

Mary Lou Fulton Teachers College
EPA 691: Decolonizing Research Methods, A Foundations Course
Tuesdays 4:30-7:15 pm
Session C

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Office Hours: By appointment

Course Description

Decolonization is a process by which a group of people, or a nation state, frees itself from the political, economic, social, spiritual, agricultural and epistemological rule of a dominant empire. Decolonization practices are grounded in a particular time and place with their own unique set of problem-solving strategies. This course will explore the process of inquiry from a particular standpoint: that of peoples who seek to humanize the process of research by and with non-dominant populations and allies. In other words, we will examine research tools that build the possibility of reciprocal dialogue between the researcher and the researched. This process includes examinations of researcher positionality, reciprocity, action research, and liberating approaches, all within the context of institutional power, funds of knowledge, critique and possibilities.

For sixteen weeks, we will read, inquire, discuss and write about decolonizing research methodologies as we engage with readings and reflect on how these methods apply to our own research projects. We will explore this central question: *How might an academic scholar engage with decolonizing research methods? For what purpose?* Although human experience varies greatly in all levels of schooling, this course hopes to participate as a community of scholars that seek to rethink the notion of “classic scholarship” by de-centering epistemology and valuing a multiplicity of knowledge and practice. We will pay close attention to power and transformation of the self-inter-connected-with-others, within and surrounding the academy. This course was designed by considering the work/syllabi of Alfredo Artiles, Thomas Philip and Antonia Darder.

Learning Objectives

The course is designed to elicit student participation in a variety of ways, including, but not limited to, oral contributions, written responses, leadership and community engagement. By the end of the course, students will be able to: 1) identify various decolonial practices that contribute to overall social justice movements in educational research and practice; 2) analyze scholarly methodological approaches within the academy and their contribution to decolonization; 3) describe the processes of arriving at social change within the research process and 4) critically examine macro-to-meso-to-micro historical events to make sense of current decolonial research practices. It is the responsibility of the community of learners to ensure that all participants contribute to the overall success of the class.

Classroom Culture/Learning Ecological Considerations

- Acknowledge one another when you enter the classroom space by greeting one another.
- Consider each other's positionalities. We will spend some time getting to know one another. Not everyone will be equally outspoken during class discussions. Notice when you speak and when you actively listen. Arrive at a balance between the two.
- Reference each other's contributions with phrases like "I'm not familiar with...would you please elaborate on", "I resonate with", "Your writing speaks to...", etc.
- Honor your contributions to the class by actively engaging in the readings and discussions, respecting the collective space of inquiry.
- Use electronic devices, including cell phones and laptops, mindfully.

Required Readings:

- Gould, S. J. (1981). *The mismeasure of man*. New York, NY: W.W. Norton and Company.
- Guitérrez y Muhs, G., Flores Niemann, Y., Gonzalez, C.G. & Harris, A.P. (Eds). (2012). *Presumed Incompetent: The intersections of race and class for women in academia*. Boulder: University Press of Colorado.
- Grosfoguel, R. (2008). Latin@s and the decolonization of the US empire in the 21st century. *Social Science Information*, 4(47), 605-622.
- Lave, J. (2012). Changing Practice. *Mind, Culture and Activity*, (19)2, p. 156-171.
- Mankiller, W. P. (2004). *Every day is a good day: Reflections of contemporary indigenous women*. Golden, CO: Fulcrum Publishing.
- McCarty, T. L. (2005). Indigenous Epistemologies and Education - Self-Determination, Anthropology, and Human Rights. *Anthropology and Education Quarterly*, 36(1), 1-7.
- Orelus, P. W. (2012). *A decolonizing encounter: Ward Churchill and Antonia Darder in dialogue*. New York: Peter Lang.
- Paris, D. & Winn, M.T. (Eds.). (2014). *Humanizing research: Decolonizing qualitative inquiry with youth and communities*. Thousand Oaks, CA: Sage Publications.
- Regina Berry, T. M., N.D. (Eds). (2006). *From oppression to grace: Women of Color and their dilemmas within the academy*. Sterling, VA: Stylus Publishing, LLC .
- Rosaldo, R. (1994). *Culture and Truth: The remaking of social analysis*. Boston, MA: Beacon Press.
- Télliez, M. (Winter 2013). Lectures, Evaluations, and Diapers: Navigating the Terrains of Chicana Single Motherhood in the Academy. *Feminist Formations*, (25)3, 79-97.
- Tsosie, R. (2005-2006). Engaging the spirit of racial healing within critical race theory: An exercise in transformative thought. *Michigan Journal of Race and Law*(11), 21-49.
- Tuhiwai Smith, L. (1999). *Decolonizing Methodologies: Research and Indigenous peoples*. New York: University of Otago Press.
- Villenas, S. (1996). The colonizer/colonized Chicana ethnographer: Identity, marginalization, and co-optation in the field. *Harvard Educational Review*, 4(66), 711-731.

- Wilson, S. (2008). *Research is Ceremony: Indigenous research methods*. Winnipeg, Manitoba: Fernwood Publishing.
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community and cultural wealth. *Race Ethnicity and Education*, 1(8), 69-91.
- Zuberi, T. & Bonilla-Silva, E. (2008). *White logic, White methods: Racism and methodology*. New York, NY: Rowman & Littlefield Publishers, Inc.

Class Outline

Date/Week	Topic of discussion	Readings	Assignment	Guidance by
Week 1: 01/14/2014	Introductions, overview and organization of the course		Student Survey	Cueponcaxochitl
Week 2: 01/21/2014	Decolonizing Research Methods, an Introduction	Tuhiwai Smith, L. (1999). <i>Decolonizing Methodologies: Research and indigenous peoples.</i> (Ch 1) Rosaldo, R. (1993). <i>Culture and Truth: The remaking of social analysis.</i> (Ch 2 & 8)		
Week 3: 01/28/2014	Decolonizing Research Methods, an Introduction	Zuberi, T. & Bonilla-Silva, E. (2008). <i>White Logic, White Methods: Racism and Methodology.</i> (Ch 1) Gould, S. J. (1989). <i>The mismeasure of man.</i> (Ch 2) Lave, J. (2012). Changing Practice. <i>Mind, Culture and Activity</i> , (19)2, p. 156-171.	Blog #1	
Week 4: 02/04/2014	Intersections of Race and Class for Women in Academia	Gutiérrez y Muhs, G., Flores Niemann, Y., González, C.G. & Harris, A. P. (Eds.). (2012). <i>Presumed Incompetent: The intersections of race and class for women in academia.</i> (Part III)	Propose culminating assignment to class (bring a one-page description of your plan)	
Week 5: 02/11/2014	Intersections of Race and Class for Women in Academia	Gutiérrez y Muhs, G., Flores Niemann, Y., González, C.G. & Harris, A. P. (Eds.). (2012). <i>Presumed Incompetent: The intersections of race and class for women in academia.</i>	Blog #2	

		(Part V) Tellez, M. (Winter 2013). Lectures, Evaluations, and Diapers: Navigating the Terrains of Chicana Single Motherhood in the Academy. <i>Feminist Formations</i> , (25)3, 79-97.		
Date/Week	Topic of discussion	Readings	Assignment	Guidance by
Week 6: 02/18/2014	“Post” colonialism at professional conferences like American Education Research Association (AERA)	Orelus, P.W. (2012). <i>A decolonizing encounter: Ward Churchill and Antonia Darder in dialogue</i> . (Ch 3-4)		
Week 7: 02/25/2014	Reconstituting discourse and action	Regina Berry, T. & Mizelle, N. D. (Eds.). (2006). <i>From oppression to grace: Women of Color and their dilemmas within the academy</i> (Parts I & III)	Blog #3	
Week 8: 03/04/2014	Class and cultural capital	Mankiller, W. P. (2004). <i>Every day is a good day: Reflections of contemporary indigenous women</i> . (Ch 3 & 6)		
Week 9: 03/11/2014 no class	Humanizing Research	Paris, D. & Winn, M. T. (Eds.). (2014). <i>Humanizing Research: Decolonizing qualitative inquiry with youth and communities</i> . (Part I)	Blog #4	
Week 10: 03/18/2014	Indigenous epistemologies, identity and cultural capital	McCarty, T. L., Borgoiakova, T., Gilmore, P., Lomawaima, K. T., & Romero, M. E. (2005). <i>Indigenous Epistemologies and Education- Self-Determination</i> ,		

		<p>Anthropology, and Human Rights.</p> <p>Villenas, S. (1996). The colonizer/colonized Chicana ethnographer: Identity, marginalization, and co-optation in the field.</p> <p>Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth.</p>		
Date/Week	Topic of discussion	Readings	Assignment	Guidance by
Week 11: 03/25/2014	Humanizing Research	<p>Zuberi, T. & Bonilla-Silva, E. (2008). White Logic, White Methods: Racism and Methodology. (Ch 3)</p> <p>Paris, D. & Winn, M. T. (Eds.). (2014). <i>Humanizing Research: Decolonizing qualitative inquiry with youth and communities.</i> (Part II)</p>	Blog #5	
Week 12: 04/01/2014	Power, Relationships and Responsibilities	<p>Paris, D. & Winn, M. T. (Eds.). (2014). <i>Humanizing Research: Decolonizing qualitative inquiry with youth and communities.</i> (Part III)</p>		
Week 13: 04/08/2014	Transformation of self and society	<p>Grosfoguel, R. (2008). Latin@s and the decolonization of the US empire in the 21st century.</p> <p>Tsotie, R. (2005-2006). Engaging the spirit of racial healing within critical race theory. An exercise in transformative</p>	Blog #6	

Date/Week	Topic of discussion	Readings	Assignment	Guidance by
Week 14: 04/15/2014	Indigenous Research Paradigm	thought. Tuhiwai Smith, L. (1999). Decolonizing Methodologies: Research and indigenous peoples. (Ch 10)		
Week 15: 04/22/2014	Indigenous Research Paradigm	Wilson, S. (2008). Research is ceremony. (Ch 4 & 5)	Culminating Assignments	
Week 16: 04/29/2014	Humanizing Research	Paris, D. & Winn, M. T. (Eds.). (2014). Humanizing Research: Decolonizing qualitative inquiry with youth and communities. (Part IV)	Reflections Course evaluations	

Course Requirements and Grading

The course grade will be based on the following components:

1. Attendance and participation (15%)
2. Blogs (25%)
3. Guidance/facilitation and participation in seminar discussions (25%)
4. Presentation of the culminating assignment (15%)
5. Culminating assignment (20%)

Culminating Assignment

Students will create a culminating assignment proposed by the fourth week (with a one-page description/plan) and presented by the sixteenth week of the course in approximately 50 minutes. These assignments must engage in the readings and topics of this course. Possible assignments include:

1. A literature review that extends the selection of readings for this course to other related readings
2. A conference paper and proposal about a topic that is covered in this course
3. A paper that describes your participant observation (8 hrs) in a community space and engages with the readings of this course. If you plan to publish the piece, IRB issues must be considered. Plan accordingly.
4. ***A creation of your choice, presented to professor by third week. After consultation, you will propose this creation in writing by fourth week.**

Guidelines for Publishing Blogs (adapted from the Equity Alliance guidelines for writing blogs about research for a general audience)

Unlike academic writing for journals, writers who participate in the blogging genre as public intellectuals use a personal, narrative style, which opens up the reading experience for parents and practitioners who may have little patience for scholarly discourse. You can write in first person or third but make your writing friendly. When you introduce a new term, explain it without using technical language. You can even use hyper-links, giving the reader a place to go for a more in-depth understanding of the concept. Assume that your reader has not read the material you are reading in this class. Offer a brief summary or description of the topic you are writing about.

What is Blog Content? Blog topics should be important to the writer but also be generative enough to create dialogue/conversation. Draw from the readings and topics in class that will engage readers to think about their practice, their values, and/or their perspectives through fresh eyes. As a blogger, you can use your expertise, which usually derives from researching and reading widely in the research literature and your own experiences in the field.

For blog, write a response to the readings on the intersections, tensions and/or agreements within the scope of this class. Make sure to title your blog with an catchy title. Include one or more of the following:

- 1) the description of an insight or strong point of agreement/disagreement,
- 2) a question or uncertainty,
- 3) a critique, and/or
- 4) a connection of the readings to your own research agenda.

Length of Entry? 300 to 600+ words.

To publish and share your blog,

- 1) Go to www.blogger.com
(username: decolonizingresearch@gmail.com | password: decolonizer)
- 2) Click on new blog
- 3) Customize a title and template
- 4) Write your blog entry, **include your name as the author**
- 5) Share it with your networks

Each blog entry should be posted online by 11:59 pm on the Monday prior to class when a blog is required. By Tuesday, all posts should be read and referenced during class discussion.

Protocols for Presentation of Culminating Assignment

Students will present their culminating project (weeks 15-16) to the class using a format adapted by the National Equity Project as described below:

Time	Activity	Purpose
15 min	Presenter shares culminating assignment <ul style="list-style-type: none"> • Context • Overview of process • Feedback sought 	Presenter provides enough context for the group, with an overall vision/purpose of the project. Presenter asks group for specific feedback.
10 min	Group asks for any clarification	Group clarifies understanding of presenter's project in order to provide constructive feedback.
15 min	Group discussion on <ul style="list-style-type: none"> • Insights • Questions/Uncertainties • Critiques 	Presenter silently witnesses (without interjecting) how others engage in the project. Group provides constructive peer review.
10 min	Presenter Reflections	Presenter provides reflections on the feedback for further iterations of the project.

*Note: Since we have a small number of enrollment, we have the option to invite others.