



COURSE OUTLINE		
<b>TERM:</b> <i>Fall 2019</i>	<b>COURSE NO:</b> <i>EDUC 485</i>	
<b>INSTRUCTOR:</b>	<b>COURSE TITLE:</b> Postqualitative Research Methodologies	
<b>OFFICE:</b> <b>LOCAL:</b> <b>E-MAIL:</b> @capilanou.ca	<b>SECTION NO(S):</b>	<b>CREDITS:</b> <i>3.0</i>
<b>OFFICE HOURS:</b>		
<b>COURSE WEBSITE:</b>		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

**COURSE FORMAT** Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester. This course may also be offered online or in mixed-mode format

**COURSE PREREQUISITES** 12 credits of 300-level or higher coursework

**CALENDAR DESCRIPTION** This course introduces students to postqualitative research methodologies engaging with a range of poststructural and posthumanist theories to unsettle Eurocentric and anthropocentric frameworks. Students examine positivist research terms such as reliability, validity, representation, and objectivity from a postqualitative lens. Postqualitative methods such as decolonizing methods, multispecies ethnography, a/r/tography, queer/queering methods and narratives/writing are explored to consider new ways of engaging in research that acknowledges the complexity and contradiction of lived experiences. Moving beyond data analysis as a process of coding and accessing, themes, students engage in data analysis methods that make possible new understandings of data. The goal of this course is to invite students to disrupt research as a quest for certainty and universality in order to make space for provisional and diverse ways of being in the world.

**REQUIRED TEXTS AND/OR RESOURCES**

**Course Pak available in the Book Store**

Braidotti, R. & Hlavajova, M. (Eds) (2018). *Posthuman glossary*. London UK and New York: Bloomsbury

Gibson, K., Bird Rose, D. & Fincher, R. (Eds) (2015) *Manifesto for living in the Anthropocene*. Brooklyn New York: Punctum Books.

Haraway. D. J. 2016). *Staying with the trouble: making kin in the Chthulucene*. Durham and London: Duke University Press.

- Heckman, S. (2010). *The material of knowledge: feminist disclosures*. Bloomington and Indianapolis: Indiana University Press.
- Hodgins, D. (Ed) (2019). *Feminist research for 21<sup>st</sup> Century Childhoods: Common worlds methods*. New York: Bloomsbury
- Moss, P. (2019). *Alternative narratives in early childhood: an introduction for students and practitioners*. New York: Routledge.
- Pacini-Ketchabaw, V. & Taylor, A. (Eds) (2015). *Unsettling the colonial places and spaces of early childhood education*. New York: Routledge.
- St. Pierre, E. A. & Pillow, W. S. (Eds). (2000). *Working the ruins: feminist poststructural theory and methods in education*. New York: Routledge
- Taylor, C. A. & Hughes, C. (Eds) (2016). *Posthuman research practices in education*. London: Palgrave Macmillan
- Tuck, E. & McKenzie, M. (Eds). (2015). *Place in research: theory, methodology, and methods*. New York: Routledge.
- Tuhiwai Smith, L., Tuck, E. & Yang, K. W. (Eds). (2019). *Indigenous and decolonizing studies in education: mapping the long view*. New York: Routledge.
- Youngblood Jackson, A. & Mazzei, L. (Eds) (2012). *Thinking with Theory in Qualitative Research: Viewing Data Across Multiple Perspectives*. New York: Routledge.

## COURSE STUDENT LEARNING OUTCOMES

**On successful completion of this course, students will be able to do the following:**

1. Explain how epistemology and ontology are understood in postqualitative methodologies
2. Clearly articulate the issues of ethics of research with children as outlined in the Tri-Council Policy Statement (TCPS). Note all students will be required to successfully complete the online tutorial TCPS 2: CORE (Course on Research Ethics) as part of the research design assignment
3. Explain how postqualitative research understand issues of reliability, validity, representation, universality and objectivity
4. Demonstrate the importance of congruency, rigor and trustworthiness when designing a postqualitative research study.
5. Design a research study using a postqualitative method.
6. Analyze a set of data using a postqualitative method.

## COURSE CONTENT

<b>Topic</b>
Qualitative Methodologies and moving into the posts
“Working in the Ruins” – postqualitative methodologies in social and education research
Ethics, subjects and researchers in the posts
Issues of congruency, rigour and trustworthiness in postqualitative research
Troubling positivist issues of reliability, validity, representation, and objectivity

Overview of different postqualitative methods (e.g. decolonizing methods, multispecies ethnography, a/r/tography, queer/queering methods and narratives/writing)
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Data Analysis – Plugging in Theory
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The troubling application, universality and other sticky issues of research when it comes to sharing your findings
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### EVALUATION PROFILE

Data Analysis: Plugging in theory	10 to 35%
Paper on Congruency in Research	10 to 35%
Research Design Project	10 to 35%

**TOTAL**

**100%**

### GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

### Incomplete Grades

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

### Late Assignments

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

### Missed Exams/Quizzes/Labs etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

**Attendance Policy S1990-01:** *“In all cases, the attendance expectations and any penalties for missing instructional activities shall be clearly articulated on the course outline.”*

*Clearly indicate the penalty, if any, for missed classes, including the calculation process. Include a statement such as the following:* Students are expected to attend all classes and associated activities.

**English Usage** *Include a statement such as the following:*

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

**Electronic Devices** *Include a statement of your policy on the use of laptops and other electronic devices in your classroom. Exceptions must be made for students with a documented disability and/or supported by the Accessibility Services. Include a statement such as the following:*

Students may use electronic devices during class for note-taking only.

**On-line Communication (email Moodle etc.)** *Outline your policy regarding email use, including expectation for response time if so desired. Include a statement such as the following:*

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

## **UNIVERSITY OPERATIONAL DETAILS (must be included on all course outlines)**

### **Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

### **Capilano University Security: download the CapU Mobile Safety App**

### **Policy Statement (S2009-06)**

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

### **Academic Integrity (S2017-05)**

*"All Course Outlines must provide students with a clear definition of academic dishonesty, including cheating and plagiarism, and a statement of the sanctions for academic dishonesty, which the department/instructor may apply."*

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

**Academic dishonesty** is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

**Cheating:** Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

**Fraud:** Creation or use of falsified documents.

**Misuse or misrepresentation of sources:** Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

**Plagiarism:** Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

**Self-Plagiarism:** Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

**Prohibited Conduct:** The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

### **Sexual Violence and Misconduct**

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

**Emergencies:** Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.