

Advanced Research Methods – B

Course Code: SCE401.2B

Course Type: Advanced Core

Instructors: Tathagata Sengupta and Ayush Gupta

Credits: 2

Course Day and Time:

Starting from January __, 2022

This course starts from a few basic questions centered in the philosophy of education:

- How can learning be designed towards redefining social relations away from compliance and domination and towards freedom and care?
- How can the design of learning experiences be embedded in the historic and ongoing social, political, economic and epistemic processes and ideologies?
- What kind of relationality does our research design offer between the researcher and the community they are working with? (What potential, if any, does the research design hold for the researcher to stand with the community?)

The course will support students in:

- Articulating what they are interested in pursuing as part of their dissertation research or field work, and their own motivations and purpose in doing so.
- Articulating what they mean by 'field' or 'site' of research.
- Articulating research questions and exploring methods and value frameworks that might be suitable for the pursuit of those questions.
- Placing research design in contact with broader philosophical questions and grounding their thinking in a historical understanding of social, political, economic and epistemic processes and ideologies.
- Critically examining and re-examining the relations between the researcher and the 'subjects' of research. In particular exploring the questions of harm and dominance, or those of liberation and care, resulting from the pursuit of specific educational research.
- Iterating over research focus, questions, and methods in light of classroom discussions critically examining these.

This is a 2-credit course. We will meet once a week for 14 weeks, for 2 hours each week. Students are expected to spend about 6-8 hours per week outside of class reading papers/book-chapters; operationalizing their ideas for conducting research and/or fieldwork, and writing out their own ideas and plans.

Principal References:

You will be expected to read/review large parts of these books, partly largely on what you feel drawn to.

- Maxwell, J. A. (2012). *Qualitative research design: An interactive approach*. Sage publications.
- Smith, L. T. (2016). *Decolonizing Methodologies: Research and Indigenous Peoples*. United Kingdom: Bloomsbury Publishing.
- Smith, L. T., Tuck, E., & Yang, K. W. (Eds.). (2018). *Indigenous and decolonizing studies in education: Mapping the long view*. Routledge.
- Paris, D., & Winn, M. T. (Eds.). (2013). *Humanizing research: Decolonizing qualitative inquiry with youth and communities*. Sage Publications.
- Dalwai, S. (2019). *Bans & bar girls: Performing caste in mumbai's dance bars*. Women Unlimited.

Rough Timeline

- Week 1-2: Articulate interest, focus, "field of research" and motivation, purpose
- Week 3-4: Articulate research questions and methods
- Week 5-6: Methods: digging deeper
- Week 7-8: Articulating harm
- Week 9-10: Exploring researcher positionality
- Week 11-12: Refining "site," questions, and methods
- Week 13-14: Exploring unresolved conflicts and dilemmas