ARTE 5788: ADVANCED RESEARCH METHODS

Instructor: Dr. Beth Link
Pronouns: she/her/hers
Office: 225
Office Hours: Tuesdays 3-4:00 or by appointment
Email: Beth.Link@unt.edu
*Artwork: Cosmic Thing, Damián Ortega

Required Texts
- Johnny Saldaña and Matt Omasta, Qualitative Research: Analyzing Life
- Research Text TBD
- All other readings available on Canvas

Course Description:
Students conduct an in-depth investigation of research methodologies used by art education and education researchers, including epistemological, methodological, and ethical issues and debates that surround it.

Goals and Objectives:
This course is designed to provide graduate art students with the tools, support, and practice to develop their own individual research projects. I will cover the components of various qualitative methodologies including case studies, ethnographies, narrative research, and action research. Over the course of the semester students will explore the rationale, tensions, and processes for qualitative methods and work towards building their own pilot study. By the end of the course students will:

1. Understand key terms and functions of qualitative methods.
2. Analyze the structure and form of qualitative studies and design their own mini-qualitative study around research questions relevant to their interests in art education.
3. Gather and review literature pertaining to their study from the field of art/education.
4. Understand and practice various forms of qualitative data collection (including observations, interviews, and artifacts) and analysis (generating codes, using coding software).
5. Reflect on their identity as researchers and understand how to mitigate biases and assumptions in their work.

Land Acknowledgement:
I would like to acknowledge that the University of North Texas sits on the occupied/unceded/seized territory of the Wichita, Caddo, Comanche, and Cherokee Nations. These tribes have stewarded the land for generations, and I pay respects to their elders, past and present. Land acknowledgements are one way to make the ongoing effects of colonialism visible and show our gratitude and appreciation for those whose land we live and learn on. (Adapted from UNT’s Land Acknowledgement)

How to succeed in this course:
Communicate with me if you have questions, are confused about the assignments/my expectations, or are struggling in the course. My goal is to support you to be a thoughtful, critical, and grounded researcher and if you are having trouble let’s discuss how we can work together for your success. Feel free to email me or stop by my office hours for a chat and a cup of tea. I will do my best to address all emails within two business days.

Teaching Philosophy:
I believe that learning is a process. To truly learn we must be open to taking risks, moving towards discomfort, and questioning what we think we know. Listening and patiently considering the views of others moves us beyond arriving at the “right” answer towards a more complex and nuanced understanding of the world. I believe that to really grow we must not only take in new information, but we must also reflect on how it fits with what we previously knew and understood. We are all involved in a process of continual learning and unlearning. This process is powerful, uncomfortable, and full of possibility. As learners we may make mistakes along the way– and that is part of the process too!

I believe that teaching is a big responsibility. There is no job more important. Therefore, it is imperative that we engage with critical issues effecting art education to be ethical practitioners confronting injustices for our students and for ourselves. As your teacher and fellow learner I am dedicated to listening to you, holding space for you, and helping you engage in the process of learning/unlearning. I believe in the growth and potential of all students and will do my best to cultivate an environment where everyone’s voice can be heard and understood.

To make this a space for important conversations about sensitive topics I ask that we approach our work together with a grounding of respect for the humanity of your peers. I welcome friendly debates and disagreements in the spirit of trying to understand one another or an issue more deeply- discussions are much less interesting if we all think the same! However, personal, aggressive, or antagonistic comments that do not further the dialogue will not be tolerated. I expect you to be civil and mindful of how your words and actions affect others and
the historical/cultural weight language carries. I invite you to give one another (and me!) grace as we are all learning. I expect you to come prepared to be reflective, critical, and curious. Together we can create a thoughtful and supportive community that everyone can contribute to. If you feel like this is not the case, please stop by my office to discuss.

### COURSE POLICIES

**Participation:**
Participation makes up 10% of your final course grade. Your grade will reflect how engaged and present you were in class discussions, activities, and group work. To receive full participation arrive on time, come prepared, contribute to class discussions and group work, and stay engaged in discussions and lectures. I understand that some folks might identify as shy (I do too!) but I would challenge everyone to be present and share their thoughts at least once each day. Your opinions, critiques, and reflections matter. In order to participate fully you will need to read and reflect prior to our meetings. If you are having trouble understanding the material or if life circumstances are getting in the way of your full participation communicate with me so we can make a plan for your success. I expect each of you to be prepared to share your thoughts and may call on you to do so.

**Canvas:**
I will be in touch with you over Canvas so be sure you have set it up to receive alerts and notifications. You might also check to make sure it forwards correspondence to your email. You are responsible for checking your email often during this course to receive updates and announcements.

**Tips on engaging with the texts:**
- Skim the text first and look for the organization of main ideas
- Closely read and underline/highlight passages you find interesting or important
- Circle words you want to look up or people who seem important- take a look at the citations to find folks researching similar topics
- Write thoughts or questions in the margins (unless it’s a library book 😊)
- After reading look through again to reflect on the case the author made
  - What was their central argument or idea? How did they organize it?
  - Do you agree/disagree?
  - What questions do you still have?
  - How does this connect to other ideas?
  - Write down some thoughts while they are still fresh in your mind

**Attendance:**
This course depends on your presence and engagement with your peers and with the course readings. Therefore, it is important that you arrive on time, are mentally present in class, and prepared to discuss the material assigned. I know we all have lives outside of class and things tend to come up. Balancing life, work, and school is a lot! If you run into a challenge that might make you late to class or absent please contact me to let me know.
• Being present means you are engaged in discussion and have your video on (if virtual)
• You may miss 1 class (unless you are presenting)
• Each additional unexcused absence will result in 2 points deducted from your final grade
• 3 or more absences will result in a failing grade
• Two late arrivals/early departures equal one absence. If you know you’ll be late let me know ahead of time. It is important that you are here and on time out of respect for our community.

What counts as an excused absence?
• Illness with doctor’s note provided
• Religious holiday with a note 2 weeks in advance
• If something else comes up that you think should count come talk to me

Names and Personal Pronouns:
I am happy to refer to you by the name and pronoun you identify most with. Let me know what name and pronoun you use (She / He / They / Ze / Etc) and I will change it in my records.

Academic Integrity:
All the work you turn in should be your own. If you are referring to other sources or quoting an author, you must cite it both in text and in a work cited page. This course uses APA and I recommend visiting Purdue Owl’s online citation guide to answer any questions about specific citations. Plagiarized work is unacceptable. You will receive a zero for the assignment and will be reported possibly resulting in a loss of course credit. Citations are needed when…
• You use 3 or more words from a source (physical or on the internet)
• You copy and paste words that are not your own (including lesson plans)
• You paraphrase an idea from someone else
• You take inspiration from a lesson or someone else’s published idea
• You use an image
Talk to me if you are unsure of how to cite something or have questions.

Late Work:
Late reading responses are not accepted. All other written assignments decrease in value by 25% every additional day they are late.
• Worth 75% of points if turned in later on the same due date
• Worth 50% of points if turned in the following day
• Worth 25% of points if turned in 2 days late
• 3 or more days late will result in no points for that assignment

Policy on Children in Class/on Zoom:
I support parents and guardians attending school and want to help you succeed in this course. While UT does not have an official policy on children in the classroom, I will detail my personal policy below (thanks to Dr. Melissa Cheyney for creating a road map for this policy)
• All babies exclusively breastfeeding are welcome in class as often as you need to support the breastfeeding relationship. Please feel free to nurse anytime during our virtual classes.
• For older children and babies, I understand that illness and unforeseen circumstances come up that may result in lapses of childcare. I know this can put caregivers in a difficult position of having to miss class or arrange for alternate childcare. While this is not meant to be a long-term solution, you are welcome to bring your child to class to cover any unforeseen gaps in childcare coverage.
• If you do end up bringing your child to class, I request that you sit near to the door so that if your child needs special attention or is disrupting learning for others you may step outside. Non-parents should find alternate seats if caregivers with children need the chairs closest to the door.
• For students learning at home with children or others you care for at home, your children are welcome on the screen (my daughter will probably also make appearances from time to time) and I understand you may need to turn off your camera sometimes when you are attending to those in your care. I am open to talking about needed accommodations with deadlines as the semester progresses.

Media and Technology
Making connections with our class community happens best when we are mentally present with each other in a shared space. Therefore, I encourage you to only reference your electronic devices when necessary. Printing out the readings ahead of time or referencing physical notes rather than electronic copies is encouraged. Multi-tasking or frequent texting during our course meetings may result in a loss of participation points.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)
The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Acceptable Student Behavior
Student behavior interfering with an instructor’s ability to conduct a class or another students’ opportunity to learn is unacceptable and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at here.

Course Risk Factor
According to University Policy, this course is classified as a category two course. Course Safety
Procedures: This course has been assigned a course risk factor of two (2). Students in this class are exposed to some significant hazards but are not likely to suffer serious bodily injury. The hazards to which you may be exposed in this class include chemical hazards (paints and glazes), injury from cutting instruments (scissors and paper cutters, for example), and electrical hazards (from tools and kilns, for example.) Always be safety conscious and watch out for yourself and for others. MSD Sheets describing the components of each substance used in this class are located in the UNT Student Health Center. In case of emergency alarm will sound. Please follow the building evacuation plans posted on each floor of the building and proceed to the nearest parking lot. In case of tornado or other weather-related threat campus sirens will sound. Please go to the nearest hallway or room on your floor without exterior windows and remain there until an all-clear signal is sounded.

STUDENT RESOURCES

Services for Students with Disabilities:
This course welcomes students of all backgrounds, identities, and abilities. If you have circumstances that might make our learning environment or activities challenging let me know how I can best support you. If you have accommodations or medical information you need to share with me, please let me know. I am committed to making this an effective learning environment for all students, but I can only do that if you communicate your needs early on in the semester. I promise to keep our discussions confidential. If you have a documented disability please contact the Office of Disability Access website (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323.

Writing Center:
Writing can be challenging. The folks over at the writing center are here to support you. The writing center that can help you generate ideas, organize your thoughts, and tell a compelling story. They also can help with editing and citations.

Sexual Discrimination, Harassment, and Assault
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. I am a mandatory reporter under Title IX so be aware that disclosing information to me about recent or ongoing harassment, abuse, or assault will be reported.

Food/Housing Insecurity
Any student who has difficulty affording groceries or accessing sufficient food to eat, or who lacks a safe and stable place to live, and believes this may affect their performance in the
course is urged to contact the Dean of Students, Suite 409 at the University Union. The UNT Food Pantry is a useful resource. Please visit the website for more details, or feel free to come see me: [https://deanofstudents.unt.edu/resources/foodpantry](https://deanofstudents.unt.edu/resources/foodpantry)

**Mental Health Resources**

We all could benefit from some extra support during tough times, especially with the effects of the pandemic. You are not alone. The University has resources that can help and learning how to ask for help is an important part of the college experience. If you or anyone you know is experiencing feelings of being overwhelmed, dealing with difficult life events, or feeling anxiety or depression please get the support you need by utilizing one of the resources below.

Services are free, confidential, and none of your information will be shared without your written consent.

- [Student Health and Wellness Center](tel:1-800-565-2333), 1800 Chestnut St. (940) 565-2333
- [Counseling and Testing Services](tel:1-800-565-2741), 801 N. Texas Blvd Suite 140, (940) 565-2741
- [UNT CARE Team](mailto:careteam@unt.edu), (940) 565-2648
- [Psychiatric Services](tel:1-940-565-2333)
- [Individual Counseling](tel:1-940-369-8773)
- Feel free to see me for more support on this and/or refer to this website for more information

If at any time you are feeling alone or in jeopardy of self-harm, reach out to the following:

- NATL Suicide Hotline: 800-273-8255
- Denton County MHMR Crisis Line: 800-762-0157
- Denton County Friends of the Family Crisis Line: (940)-382-7273
- UNT Mental Health Emergency Contacts:
  - During Office Hours (M-F 8am-5pm): (940)-565-2741
  - After Hour Calls: (940)-565-2741
  - Crisis Text Line: Text CONNECT to 741741
  - Live Chat: [http://www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

**Other Resources and Communities to Connect with**

- [UNT Multicultural Center](link)
- [Pride Alliance](link)
- [Spanish Language Registry, Translation, and Support](link)
- [Non-traditional student guide](link)
- [Arab Student Association, BIPOC Artists Association, Asian Student Association, India Students Association, Native American Student Association, Nigerian Student Organization, Vietnamese Student Association](link) find so many more groups here!
- [Black Student Union](link)
- [Lists of Spiritual Community groups](link)
### Weekly Reading Responses

Every week on Canvas (unless otherwise noted) you should expect to turn in a critical response to the readings. These critical responses are due the day before class (on Monday by 11:59pm) on Canvas. Your responses should include:

- **Minimum 1 paragraph** (350-400 words) with specific quotes or text references (with APA citations in text)
  - A strong response might contain…
    - Connections to SPECIFIC course texts/ideas/discussions-give details
    - Reflections on how this pertains to your own experience with teaching and schooling, what new thoughts does this bring up?
    - A well-reasoned argument using evidence to support why you agree or disagree with the author’s stance
  
- **1 question** you are wondering about
  - A strong question is…
    - Open ended and specific, can’t be answered with yes/no
    - Shows that you are engaging deeply with the text
    - Goes beyond platitudes, clichés, and virtue signaling

Examples of strong questions:

- Yosso gives us a roadmap to move beyond deficit thinking, but I wonder what training teachers could receive to help them recognize “resistant capital” (p. 80), which is so often seen as a problem?
- The Effland piece makes me wonder how the art education would be different if it were not always seen as therapy or a brain break. How can art teachers maintain funding and advocacy if they take a more nuanced/abstract response to art education?
This response should reflect a deep and critical engagement with the texts and ideas. You will lose
points if your reflection does not demonstrate a deep engagement with the texts. Submit
a text entry on Canvas. No late assignments will be accepted.

Research Map 100 points
Chose a thesis or dissertation of interest from the database and create a map that illustrates how
each individual heading or idea connects. You might choose to begin with a traditional outline
and then find ways to connect, weave, relate, or dissect ideas across the text visually. I do not
expect you to carefully read the entire document, but I do expect you to skim the whole thing
and read closely chapters 1-3 to understand the structure of the piece. This map could take the
form of a painting, graphic image, sculpture, mobile, fiber art etc. You may approach this literally
(ie: with a sequential timeline or map) or more metaphorically (ie: the dissertation as a tree or
ecosystem). Include labels on the piece or in a map legend so I can understand how you
translated the outline into visual form. Be prepared to give a 5-minute overview of the
dissertation you chose and your map in class.

Share a Source 20 points
Sign up for a class session to share a source you have found impactful in your research. Take 5-10
minutes and lay out some of the key points and how it impacted your work. Perhaps this is a
scholarly article/book that caused you to think differently? Maybe the research tools provide a
road map you found helpful? Or possibly the authors lay out a compelling theoretical
framework or other component you think your peers could benefit from reading? This course
represents a small slice of the vast wealth of research in the world, and I’d love to hear what
you find interesting or meaningful outside of the required texts. I’m excited to learn from you!

Progress Towards Mini-Research Study 690 points
During this course you will build up a mini-research study guided by questions you are
interested in investigating. At 5 points during the semester you will turn in your writing or data
on canvas. The goal is to understand and practice data collection methods, to develop
components you may include in your future thesis or dissertation, and to workshop ideas with
your class community. Even if you do not yet know what your thesis/dissertation will address
(no pressure 😊) this project gives you a chance to follow a research thread you are interested in
while practicing methods you can later apply to your thesis/dissertation/final project.

• Progress #1: Knowing the Field- 2-4 Annotated key terms
• Progress #2: Finding the Gaps- Research Problem and 2 Research Questions
• Progress #3: Reflecting on your Lenses- Positionality Statement, Field Notes #1
• Progress #4: Designing your Study- Methodology, Data collection, Interview Transcript
  #1, Artifact #1
• Progress #5: Listening and Watching- Field Notes #2, Interview Transcripts # 2, Artifact
  #2
• Final Paper analyzing data and containing selections from progress assignments in text
  or appendices
Grade Scale

93-100 points: A
90-92.9 points: A-
87-89.9 points: B+
83-86.9 points: B
80-82.9 points: B-
77-79.9 points: C+
73-76.9 points: C
70-72.9 points: C-
60-69.9 points: D
Below 60 points: F
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td></td>
<td><strong>Module 1: METHODOLOGY</strong></td>
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<tr>
<td>1</td>
<td>Welcome!</td>
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<tr>
<td>8/30</td>
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<td>2</td>
<td>Overview of Qualitative Research</td>
<td>Chapter 6 of Qualitative Research: Analyzing Life</td>
<td>RR #1</td>
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<td>9/6</td>
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<td>Visit from Rebecca Barham</td>
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<tr>
<td>3</td>
<td>Components of Qualitative Research</td>
<td>Chapters 1 and 7 of Qualitative Research: Analyzing Life</td>
<td>Research Map Due</td>
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<td>9/13</td>
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<td>4</td>
<td>Designing a Study</td>
<td>Chapter 8 of Qualitative Research: Analyzing Life</td>
<td>RR #2</td>
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<td>9/20</td>
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<td>Kraehe and Acuff’s <em>Theoretical considerations for Art Education Research with and about “Underserved Populations”</em></td>
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<td>5</td>
<td>Relations of Power in Research</td>
<td>Signithia Fordham- Selections from Blacked Out: Dilemmas on Race, Identity and Success at Capital High</td>
<td>Progress 1: Key Terms</td>
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<td>9/27</td>
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<td>Hammersley &amp; Atkinson’s <em>Ethnography</em>- Chapter 4</td>
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<td>6</td>
<td>Reflecting on the Lenses you Wear</td>
<td><strong>Choose 2 to read:</strong> Black Feminist Epistemology, Patricia Hill Collins</td>
<td>RR #3</td>
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<td>10/4</td>
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<td>The White Supremacy of Art Education in the United States: My Complicity and Path Toward Reparation Pedagogy, Courtnie Wolfgang</td>
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<td>Module 2: FIELDWORK</td>
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<td>7</td>
<td>Participant</td>
<td>Research Text TBD</td>
<td>Progress 2:</td>
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<td>10/11</td>
<td>Observations</td>
<td>Chapter 2 of Qualitative Research: Analyzing Life</td>
<td>Research Problem and Qs</td>
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<td>8</td>
<td>Field Notes and</td>
<td>Emerson et. al’s Writing Ethnographic Field Notes-Chapter 1</td>
<td>RR #4</td>
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<td>10/18</td>
<td>Artifacts</td>
<td>Research Text TBD</td>
<td>Guest Lecture: Nnenna Odim</td>
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<td>9</td>
<td>Interviewing</td>
<td>Robert S. Weiss’s Learning from Strangers Introduction, pp. 39-83</td>
<td>Progress 3: Positionality Statement, 1 set of field notes</td>
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<td>10/25</td>
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<td>Research Text TBD</td>
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<th>Module 3: ANALYSIS</th>
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<tr>
<td>10</td>
<td>Coding Observations and Interviews</td>
<td>Chapters 4 and 5 of Qualitative Research: Analyzing Life</td>
<td>RR #5</td>
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<tr>
<td>11</td>
<td>Election Day- No class. Go vote if you are eligible</td>
<td>Work on your mini-research study 😊</td>
<td>Progress 4: Methodology, Data, 1 interview transcript, 1 artifact</td>
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<td>11</td>
<td>Analyzing Curriculum, and Visual Artifacts</td>
<td>Injeong Yoon’s Why is it not just a joke? Analysis of Internet memes associated with racism and hidden ideology of colorblindness</td>
<td>RR #6</td>
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<td>11/8</td>
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<td>Amy Kraehe’s Multicultural Art Education in an Era of Standardized Testing: Changes in Knowledge and</td>
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### Module 4: MAKING MEANING

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<th>Reading</th>
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<tr>
<td>11/22</td>
<td>Formative Research Round Table</td>
<td>Chapters 9 and 10 of Qualitative Research: Analyzing Life</td>
<td>Progress 5: 2 Interview, transcripts, and 2 Field Notes</td>
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<td>11/29</td>
<td>Critical and Humanizing Studies</td>
<td>What do we mean by decolonizing research strategies? by Miguel Zavala</td>
<td>RR #7</td>
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<td>Eve Tuck, Suspending Damage: A Letter to Communities</td>
<td>Guest Lecture: Katie Dawson</td>
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<td>12/6</td>
<td>Final Research Round Table</td>
<td>Bring snacks to share if you would like</td>
<td>Final Paper Due 12/9</td>
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Please note: I will do my very best to stick to the syllabus, but reserve the right to change things as needed. I will let you know ahead of time about any changes.
I ________________________________(print) acknowledge that I have read the course syllabus. I understand the course structure, grading and attendance policies, as well as the risk factor rating. I hereby agree to the syllabus and its provisions.

ARTE 5788:001 ____________  TWO ________________
Course number and section  Risk Rating

________________________________________
Student full name (print)

________________________________________
Student e-mail address (print)

________________________________________
Student phone #s

________________________________________
Signature  Date

________________________________________
Home Address