

Critical Race Methodologies for Qualitative Research

**University of Michigan
School of Education**

PROFESSOR: Dr. Camille M. Wilson
PHONE: 734-647-2447
E-MAIL: camillew@umich.edu
OFFICE HOURS: Mon., Weds., and Fridays by appointment
CREDIT: 3 Credit Hours
PREREQUISITE: A doctoral level qualitative research course
COURSE MEETINGS: **Wednesdays 1:00–3:50 p.m., School of Ed., Room 2320**

COURSE DESCRIPTION

This course is designed to introduce principles, philosophies, and strategies of critical race methodologies — methodologies that consider the interrelated nature of race, knowledge, power, inclusiveness, representation, and the educative value of research. The influential nature of critical race theory will be considered throughout the course, including its historical roots, strengths, limitations, and extensions. Additional critical theories that address race and inform critical methodologies will be considered as well, such as feminist theory and other interpretive, sociological frameworks that pertain to how race and its intersections with gender, culture, language, socioeconomic status, etc. influence research development, implementation, analysis, and use. This advanced doctoral course is for students who have completed an introductory (or comparable) doctoral level course in qualitative research.

COURSE OBJECTIVES

Upon successful completion of this course, students will achieve the objectives below.

1. Better understand how dominant epistemological norms and cultural assumptions shape a great deal of educational research.
2. Identify and critique colorblind research analysis.
3. Pinpoint the educative value of subjugated epistemologies.
4. Understand key tenets of critical race theories and how they underpin critical methodological principles.
5. Increase their understanding of how to study marginalized populations in ethical and socially and culturally sensitive ways.
6. Compare and contrast the strengths, limitations, and appropriateness of various critical race methodological approaches.
7. Assert insightful ideas about how to apply critical race methodological strategies in future educational research.

REQUIRED TEXTS

Twine, F.W. & Warren, J.W. (2000). *Racing research, researching race: Methodological dilemmas in critical race studies*. New York: New York University Press. (RRRR)

- Article and chapter readings from sources will be posted on Canvas and/or accessible online.

COURSE FORMAT & TEACHING STRATEGIES

Class Meetings

Class meetings will incorporate brief lectures, group discussions, interactive group activities, and informal student presentations. Students will work with the instructor and their peers to exchange ideas and offer substantive feedback.

Readings and Class Discussions

The readings are an important class resource that require careful attention. Students should read book chapters and journal articles prior to the assigned class session, have questions and comments about the readings, link readings to their own backgrounds, and actively engage in class discussions and activities pertaining to the readings. Informal discussion notes on the reading should be prepared and brought to the appropriate class meeting to help students actively reflect on the material.

COURSE ASSIGNMENTS:

General Expectations for All Completed Assignments:

- Assignment is submitted on time.
- Submitted product clearly and persuasively addresses assignment topics and prompts.
- Projects and/or essays proceed in a clear, logical manner that is easy to follow.
- Assignment text exhibits excellent writing conventions and attention proper grammar.
- Written work references a variety of scholarly sources and properly cites these sources according to APA, 6th edition format.

APA Format

Students must submit original work that conforms to the guidelines of the *Style Manual of the American Psychological Association (APA), Sixth Edition*. All written work should be word-processed or typed according to a double-spaced, single-sided, 12 point font, one-inch

margin format. All work must also include a title page and an APA-formatted bibliography.

Late work/Incompletes

The instructor reserves the right to refuse late work or not grant incompletes for the course. Students should contact the instructor well before a class session if they expect extenuating circumstances to affect their attendance and/or assignment submission.

I. Class Participation, Professionalism, & Presentation:

15 % of total grade

Students are expected to:

1. Meaningfully and respectfully contribute to all reading, discussion, and individual and group activities.
2. Provide evidence of completing assigned reading through substantive dialogue and detailed writing.
3. Be punctual in meeting deadlines for all assignments.
4. Be thorough and reliable in contributing to any collaborative activities with classmates.
5. Roundtable “Work Through” Presentations: One key activity will include each student presenting an overview of their research topic of interest, pinpointing a critical race methodological dilemma related to it, linking their overview to a relevant artifact, and receiving constructive feedback from peers. Likewise, students will offer constructive feedback to their peers.

II. Analytical Reading Journal & Briefs

15% of total grade

Students should keep informal notes for all readings in a **journal** and: 1) pinpoint main arguments and concepts; 2) discuss their responses and questions; and, 3) offer connections to their research interests and positionalities. They will draw upon these notes to contribute to course discussions and activities while referring to relevant page numbers.

For analytical brief #1, students will write and submit a scholarly 4- to 5-page reflection based on their journal. The brief, which must have citations and references, will synthesize their response to a cluster of readings and address an analytical prompt the instructor will assign. Full journals will be submitted towards the end of the course.

For analytical brief #2, students will write a 2-page peer review of another student’s research prospectus (described later). Students will offer succinct, yet substantive feedback after reading their peer’s prospectus that thoughtfully responds to, poses questions about, and offers suggestions related to their peer’s research ideas given our course readings.

The assignments above will be evaluated on a check (good/satisfactory), check plus (+) (excellent), or check minus (-) (lacking/unsatisfactory) basis.

III. Annotated Bibliography & Critique

20 % of total grade

About mid-way through the term, students will compose an annotated bibliography that overviews the content of seven, self-selected research publications and analyzes the salience of critical race methodological principles to the studies presented in the publications. The publications must be peer-reviewed journal articles, scholarly books, and scholarly book chapters. The selections should also relate to students' particular research interests and can be publications students have previously read. (12 pages max.)

IV. Research Prospectus

20 % of total grade

Drawing upon course reading and annotated bibliographies, students will write a 6-8 page research prospectus. In the prospectus, they will overview a topic of interest and briefly suggest how they would study that topic in a way that considers key notions of critical race methodology, such as:

- a) culturally relevant epistemology
- b) the salience of race/racism
- c) race and interest convergence
- d) race and intersectionality
- e) master scripts/ master narratives & counter-storytelling
- f) researcher positionality & reflexivity

V. Final Research Proposal

30% of total grade

Students will extend their research prospectus and write a detailed research proposal for their final course requirement. The proposal will have an in-depth discussion of methodology and research design that clearly indicates how the course readings have influenced the students' research strategies and ethical and cultural sensitivities. Their research design should be anchored in one main inquiry approach (e.g. case study, narrative, discourse analysis, ethnography, etc.). The same methodological concepts discussed in the prospectus must be addressed in more depth.

Specifically, the proposal must include: 1) introduction, 2) overview of conceptual framework, 3) overview of research questions, and 4) methodology. **The methodology section will be the most detailed. In it, students will describe and justify a research design they would implement to investigate their research questions.** The design must soundly reflect critical race methodological principles; and, in part, address: 1) researcher positionality, 2) site selection, 3) participant sampling, 4) data collection methods, 5) data analysis techniques, 6) plans to establish the validity/trustworthiness of the study, and 7) ideas for representation and writing. One sample interview, observation, or other relevant protocol should be included as an appendix. (15-18 pages required for main text).

GRADING:

Assignments will be marked with a letter grade alone or with points and a corresponding letter grade.

A	Excellent work demonstrating independent high quality performance
A-	Very good work indicating consistent and careful thought and attention to the task; some room for improvement and thoroughness
B+	Good work carefully executed for the most part, yet requiring several areas of improvement
B	Work of graduate standard but omissions exist or careful analysis is not evident
B-	Effort is evident but work indicates lack of understanding and/or completion
C	Marginal quality
D	Poor quality work with little attention to detail and the demands of the task
F	Work is missing, incomplete and/or has violated the academic integrity policy.

100 – 93 A / 92 – 90 A- / 89 – 87 B+ / 86 – 83 B
82 – 80 B- / 79 – 70 C / 69 – 60 D / 59-0 F

U-M Rackham Graduate School grading policies can be found at <https://rackham.umich.edu/academic-policies/section3/>

Plagiarism: Plagiarism includes copying material from outside texts or presenting outside information and ideas as if it were your own by not crediting authors through proper citation. It can be deliberate or unintended. If you are in doubt about the use of a source, cite it (and quote text when necessary). Students caught plagiarizing information from other sources or violating other aspects of the University’s academic integrity policy will receive a failing grade in the course. I will also report the student to proper university officials. For more information about the academic integrity policies and how to avoid plagiarism, please see <https://www.lib.umich.edu/academic-integrity/tools-help-you>. For additional resources, see “Writing Resources” in the Supplementary Materials folder of the course’s Canvas site.

Students with Disabilities: I wish to fully include and engage all students. If you have a disability that requires special accommodations, please be sure to contact me about it as soon as possible. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help determine appropriate academic accommodations. The SSD (734-763-3000; <http://www.umich.edu/sswd>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

Religious Observance Policy: Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments due to their religious observance shall be provided with a reasonable alternative opportunity to complete their academic responsibilities. Students must notify me at least two weeks in advance of needing accommodation so that we can plan alternative arrangements. (Adapted from <http://www.lsa.umich.edu/facstaff/saa/religiousholidays>).

Emotional and/or Socioeconomic Hardships

Graduate student life can be very challenging and stressful at times as students negotiate academic demands, geographic transitions, self-care needs, and social and economic changes. U-M has a wealth of resources available to help students. A few of many U-M resources that may be helpful are: Counseling and Psychological Services <https://caps.umich.edu/>, the Center for the Education of Women, <http://www.cew.umich.edu/>, Rackham Graduate School's emergency funds program <http://www.rackham.umich.edu/funding/emergency-funds>, and the School of Education's Office of Student Affairs 734.615.1528, ask.soe@umich.edu.

CLASS SCHEDULE

**** The instructor may adapt the schedule during the semester to increase optimal learning ****

1. Jan 8 Introduction: Race, Research & "From When and Where We Enter"

Due next week: Reading

2. Jan 15 Why Attention to Race in Research?

(RRRR) – Ch 1 "Racial ideologies, racial methodologies, and racial fields" (pp. 1-35)

Bonilla-Silva, E. (2015). The structure of racism in color-blind, "post-racial" America. *American Behavioral Scientist*, 59(11), 1358-1376.

Chapman, T. (2013). You can't erase race! Using CRT to explain the presence of race and racism in majority white suburban schools. *Discourse: Studies in the Cultural Politics of Education* 34(4), 611-627.

Due next week: Reading

3. Jan 22 GUEST INSTRUCTOR: David Humphrey, SOE Diversity & Inclusion Officer

The Influence of Critical Race Theory in Education

Ladson-Billings, G. (1999). Just what is critical race theory and what's it doing in a nice field like education? In L. Parker, D. Deyhle, and S. Villenas (Eds.), *Race israce isn't: Critical race theory and qualitative studies in education* (pp. 7-27). Boulder: Westview Press.

Parker, L., & Lynn, M. (2002). What's race got to do with it? Critical race theory's conflicts with and connections to qualitative research methodology and epistemology. *Qualitative Inquiry*, 8(1), 7-22.

DeCuir, J.T. & Dixson, A.D. (2004). So when it comes out, they aren't that surprised that it is there: Using critical race theory as a tool of analysis of race and racism in education. *Educational Researcher*, 33(5), 26-31.

Due next week: Reading

4. Jan 29 Race, Ethnicity & Critical Epistemologies

Ladson-Billings, G. (2000). Racialized discourses and ethnic epistemologies. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 257-277). Thousand Oaks, CA: Sage Publications.

Brayboy, B. M. J. (2005). Toward a tribal critical race theory in education. *The Urban Review*, 37(5), 425-446.

O'Connor, C., Lewis, A., Mueller, J. (2007). Researching "Black" educational experiences and outcomes: Theoretical and methodological considerations. *Educational Researcher*, 36, 541-552. doi: 10.3102/0013189X07312661

Due next week: Reading + Analytical Brief #1 on Foundational Critical Race Links

5. Feb 5 Feminist Perspectives on Race and Critical Epistemologies

Dillard, C. (2000). The substance of things hoped for, the evidence of things not seen: Examining an endarkened feminist epistemology in educational research and leadership. *International Journal of Qualitative Studies in Education*, 13(6) 661-681.

Wright, H.K. (2003). An endarkened feminist epistemology? Identity, difference and the politics of representation in educational research. *Qualitative Studies in Education*, 16(2), 197-214

Bernal, D. 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.

** Analytical Brief #1 due tonight

Due next week: Reading

6. Feb 12 Researcher Positionality & Racialization of the “other”

Milner, H. R. IV. (2008). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational Researcher*, 36 (7), 388–400.

(RRRR) – Ch 3 Gallagher, G.A. “White like me? Methods, meaning, and manipulation in the field of white studies. (pp. 67-92)

(RRRR) – Ch 4 Blee, K.M. “White on white: Interviewing women in U.S. white supremacist groups. (93-109)

Zembylas, M. (2010) Racialization/ethnicization of school emotional spaces: The politics of resentment, *Race Ethnicity and Education*, 13(2), 253-270.
DOI: 10.1080/13613321003751528

Due next week: Reading

7. Feb 19 Counter-storytelling

Solórzano, D.G. & Yosso, T.J. (2002) Critical race methodology: counter-storytelling as an analytical framework for education research. *Qualitative Inquiry*, 8 (1), pp. 23-44.

Stinson, D.W. (2008). Negotiating sociocultural discourses: The counter-storytelling of academically (and mathematically) successful African American male students. *American Educational Research Journal*, 45, 975-1010.

Chang, A. (2011). Undocumented to hyperdocumented: A *jornada* of protection, papers, and PhD status. *Harvard Educational Review*, 81(3), 508-521.

Due next week: Reading + Annotated Bibliography

8. Feb 26 Moving from Colorblind to Critical Race Narrative Approaches

Huber, J., Caine, V., Huber, M., & Steeves, P. (2013), Narrative inquiry as pedagogy in education: The extraordinary potential of living, telling, retelling, and reliving stories of experience *Review of Research in Education* 37, 212-242.

Rodriguez, D. (2010). Storytelling in the field: Race, method, and the empowerment of Latina college students. *Cultural studies <=> Critical Methodologies* 10, 491-507.

Dow, R.R. (2005). Critical care: A color(full) analysis of care narratives in the schooling experiences of Puerto Rican girls. *American Educational Research Journal* 42, 77-111.

** Annotated Bibliographies due via Canvas by Friday, Feb. 28 11:59 p.m. **

9. Mar 4 ** Enjoy U-M Break NO CLASS **

Due March 11: Reading

10. Mar 11 Critical Ethnographic Approaches

Madison, D.S. (2012). *Critical ethnography: Methods, ethics, and performance*. Thousand Oaks: SAGE (Ch 1 - "Introduction to critical ethnography: Theory and method." (pp. 1-16.)

Duncan, G. A. (2002). Beyond love: A critical race ethnography of the schooling of adolescent Black males. *Equity & Excellence in Education*, 35(2), 131-143.

Alexander, B.K. (2003). (Re)visioning the ethnographic site: Interpretive *ethnography* as a method of pedagogical reflexivity and scholarly production. *Qualitative Inquiry*, 9(3), 416-441.

** Roundtable Presentations

Due next week: Reading

Mar 18 Other Research Approaches for Critically Considering Race

AUTOETHNOGRAPHY - (RRRR) Ch 5 – Kenny, L.D. "Doing my homework: The autoethnography of a white teenage girl." (pp. 111-134).

HISTORIOGRAPHY - Gasman, M. (2007). Swept under the rug? A historiography of gender and Black colleges. *American Edctnl. Rsrch. Journal*, 44(40), 760-805.

CRITICAL POLICY ANALYSIS - Wilson, C.M., Bentley, T., Kneff-Chang, T. (2019). *School closure, racial politics, and vulnerable youth*. *Urban Education*, 1-31.

GENERAL REVIEW - Pillow, W. (2006). Race-base methodologies: Multicultural methods or epistemological shifts? In G. Lopez & L. Parker (Eds.), *Interrogating racism in qualitative research methodology*, pp. 181-202. New York: Peter Lang.

** Roundtable Presentations

Due next week: Reading

11. Mar 25 Review: Critical Race Research for Education and Social Justice

Dixson, A.D., James, A., & Frieson, B.L. (2019). Taking it to the streets: Critical race theory, participatory research and social justice. In J.T. DeCuir-Gunby, T.K. Chapman, & P. Schutz (Eds.). *Understanding critical race research methods and methodologies: Lessons from the field*, pp. 64-75. New York: Routledge.

Buendia, E. (2006). Fashioning research stories: The metaphoric and narrative structure of writing research about race. In G. Lopez & L. Parker (Eds.), *Interrogating racism in qualitative research methodology*, pp. 49-70. New York: Peter Lang.

** Roundtable Presentations

** Due next week: Research Prospectus & Analytical Reading Journals

12. Apr 1 Recasting Qualitative Education Research

** NO CLASS – Independent Inquiry

** Research Prospectus & Analytical Reading Journals due by 11:59 p.m.

Due next week: Reading

13. Apr 8 Racial Analysis, Writing, & Representation

(RRRR) Islam, N. - Ch 2 Research as an act of betrayal: Researching race in an Asian Community in Los Angeles

Smith, L.T. (2012) *Decolonizing methodology: Research and indigenous peoples*. Second edition. London: Zed Books. Chapter 12 – “Getting the story right, Telling the story well: Indigenous activism, indigenous research” (pp. 217 – 228).

The class will select and review one reading from Weeks 2-11 that described an empirical study and presented data and analysis in an effective and engaging way. Be prepared to discuss the specific writing techniques and representation strategies used in this piece.

** Roundtable Presentations

Due next week: Analytical brief # 2: Peer review of another student's prospectus + Work on your final research proposal

**** 15. Apr 15 Course Wrap-up (FINAL CLASS MEETING)**

** Roundtable Presentations

** Analytical brief #2 due via email by NOON

Due Final Research Proposal – Due Weds, April 22 by 11:59 p.m. **

**SOME RECOMMENDED TEXTS
FOR SUPPLEMENTAL OR FUTURE INQUIRY**

- Annamma, S.A., Connor, D. & Ferri, B. (2013) Dis/ability critical race studies (DisCrit): Theorizing at the intersections of race and dis/ability. *Race Ethnicity and Education*, 16(1), 1-31, DOI: 10.1080/13613324.2012.730511
- Bell, D. A. (1980). *Brown v. Board of Education* and the interest-convergence dilemma. *Harvard Law Review*, 93(3), 518-533.
- Bonilla-Silva, E. (2013). *Racism without racists: Color-blind racism and the persistence of racial inequality in America* (4th ed.). Lanham, MD: Rowman & Littlefield.
- Chang-Ross, A. (2010). Reflections of a racial queer. *Multicultural Perspectives*, 12(2), 107-112. DOI: 10.1080/15210960.2010.481213
- Chapman, T. K. (2008). Desegregation and multicultural education: Teachers embracing and manipulating reforms. *Urban Review*, 40, 42-63.
- Crenshaw, K, Gotanda, N., Peller, G., & Thomas, K. (Eds.), (2000). *Critical Race Theory: The key writings that formed the movement*. New York:
- deBradley, A.A. (2015). Homeless educational policy: Exploring a racialized discourse through a critical race theory lens. *Urban Education*, 50(7), 839-869.
- DeCuir-Gunby, J.T., Chapman, T.K. & Schutz, P. (Eds.). *Understanding critical race research methods and methodologies: Lessons from the field*. New York: Routledge.
- Delgado, R., & Stefancic, J. (Eds.). (2000). *Critical race theory: The cutting edge, 2nd edition*. Philadelphia: Temple University Press.
- Gildersleeve, R.E., Croom, N.N. & Vasquez, P.L. (2011) "Am I going crazy?!": A critical race analysis of doctoral education, *Equity & Excellence in Education*, 44(1), 93-114, DOI: 10.1080/10665684.2011.539472

- Gillborn, D. (2005). Educational policy as an act of white supremacy: Whiteness, Critical Race Theory and education reform. *Journal of Educational Policy*, 20(4), 485-505.
- Haviland, V.S. (2008). “ “Things get glossed over:” Rarticulating the silencing power of whiteness in education.” *Journal of Teacher Education*, 59 (1), 40-54.
- Iverson, S. V. (2007). Camouflaging power and privilege: A critical race analysis of university diversity policies. *Education Administration Quarterly*, 43(5), 586-611.
- Lewis, A. E., Chesler, M., & Forman, T. A. (2000). The impact of “colorblind” ideologies on students of color: Intergroup relations at a predominantly White university. *The Journal of Negro Education*, 69(1/2), 74-91.
- Lopez, G. (2003). The (racially neutral) politics of education: A critical race theory perspective. *Educational Administration Quarterly*, 39, 68-94.
- Lozenski, B.D. (2017) Pedagogies of black eldership: exploring the impact of intergenerational contact on youth research. *Multicultural Perspectives*, 19(2), 65-75, DOI: 10.1080/15210960.2017.1302337
- Osei-Kofi, N., Torres, L.E., & Lui, J. (2013) Practices of whiteness: racialization in college admissions viewbooks. *Race Ethnicity and Education*, 16(3), 386-405, DOI: 10.1080/13613324.2011.645572
- Su, C. (2007). Cracking Silent Codes: Critical race theory and education organizing. *Discourse: Studies in the Cultural Politics of Education*, 28(4), 531–548.
<https://doi.org/10.1080/01596300701625297>.
- Taylor, E. (2000). Critical race theory and interest convergence in the backlash against affirmative action: Washington State and Initiative 200. *Teachers College Record*, 102(3), 539-560.
- Teranishi, R. T. (2002). Asian Pacific Americans and critical race theory: An examination of school racial climate. *Equity & Excellence in Education*, 35(2), 144-154.
- Urrieta, L. (2006). Community identity discourse and the heritage academy: colorblind critical race theory educational policy and white supremacy. *International Journal of Qualitative Studies in Education*, 19(4), 455-476.
- Yosso, T. J., Parker, L., Solorzano, D.G., & Lynn, M. (2004). From Jim Crow to affirmative action and back again: A critical race discussion of racialized rationales and access to higher education. *Review of Research in Education*, 28, 1-25.