

**UNIVERSITY OF BRITISH COLUMBIA  
FACULTY OF EDUCATION**

**EDST 601B: Doctoral Seminar in Advanced Methodologies in Education**

Course: EDST 601B: Doctoral Seminar in Advanced Methodologies in Education

Section: 081

Semester/Term: Winter Two, 2016

Day/Time: Mondays 4:30 – 7:30pm

Place: Scarfe 1024

Instructor: Handel Wright ([handel.wright@ubc.ca](mailto:handel.wright@ubc.ca)) Tel: 604-822-2705 Office: 201 WMAX

**COURSE OUTLINE**

This course is designed to engage the complex world of educational and social scientific research. All too often, research is conceptualized in instrumentalist terms; as a practice involving the neutral application of a set of methods to neutrally identified issues. This course eschews this conception of research as purely instrumental and instead represents research as an articulation; a complex, theoretically informed praxis based on the foundation of research paradigms and imbricated in philosophical, socio-cultural and political human activity. Thus conceived, research is revealed to be inherently political in terms of its history, its diversity (e.g. the multiplicity of genres and sub-genres of research traditions) and in its practices of inclusion and exclusion of categories of sociocultural difference. Participants are strongly encouraged to take the notion of research as praxis as well as the politics of research into account in their development as researchers and in their conception, design, conducting, analysis, write up and evaluation of research. The course also has as one of its primary goals helping participants to situate themselves as researchers- to identify, elaborate and utilize a paradigmatic stance (from various possible options). The course has four sections- the first addresses paradigms and their importance for understanding diversity in research. The second section addresses research in relation to the disciplines and anti/multi/post-disciplinarity. The third section addresses the imbrication of research with issues of sociocultural identity, identification, representation and the politics of difference. The final section examines a selection of research traditions that are particularly characterized as inherently simultaneously theoretical and empirical.

**AIMS**

Students who take this course will:

1. Conceptualize research methodology as complex historical and political articulation and praxis
2. Understand the notion and operation of research paradigms and the components of a paradigm (ontology, epistemology and axiology)
3. Develop researcher identity by articulating and operationalizing a paradigmatic stance
4. Understand and critique research theory and exercises from a variety of paradigmatic stances, including one's own.
5. Understand the links between the social foundations and education and the evolution of research.
6. Explore the imbrication of issues of sociocultural identity, representation and the politics of difference within and through research.

## UBC Policy Concerning Cheating and Plagiarism

Any act of cheating or plagiarism is considered a serious violation of the principle of academic integrity. Students are responsible for familiarizing themselves with the definitions of each and of the possible penalties. See University Calendar or website: <http://students.ubc.ca/calendar>

### **REQUIRED TEXT**

Seale, Clive. (2004). *Social research methods: A reader*. London: Routledge.

### **HIGHLY RECOMMENDED TEXTS**

Paula Saukko. (2003). *Doing research in cultural studies: An introduction to classical and new methodological approaches*. Sage.

Norman Denzin & Yvonna Lincoln (2013). *The landscape of qualitative research* (fourth edition). London: Sage Publications

Norman Denzin, Yvonna Lincoln & Linda Tuhiwai Smith (Eds.). (2008). *Handbook of critical and indigenous methodologies*. London: Sage

Smith, D.E. (2005). *Institutional ethnography: A sociology for people*. Altamira Press.

Margaret Kovach. (2009). *Indigenous methodologies: Characteristics, conversations, and contexts*. Toronto: University of Toronto Press

Kuan-Hsing Chen. (2010). *Asia as method: Toward deimperialization*. Duke University Press.

### **ADDITIONAL RECOMMENDED RESOURCES**

Chimananda Ngozi Adichie: "The Danger of the Single Story"

<https://www.youtube.com/watch?v=D9lhs241zeg>

Terry Eagleton: "The Death of Criticism?"

<https://www.youtube.com/watch?v=-20dZxUAFu0>

The Residential School System

<http://indigenousfoundations.arts.ubc.ca/home/government-policy/the-residential-school-system.html>

"Where are the Children" online exhibit (survivor stories):

<http://www.wherethechildren.ca/en/projector/>

Dorothy Smith: "Institutional Ethnography"

<http://www.youtube.com/watch?feature=endscreen&NR=1&v=1RI2KEy9NDw>

Linda Tuhiwai Smith and Eve Tuck: "Decolonizing Methodologies"

<https://www.youtube.com/watch?v=rIZXQC27tvq>

Thomas King Lectures: the Truth about Stories

<http://www.cbc.ca/ideas/massey-archives/2003/11/07/massey-lectures-2003-the-truth-about-stories-a-native-narrative/>

Budd Hall: "Contemporary Trends in Participatory Research"

<http://owl.uvcs.uvic.ca/stream/edca510/bhuvic.wmv>

## **ASSIGNMENTS AND GRADES**

### **Assignments & Grades:**

Attendance & Participation = 25%

Group Lecture on Research Methodology Text(s) = 25%

Group Presentation on Politics of Research = 25%

Final Paper = 25%

### **Attendance and Participation (25%)**

Participants are expected to attend seminar meetings and participate fully in class activities and discussions. As a seminar, the success of the course depends to a very large extent on your participation and engagement with the issues and with other seminar participants. Participation grades will be based on the quantity and especially the quality of participation and the extent to which such participation reflects the promotion of a safe space for various views, an engagement with the texts, issues, activities and exercises and an application of the readings and discussions to research and real world issues.

### **Group Lecture on Research Methodology (25%)**

This involves a small group (no less than two and no more than four) providing a half hour (not including Q&A) lecture to the class on one of the highly recommended books of the course or, with instructor's permission, from outside the course. The lecturers will briefly summarize the arguments of the readings, outline the type of research involved (sub-genre, methods, conclusions), the authors' apparent paradigmatic stance (ontology, epistemology, axiology), issues addressed and stances taken, the strengths and weaknesses of the articles or book as research and arguments the authors make. Lectures should include opportunity for class participation (e.g. raise questions for the class to consider, include activity for class to undertake). There should be notes (Powerpoint or Prezi always useful) for sharing with the class. It is expected that lecture and lecture notes will draw on class discussions and readings as well as references from beyond the course. Please submit written notes of arguments (e.g. Powerpoint or Prezi presentation) and list of references/bibliography to instructor either before or on day of the lecture (emailed Word or pdf document/s attachment). Lecturers will be evaluated on grasp of the authors' ideas, and the quality of analysis, critique and questions, level of class participation, quality of the notes and general organization and coherence of the lecture.

### **Group Presentation on Politics of Research (25%)**

This exercise involves a small group of no less than two and no more than four addressing a topic of interest through a 30 minute (not including Q&A) discussion of research. The presentation could be on significant historical or contemporary issues in the field of education (Afrocentric education and Black communities; Residential Schools and Aboriginal communities; The Montreal Massacre and women in traditionally male fields); on historical or recent national policy issues (e.g. Canada's 2014 decision to not grant visas to visitors applying from ebola affected countries in West Africa), about the world of research itself (e.g. what is the traditional methodology of your field/s and when and why would you choose an alternative and what are the benefits and consequences) or even about specific research traditions (e.g. when and why would you use mixed methods or non-empirical research?). The approach should be the articulation of methodology on the topic (in the dual sense of putting together different methodologies and making a coherent argument). How would you research the issue at hand?

What methodology or methodologies would you choose to address this issue and why? What are the political issues involved (e.g. in terms of sociocultural difference, representation and/or justice)? Who would be the audience for such a study? What would be the aim(s) of a study you outline on this topic (e.g. to add to knowledge and the literature, to represent the underrepresented; to provoke discussion; to approach the topic from a fresh perspective; to effect social change)?

### **Final Paper Articulation of Researcher Profile (25%)**

Your essay should be about 12 pages long (not including title page and references) and should describe and situate you as a researcher. What paradigm do you subscribe to and how would you break this down in terms of your ontology, epistemology, axiology? Has your paradigm always been the same or has it developed or changed over time (perhaps you could/did not articulate it before this course or the course has changed your position/s). What methodology or research tradition appears to be your favourite and why? If you don't have a favourite and are more open minded, discuss how you would go about making a choice of methodology for specific projects. Be sure to draw on course readings as well as additional readings in making your arguments.

## **CLASSES**

### **SECTION 1: VARIETY, CENTRALITY AND UTILITY OF PARADIGMS**

We start off with an emphasis on the fact that research is not purely instrumental but imbricated with theory, not unitary but multiple, not neutral but highly political (and that the latter characteristics are too often not explicitly named let alone discussed). We then consider how all these characteristics come together in the idea of the paradigm. We consider paradigms and paradigmatic stances. We explore how paradigms conflate, intersect and often contradict one another, the phenomenon of paradigm proliferation (or as some prefer – epistemological proliferation) and address how the politics of difference makes a difference even within a particular paradigm (especially the case of the overly comprehensive “critical paradigm”). All the while we work on identifying our own paradigmatic stance and what it means for how we conceptualize, undertake, report and critique research.

### **JAN 4: INTRODUCTION TO THE POLITICS OF RESEARCH AND EACH OTHER**

Chapter 1. Michael Billig (2004). Methodology and scholarship in understanding ideological explanation. *Social research methods: A reader*. London: Routledge.

Chapter 2. C. Wright Mills. (2004). On intellectual craftsmanship. *Social research methods: A reader*. London: Routledge.

Biesta, G., Allan, J., & Edwards, R. (2011). The theory question in research capacity in education: Towards an agenda for research and practice. *British Journal of Educational Studies*, 59 (3), 225-230. DOI: [10.1080/00071005.2011.599793](https://doi.org/10.1080/00071005.2011.599793)

Baronov, D. (2004). Navigating the hidden assumptions of the introductory research methods text. *Radical Pedagogy*.

[http://www.radicalpedagogy.org/radicalpedagogy1/Navigating\\_the\\_Hidden\\_Assumptions\\_of\\_the\\_Introductory\\_Research\\_Methods\\_Text.html](http://www.radicalpedagogy.org/radicalpedagogy1/Navigating_the_Hidden_Assumptions_of_the_Introductory_Research_Methods_Text.html)

### **JAN 11: RESEARCH PARADIGMS: POSITIVISM AND ITS CRITIQUES**

Chapter 3. Emile Durkheim (2004). Laws and social facts. *Social research methods: A reader*. London: Routledge.

Chapter 4. Walter L. Wallace. (2004). The logic of science in sociology. *Social research methods: A reader*. London: Routledge.

Riley, D. (2007). The Paradox of Positivism. *Social Science History*, 31 (1), 115-126.  
DOI 10.1215/01455532-2006-017

Weissman, D. (1994). Positivism Reconsidered. *The Journal of Speculative Philosophy*, 8 (1), 1-19. <http://www.jstor.org/stable/25670090>

Chapter 23. Cathie Marsh. (2004). The critics of surveys. *Social research methods: A reader*. London: Routledge.

Chapter 25. R.C. Lewontin. (2004). Sex, lies, and social science (a book review with subsequent correspondence). *Social research methods: A reader*. London: Routledge.

Further Reading:

Kuhn, T. S. (1962, 1970). *The structure of scientific revolutions*. International Encyclopedia of Unified Science. Chicago: University of Chicago Press.

### **JAN 18: PARADIGMATIC RELATIONS: CONTRADICTIONS, CONTROVERSIES, CONFLUENCES**

Chapter 75. William Foote Whyte, Laurel Richardson and Norman Denzin. (2004). Qualitative sociology and deconstructionism: An exchange. *Social research methods: A reader*. London: Routledge.

Lapid, Y. (1989). The Third Debate: On the Prospects of International Theory in a Post-Positivist Era. *International Studies Quarterly*, 33 (3), 235-254.

Aliyu, AA, Bello, M.A, Kasim, R, & Martin, D. (2014). Positivist and Non-Positivist Paradigm in Social Science Research: Conflicting Paradigms or Perfect Partners? *Journal of Management and Sustainability*, 4 (3), 79-95.

Rowbottom, D. & Aiston, S-J. (2006). The myth of 'scientific method' in contemporary educational research. *Journal of Philosophy of Education*, 40 (2), 137-156.

Yvonna Lincoln et. al (2013). Paradigmatic Controversies, Contradictions and Emerging Confluences, Revisited. In Norman Denzin and Yvonna Lincoln (eds.). *The landscape of qualitative research 4<sup>th</sup> edition*. London: Sage.

Further Reading:

Denzin, N. & Lincoln, Y. (Eds.). (2013). *The landscape of qualitative research 4<sup>th</sup> edition*. London: Sage.

### **JAN 25: PARADIGM PROLIFERATION**

Donmoyer, R. (2006). Take My Paradigm...Please! The Legacy of Kuhn's Construct in Educational Research. *International Journal of Qualitative Studies in Education*, 19 (1), 11-34.

Dillard. C. (2006). When the Music Changes, So Should the Dance: Cultural and Spiritual Considerations in Paradigm Proliferation. *International Journal of Qualitative Studies in Education*, 19 (1), 59-76.

Lather, P. (2006). Paradigm Proliferation as a Good Thing to Think With: Teaching Research in Education as a Wild Profusion. *International Journal of Qualitative Studies in Education*, 19 (1), 35-57.

Wright, H.K. (2006). Qualitative Researchers on Paradigm Proliferation in Educational Research: A Question-and-Answer Session as Multivoiced Text. *International Journal of Qualitative Studies in Education*, 19 (1), 77-95.

Further Reading:

Demerath, P. (2006). The Science of Context: Modes of Response for Qualitative Researchers in Education. *International Journal of Qualitative Studies in Education*, 19 (1), 97-113.

Nespor, J. (2006). Morphologies of Inquiry: The Uses and Spaces of Paradigm Proliferation. *International Journal of Qualitative Studies in Education*, 19 (1), 115-128.

Wright, H.K. & Lather, P. (2006). Editorial: Proliferating Perspectives on Paradigm Proliferation and Educational Research. *International Journal of Qualitative Studies in Education*, 19 (1), 1-10.

Chapter 7: The Alexander Study. *Introduction to the Philosophies of Research and Criticism in Education and the Social Sciences*.

## **SECTION 2: (POST)DISCIPLINARITY AND RESEARCH**

Following the first section's focus on paradigms we now turn our attention to the relationship between the disciplines and methodology. The three selected disciplines are history, philosophy and cultural studies, each of which has a very substantial relationship with methodology. We consider how the disciplines privilege certain methodologies (e.g. social anthropologists almost always undertake ethnography) and how methodology itself has elements of the disciplines built into it (e.g. research traditions have histories and discussing them involves discussion of the philosophy of research). There is also the idea of Clifford Geertz' notion of "blurred genres" in research being reflected in cultural studies as a multi/anti/postdisciplinary field.

### **FEB 1: CULTURAL STUDIES AND/AS RESEARCH METHODOLOGY**

**\*[Group Lecture Due- ]\***

Hall, S. (1980). Cultural studies: two paradigms. *Media, Culture and Society*, 2, 57-72.

Wright, H. K. (1998). Dare we De-Centre Birmingham? Troubling the Origin and Trajectories of Cultural Studies. *European Journal of Cultural Studies*, 1, (1), 33-56.

Tomaselli, K. (2001). Blue is hot, red is cold: Doing reverse cultural studies in Africa. *Cultural Studies ↔ Critical Methodologies*, 1 (3), 283-310.

Scott, J. (1991). The evidence of experience. *Critical Inquiry*, 17, 773-797.

Berry, K. & Warren, J.T. (2009). Cultural studies and the politics of representation: Experience, subjectivity, research. *Cultural Studies ↔ Critical Methodologies*, 9 (5), 597-607.

Further Reading:

Hall, S. (1992). Cultural studies and its theoretical legacies. In Cary Nelson, Paula Treichler & Lawrence Grossberg (eds). *Cultural studies*. New York: Routledge. 277-294.

Storey, J. (Ed.). (1996). *What is cultural studies? A reader*. London: Arnold.

**FEB 8: NO CLASS- FAMILY DAY.****(but be sure to read the readings for the week)****HISTORY OF RESEARCH IN EDUCATION: THE PARADIGM WARS OR THE GREAT QUANTITATIVE VERSUS QUALITATIVE DEBATE**

- Smith, J. (1983). Quantitative versus qualitative research: An attempt to clarify the issue. *Educational Researcher*, 12, 6-13.
- Howe, K. (1988). Against the quantitative-qualitative incompatibility thesis (or, dogmas die hard). *Educational Researcher*, 17 (98), 10-16.
- Smith, J. & Heshusius, L. (1986). Closing down the conversation: The end of the quantitative-qualitative debate among educational inquirers. *Educational Researcher*, 15 (1), 4-12.
- Gage, N. (1989). The paradigm wars and their aftermath. *Educational Researcher*, October.

**FEB 15: NO CLASS: MIDTERM BREAK****FEB 22: PHILOSOPHY AND/AS EDUCATIONAL RESEARCH****\*[Group Lecture Due- ]\***

- Vokey, D. (2006). What are we doing when we are doing philosophy of education? *Paideusis*, 15 (1), 45-55.
- Tubbs, N. (2005). Philosophy in Education and Education in Philosophy. *Journal of Philosophy of Education*, 39 (2), 189-216.
- White, J. (2013). Philosophy, philosophy of education, and economic realities. *Theory and Research in Education*, 11 (3), 294-303.
- Hayden, M. (2012). What do Philosophers of Education do? An empirical study of Philosophy of Education journals. *Studies in Philosophy of Education*, 31, 1-27.
- Further Reading:  
Seigel, H. (ed.). (2009). *The Oxford Handbook of Philosophy of Education*. Oxford: Oxford University Press.

**SECTION 3: IDENTITY, REPRESENTATION AND THE POLITICS OF DIFFERENCE AND/IN EDUCATIONAL RESEARCH**

The third section explicitly addresses the relationship between identity, identity politics and the theorization of identity on the one hand and research theory and practice on the other. Canadian aboriginality is selected for particular focus and the rest of the sessions deal with difference in general (race, class, gender, sexuality, ability, etc.) in context of other examples of the theoretical/discursive/political frames that have been developed to address identity and the politics of difference (intersectionality, postcolonialism, feminism) and how they take up research.

**FEB 29: CANADIAN ABORIGINALITY AND RESEARCH****\*[Group Lecture Due- ]\***

- Kovach, M. (2010). Conversational method in Indigenous Research. *First Peoples Child & Family Review*, 5(1), 40-48.
- Transken, S. (2005). Meaning Making and Methodological Explorations: Bringing Knowledge

from British Columbia's First Nations Women Poets Into Social Work. *Cultural Studies*  $\leftrightarrow$  *Critical Methodologies*, 5 (1), 3-29.

Maina, F. (2003). Indigenous "Insider" Academics: Educational Research or Advocacy? *The Canadian Journal of Native Studies*, 23 (2), 207-226.

Archibald, J. (2008). Chapter four: The power of stories to educate the heart. *Indigenous storywork: Educating the heart, mind, body, and spirit*. Vancouver: UBC Press. (pp. 83-100). (Full text available on line as e-book through UBC Library)

Further Reading:

Owlijoot, P. (2008). *Guidelines for Working With Inuit Elders*. Nunavut Arctic College.

<http://www.arcticcollege.ca/publications/books/elder%20guide%20english.pdf>

Smith, Linda Tuhiwai (1999). *Decolonizing Methodologies: Research and Indigenous Peoples*. London/New York: Zed Books/University of Chicago Press.

Margaret Kovach. (2009). *Indigenous methodologies: Characteristics, conversations, and contexts*. Toronto: University of Toronto Press

Norman Denzin, Yvonna Lincoln & Linda Tuhiwai Smith (Eds.). (2008). *Handbook of critical and indigenous methodologies*. London: Sage

### **MAR 7: INTERSECTIONALITY AND/IN EDUCATIONAL RESEARCH**

**\*[Group Presentation Due- ]\***

Yuval-Davis, N. (2006). Intersectionality and Feminist Politics. *European Journal of Women's Studies*, 13 (3), 193-209.

McCall, L. (2005). The Complexity of Intersectionality. *Signs: Journal of Women in Culture and Society*, 30 (3), 1771-1800.

Kofoed, J. (2008). Appropriate Pupilness: Social Categories Intersecting in School. *Childhood*, 15 (3), 415-430.

Nguyen, X-T. & Mitchell, C. (2014). Inclusion in Vietnam: An Intersectionality Perspective on Girls With Disabilities and Education. *Childhood*, 21 (3), 324-338.

Further Reading:

Lorde, A. (1980). Age, Race, Class and Sex: Women Redefining Difference. Paper delivered at the Copeland Colloquium, Amherst College, April 1980.

Bilge, S. (2013). Intersectionality Undone: Saving Intersectionality From Feminist Intersectionality Studies. *Du Bois Review*, 10 (2), 405-424.

Zembylas, M. (2010). Children's Construction and Experience of Racism and Nationalism in Greek-Cypriot Primary School. *Childhood*, 17 (3), 312-328.

### **MAR 14: POSTCOLONIALISM, EDUCATION AND RESEARCH**

**\*[Group Presentation Due- ]\***

Spivak, G.C. (1988). Can the subaltern speak? In Cary Nelson & Lawrence Grossberg (eds.). *Marxism and the interpretation of culture*. London: Macmillan.

Coloma, R. S. (2013). Care of the Postcolonial Self: Cultivating Nationalism in *The Philippine Readers*. *Qualitative Research in Education*, 2 (3), 302-327.

Daza, S. (2013). Storytelling as Methodology: Columbia's social studies textbooks after La Constitucion de 1991. *Qualitative Research in Education*, 2 (3), 242-276.

Rhee, J. (2013). Methodology of Leaving America for Asia: Reading South Korea's Social Studies Textbooks Through Chen Kuan-Hsing's Asia as Method. *Qualitative Research in Education*, 2 (3), 328-354.

## Further Reading:

Kuan-Hsing Chen. (2010). *Asia as method: Toward deimperialization*. Duke University Press.  
 Spivak, G.C. (1999). *A critique of reason: Towards a history of the vanishing present*.  
 Cambridge, Mass: Harvard

**MAR 21: SOCIOCULTURAL DIFFERENCE, FEMINISM AND/AS RESEARCH****\*[Group Presentation Due- ]\***

Chapter 71. Sandra Harding. (2004). Is there a feminist method. *Social research methods: A reader*. London: Routledge.

Chapter 72. Mary Maynard. (2004). Methods, practice and epistemology: The debate about feminism and research. *Social research methods: A reader*. London: Routledge.

Meekosha, H. (2006). What the Hell Are You? An Intercategorical Analysis of Race, Ethnicity, Gender and Disability in the Australian Body Politic. *Scandinavian Journal of Disability Research*, 8 (2-3), 161-176.

Boylorn, R. (2013). Blackgirl Blogs, Auto/Ethnography, and Crunk Feminism. *Liminalities: A Journal of Performance Studies*, 9 (2), 73-82.

Levinson, B. (1998). (How) Can a Man Do Feminist Ethnography of Education? *Qualitative Inquiry*, 4 (3), 337-368.

Pillow, W. (2002). When a Man Does Feminism Should he Dress in Drag? *Qualitative Studies in Education*, 15 (5), 545-554.

## Further Reading:

Fraser, N. (2007). Feminist Politics in the Age of Recognition: A Two-Dimensional Approach to Gender Justice. *Studies in Social Justice*, 1 (1), 23-35.

Anderson, Elizabeth, "Feminist Epistemology and Philosophy of Science", *The Stanford Encyclopedia of Philosophy* (Fall 2012 Edition), Edward N. Zalta (ed.).  
<http://plato.stanford.edu/archives/fall2012/entries/feminism-epistemology/>

**SECTION 4: SELECTED RESEARCH TRADITIONS**

There are numerous research traditions (e.g. ethnography, case studies) and sub-traditions (e.g. critical ethnography, comparative case studies) in the general field we call research and in this fourth and final section of the course, we consider two of them, namely institutional ethnography and critical discourse analysis. These two have been selected because they are particularly strong examples of frames in which theory and research approach are not only imbricated but inextricably linked.

**MAR 28: NO CLASS (EASTER MONDAY) BUT read and view IE for double readings discussion next week**

**APR 4: RESEARCH TRADITIONS: INSTITUTIONAL ETHNOGRAPHY**

**(note- class starts at 4:00pm and goes till 8:00pm this day- to cover two themes)**

“Institutional Ethnography” by Dorothy Smith [YouTube video- one hour and 10 minutes].  
<http://www.youtube.com/watch?feature=endscreen&NR=1&v=1RI2KEY9NDw>

Smith, D. (2001). Text and the ontology of organizations and institutions. *Studies in Cultures, Organizations and Society*, 7 (2), 159-198.

- Widerberg, K. (2004). Institutional ethnography- Toward a productive sociology: An interview with Dorothy Smith. *Sociologisk Tidskrift*, 12 (2)
- Deveau, J.L. (2008). Examining the institutional ethnographer's toolkit. *Socialist Studies*, 4 (2),
- Grahame, P. (1998). Ethnography, institutions, and the problematic of the everyday life. *Human Studies*, 21, 347-360.

Further Reading:

- Smith, D. E. (2012). *Institutional ethnography: A sociology for people*. Lanham, MD: AltaMira Press.

### **RESEARCH TRADITIONS: DISCOURSE ANALYSIS THEORY AND PRAXIS**

- van Dijk, T.A. (1993). Principles of Critical Discourse Analysis. *Discourse & Society*, 4 (2), 249-283.
- Hammersley, M. (2013). Conversation Analysis and Discourse Analysis: Methods or Paradigm? *Discourse & Society*, 14 (6), 751-781.
- Fairclough, N. (1993). Critical Discourse Analysis and the Marketization of Public Discourse: The Universities. *Discourse & Society*, 4 (2), 133-168.
- Grue, J. (2011). Discourse Analysis and Disability: Some Topics and Issues. *Discourse & Society*, 22 (5), 532-546.

Further Reading:

- Phillips, L. & Jorgensen, M. (2002). *Discourse analysis as theory and method*. London: Sage.

**\*[Final Paper Due]\***

**Please submit final paper as Word file by email (to [handel.wright@ubc.ca](mailto:handel.wright@ubc.ca)) on or before Monday April 4<sup>th</sup> (early submissions much appreciated) or at the latest by 6pm on April 4<sup>th</sup>.**