in home economics research. Yearbook 9, American Home Economics Association*. (pp. 3-33). Peoria, IL: Glencoe Publishing Company

On-line discussion: TBA

Module #2—February 18th

Three-Paradigm Debate , Positivism and Postpositivism, & Interpretivism

Phillips, D. C., and Burbules, N. C. (2000). *Postpositivism and educational research*. Lanham, MD: Rowman & Littlefield.

Guba, E. (2002). *Paradigm dialogue*. Thousand Oaks, CA: Sage.

Smith, J. K. (1983). Quantitative versus qualitative research: An attempt to clarify the issue. *Educational Researcher*, 12(3), 6-13.

- Schrag, F. (1992). In defense of positivist research paradigms. *Educational Researcher*, 21(5), 5-8.
- Eisner, E. (1992). Are all causal claims positivistic? A response to Francis Schrag. *Educational Researcher*, 21(5), 8-11.
- Erickson, F. (1992). Why the clinical trial doesn't work as a metaphor for educational research: A response to Schrag. *Educational Researcher*, 21(5), 9-11.
- Popkewitz, T. S. (1992). Cartesian anxiety, linguistic communism, and reading texts. *Educational Researcher*, 21(5), 11-15.
- Shrag, F. (1992). Is there light at the end of this tunnel? *Educational Researcher*, 21(5), 16-17.
- Bredo, E., & Feinberg, W. (1982). *Knowledge and values in social and educational research*. Philadelphia: Temple University Press.
- Lincoln, Y. S., & Guba, E. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.
- Josselson, R. (1995). Imagining the real. *Interpreting experience. The narrative study of lives, vol. 3*. Thousand Oaks, CA: Sage.
- Mishler, E. G. (1979). Meaning in context: Is there any other kind? *Harvard Education Review*, 49(1), 1-19.
- On-line discussion: TBA

Module #3—March 4th

Interpretivism cont'd, Critical Theory, Critical Race Theory, and Latino Critical Theory

- Lincoln, Y. S., & Denzin, N. K. (2005). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (3rd Ed.), (pp. 1-32). Thousand Oaks, CA: Sage.
- Geertz, C. (1973). *The interpretation of cultures*. New York: Basic Books.
- Peshkin, A. (1993). The goodness of qualitative research. *Educational Researcher*, 22(2), 23-29.
- Kilgore, D. W. (2001). Critical and postmodern perspectives on adult learning. In S. Merriam (Ed.), *The new update of adult learning theory*. New

Directions in Adult and Continuing Education, No. 89. San Francisco: Jossey-Bass.

- Giroux, H. A. (1982). *Theory and resistance in education*. Boston: Bergin & Garvey.
- Bourdieu, P. (1982). The school as a conservative force: Scholastic and cultural inequalities. In E. Bredo, & W. Feinberg (Eds.) *Knowledge and values in social and educational research*. Philadelphia: Temple University Press.
- Ellsworth, E. (1994). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. In L. Stone (Ed.) *The education feminism reader*. New York: Routledge.
- Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education*, 11(1), 7-24.
- Rains, F.V. (1998). Is the benign really harmless?: Deconstructing some "benign" manifestations of operationalized white privilege. In J.L. Kincheloe, S.R. Steinberg, N.M. Rodriguez, & M.N. Chennault (Eds.) *White reign: Deploying whiteness in America*. New York: Palgrave.
- Parker, L. (1998). "Race is...race ain't": An explanation of the utility of critical race theory in qualitative research in education. *International Journal of Qualitative Studies in Education*, 11(1), 42-55.
- Delgado-Bernal, D. (2002). Critical race theory, Latino critical theory, and critical raced-gendered epistemologies: Recognizing students of color as holders and creators of knowledge. *Qualitative Inquiry*, 8(1), 105-126.
- Scheurich, J. J., & Young, M. D. (1997). Coloring epistemologies: Are our research epistemologies racially biased? *Educational Researcher*, 26(4), 4-16.

On-line discussion: TBA

Module #4—March 25th

Feminism and Postmodernism

- Delgado-Bernal, D. (1998). Using a Chicana feminist epistemology in educational research. *Harvard Educational Review*, 68(4).
- Lewis, M. (1992). Interrupting patriarchy: Politics, resistance and transformation in the feminist classroom. In C. Luke & J. Gore (Eds.), *Feminisms and critical pedagogy* (pp. 167-191). New York: Routledge.
- Lewis, M., & Simon, R. I. (1986). A discourse not intended for her: Learning and teaching within patriarchy. *Harvard Education Review*, 56(4), 457-472.
- Skrla, L. (2000). Mourning silence: Women superintendents (and a researcher) rethink speaking up and speaking out. *International Journal of Qualitative Studies in Education*, 13(6), 611-627.
- Constas, M.A. (1998). Deciphering postmodern educational research. *Educational Researcher*, 27(9), 36-42.
- Pillow, W.S. (2000). Deciphering attempts to decipher postmodern educational research. *Educational Researcher*, 29(5), 21-24.
- St.Pierre, E.A. (2000). The call for intelligibility in postmodern educational research. *Educational Researcher*, 29(5), 25-28.
- Hill-Collins, P. (2000). What's going on?: Black feminist thought and the politics of postmodernism. In E.A. St.Pierre & W.S. Pillow (Eds.), *Working the ruins: Feminist poststructural theory and methods in education* (pp. 41-73). New York: Routledge.
- Koschoreck, J.W. (1999). Resistance and complicity, personal sacrifice, and image management: A life narrative exploration of gender and sexuality. *Journal of Curriculum Theorizing*, 15(2), 41-56.
- On-line discussion: TBA

Module #5—April 8th

Arts-based Research, Autobiographical Research, Somatic Knowing, and Indigenous/NonWestern Ways of Knowing

- Slattery, P. (2001). The educational researcher as artist working within. *Qualitative Inquiry*. 7(3), 370-398.

- Eisner, E. W. (1997). The promise and perils of alternative forms of data representation. *Educational Researcher*, 26(6), 4-10.
- Bullough, R. V., Jr., & Pinnegar, S. (2001). Guidelines for quality in autobiographical forms of self-study research. *Educational Researcher*, 30(3), 13-21.
- Ellis, C. (1997). Evocative autoethnography: Writing emotionally about our lives. In W. G. Tierney & Y. S. Lincoln (Eds.), *Representation and the text*. Albany, NY: SUNY Press.
- Heshusius, L., & Ballard, K. (1996). How do we count the ways we know? In L. Heshusius & K. Ballard (eds.), *From positivism to interpretivism and beyond*. New York: Teachers College Press.
- Heshusius, L. (1994). Freeing ourselves from objectivity: Managing subjectivity, or turning toward a participatory mode of consciousness? *Educational Researcher*, 23(3), 15-22.
- Merriam, S. B., Doraisamy, L., Findsen, B., Kamis, M., Kee, Y., Mohamad, M., Ntseane, G., & Thaker, S. (2005). Challenging the hegemony of Western views of learning. *Proceedings of the 46th Annual Adult Education Research Conference* (pp. 295-305). Athens, GA: The University of Georgia.

On-line discussion: TBA

General Guidelines for Written Work

Inclusive Language

It is imperative in this class, as well as important in an educational setting, that inclusive language be used in both oral and written communication. Inclusiveness refers to the use of language that assumes equality of the sexes and the equal importance of members of all cultural groups.

We will provide a short article that presents a number of ways to avoid sexist language and to write in an inclusive way. We think you will find these strategies helpful in all the writing you will do in your program, in your dissertation, and in all your future work.

Cultural inclusiveness means that classroom discussion (and written materials) will not assume that class members or all members of client or other organizations are

white U.S. citizens. Respect for the diversity of the class and the multicultural world in which schools and other organizations operate will be expected.

We recognize that some of us may occasionally "slip" with regard to inclusive language; gentle and courteous reminders will help us all to continue to grow in this regard.

Proper Formatting, Grammatical Correctness, and other Matters of Style

Education related work generally means that much time will be spent communicating in writing. It is important that you assume that communicating correctly is a necessity. Submitted papers, therefore, should be free of typographical, spelling, and grammatical errors.

All written materials should be produced in such a way that they are easy for the instructors to read. They must be double-spaced. All pages should be numbered. All written work should be produced in Times New Roman 12-point font. Use only left justification for your margin (i.e., each line will end at a different place). This is APA format, and all journal and book publishers require it for submitted manuscripts because a full-justified text is very difficult to read—the eye must literally stumble across each line. The last thing you want is to make the person evaluating or grading your work crazy! **Papers must meet these criteria in order to be graded.** You must submit both electronic and hard copies of all assignments.

We assume a responsibility to assist you in identifying weaknesses in organization or structure in your writing. Experience suggests the following major problem areas:

1. Proofread carefully; if you make a typing error, make the correction that correction and reprint that page.
2. its = possessive
it's = contraction for it is
3. Do not split infinitives, i.e., to run quickly, NOT to quickly run.
4. A dash is typed with two hyphens without a space before or after, e.g., end--then, NOT end-then, and NOT end - then. There is still a role for a hyphen, however, e.g., "up-to-date resume."
5. Watch subject-verb agreement. Number and tense must agree. Number agreement: The prices in our catalog DO not include sales tax.
Poor: Any student caught smoking in the halls will have their cigarettes confiscated.
Better: Any student caught smoking in the halls will have his or her cigarettes confiscated.

Best: All students caught smoking in the halls will have their cigarettes confiscated.

Tense agreement:

Poor: Jones and Smith (1984) discuss what happens when managers give bad performance appraisals. They reported about what happened in five companies.

Better: Jones and Smith (1984) discuss...report...

Better: Jones and Smith (1984) discussed...reported..

6. Use a comma before a conjunction ONLY if a complete clause follows the conjunction, e.g., The consultant signed the contract, but the client did not. BUT The consultant signed the contract but objected to paragraph 4.
7. Quotation marks always go outside periods and commas, e.g., ...end." They go outside the question mark if the question is quoted; inside if the whole sentence is a question.
8. Each sentence must have a SUBJECT and a VERB.
9. If a SENTENCE has more than FOUR lines, it's probably TOO LONG. Things to look for: more than two or three clauses; extraneous explanatory phrases; disconnected thoughts.
10. If a PARAGRAPH takes up more than ONE computer SCREEN or more than HALF A PAGE (double spaced), it's probably TOO LONG. It probably contains more than one main idea. See if it should be broken down into two or more concise paragraphs.
11. Every PARAGRAPH should develop ONE MAIN THOUGHT. This thought should be introduced in the TOPIC SENTENCE (usually the first sentence) and developed in the body of the paragraph.
12. An academic or professional paper should be written in a formal way, even if it has a "creative" thrust or content. This means that it should include a beginning, a middle, and an end. Make it easy for the reader, when possible, by using labels for these components, e.g., "Introduction," "Conclusion."

An introductory paragraph tells the reader where you are going by introducing the main points. The body of the paper should contain a separate section for each of the main points. Sometimes writers use a separate heading for each main point.

The conclusion, or summary, of the paper should take one or two paragraphs and summarize how your arguments have supported the main points you laid out in the introduction.

13. Papers must use APA style, just as is required for the submission of manuscripts to most educational journals. Use the *Publication manual of the American Psychological Association* (5th Ed.). Some assistance with APA can be found online at <http://www.wisc.edu/writing/Handbook/DocAPA.html>