University of North Texas  
College of Education  
Department of Counseling and Higher Education  
Program of Higher Education  
EDHE 6850 Critical Qualitative Traditions in Higher Education

Fall 2022; Tuesdays, Business Leadership Building, Rm 040, 5:30-8:20 p.m.

Instructor Contact  
Name: Veronica Jones Baldwin, Ph.D.  
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Office Location: Matthews Hall, 214E  
Office Phone: (940)369-8287  
Office Hours: Tuesday and Wednesday, 1:00-4:00; appointment required

Co-Instructor: Alexis Guess  
Email: alexis.guess@unt.edu

Communication Expectations: By appointment preferred (most questions can be addressed via email)  
For most general questions, go through the Q & A forum in the Discussion Board area.  
For private questions, please contact me via email and I will respond within 24 hours on weekdays.  
Online meeting option: https://unt.zoom.us/j/3195992323  
Zoom ID: 319-599-2323

*This syllabus is current as of August 2022 as a working document. I reserve the right to change this syllabus at any time. You will be able to access updated versions on the Canvas website.

Description of the Course  
This course will examine critical qualitative frameworks and methodologies in higher education. Topics include, but are not limited to, data collection and analysis, critical race theory, intersectionality, and other critical frameworks and methodologies used to study various groups and issues related to critical qualitative research.

Objectives of the Course  
1. Students will gain an understanding of qualitative research in higher education.  
2. Students will become familiar with the core aspects of critical qualitative inquiry.  
3. Students will be able to apply and analyze critical qualitative frameworks and methodologies.

Required Text  
There is no required textbook for this course.
Additional Required Resources:
Readings via online course reserve: http://library.unt.edu
  • Click “Course Reserves” on the right side of the page.
  • Enter “EDHE 6850”.
  • Select “Baldwin, Veronica”
  • Password for book chapter and article readings: 6850F2022

Technical Requirements & Skills
Minimum Technology Requirements:
  • Computer: PC or Mac
  • Internet access (high speed preferred - will be slow with dial up)
  • Microsoft Word or a Word compatible program
  • Adobe Acrobat Reader (available here: adobe.com/uk/products/acrobat/readstep2.html (Links to an external site.) (http://www.adobe.com/uk/products/acrobat/readstep2.html)
  • Canvas Technical Requirements (https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy
Minimum technology skills for successful completion of this course include:
  • Sending and receiving email
  • Creating, sending, and receiving Microsoft Word documents
  • Downloading documents
  • Printing Word documents OR opening and printing pdf files (using free Adobe Acrobat Reader)
  • Navigating Canvas

Getting Help
Technical Assistance
Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.
For support hours, contact information and service alert notices, visit: https://it.unt.edu/helpdesk

Class Norms:
1. I strive to create a supportive learning environment that nurtures individual and group differences and encourages engaged, honest conversations. It is my intent that everyone feels comfortable to share and explore ideas. In the course of class discussions, I welcome disagreements in the spirit of critical thinking and challenging ideas, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation etc. will not be tolerated. Please be aware of your social positionality and utilize reflection of self and others to gain a deeper understanding of course topics.
2. Please stay on top of the readings each week. A majority of the work we will do in class will involve group discussions based on the readings – so if you do not prepare adequately before class, you will not only hurt your chances to learn, but you will also affect the learning of other students. While we will deliberately revisit some topics and ideas in the discussions, we will probably not be able to cover everything in the readings. The readings are for your benefit and will ultimately make you successful in your assignments; therefore, you need to read. All discussion should be grounded in the text.

3. Please let me know at least two weeks ahead if you will need time accommodations because of a religious observance.

4. Please limit use of personal devices to accessing class materials or taking notes during class instruction and/or learning. Laptops can cause a distraction to you as well as your peers and instructor, so use should be limited to class related materials only. Excessive web surfing and inappropriate use of laptops will affect your class engagement points. Place all cell phones on silent and use only during appointed breaks.

5. Food and drinks in class are welcomed, but please make sure to clean up.

Course Requirements and Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Percentage of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1 – Think Leaders</td>
<td>75 points</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 2 – Data Collection &amp; Analysis Interview Analysis Paper</td>
<td>50 points 75 points</td>
<td>10% 15%</td>
</tr>
<tr>
<td>Assignment 3 – Reflective Journal</td>
<td>75 points</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 4 – Final Project</td>
<td>125 points</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance/Participation/Engagement</td>
<td>100 points</td>
<td>20%</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>500 points</td>
<td>100%</td>
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</tbody>
</table>

Grading
A = 450-500
B = 400-449
C = 350-399
D = 300-349
F = 299 and below

Individual Assignments
Think Leaders
Students choose one topic from weeks 7-11 and with a class peer will provide a summary of the concepts for that week. The presentation can include article summaries, the strengths and critiques of the authors’ use of theoretical frameworks, description of research methodologies, implications for future research on the topics, personal takeaways, etc. based on the assigned readings from that week. The presenters will present a current article related to the topics for the week. Finally, the presenter will provide reflective questions based on the presentation for a class consideration. Students will submit an outline of their presentation concepts prior to facilitating their discussion. The outline must be between 1-2 pages (excluding the cover page and references) and include the reflective questions. The outline
will be due at 5pm the Friday before the presentation will be given. It is important for students to submit their outlines on time so that the professor can provide feedback in a timely manner. Failure to submit the outline by the deadline will result in a reduction of 10% of the total grade. The presentation should take 25-30 minutes with time allotted for questions.

Interview and Analysis
Students will complete a 60-minute interview with a participant to explore a topic of their choice (examples: student activism, LGBTQ identity, racism experiences of professionals of color) that can be related to a critical framework covered in the course. We will work in class to develop interview protocol questions and discuss data collection/interview tips. After the interviews are complete, the following week in class we will cover analysis of the data to create categories and themes. For the interview and analysis paper, students will write a 6-8-page double-spaced paper providing the context/background, description of the participant, data collection procedure, findings, and discussion/implications. Students will use 2-3 literature sources in their discussion and implications section (cover page and references not included in page limit).

Reflective Journal
The reflective journal will serve several purposes for this course. The journal will provide valuable opportunities for students to reflect on the insights they have gained regarding critical qualitative research. The reflective journal also allows researchers to capture their observations and general thoughts throughout the research process (for example, completing the interview and data analysis paper). Reflective journals also allow researchers to reflect on their personal beliefs and assumptions, and how those impact their growth as a qualitative researcher. Additionally, the reflective journal serves as an audit trail for the research. Students are expected to make a journal entry at least every other week in the course, related to the readings, new learnings, interest in new topics, assignments, etc. The professor will review the entries halfway through the course and at the end of the semester. Your journal can be in any preferred format (handwritten, electronic, audio, etc.) as long as you will be able to provide access to or documentation/copies of any format that you keep.

Final Project
The final project consists of the following parts:

- **Purpose and Research Questions (20 points):** The research questions portion of the final project will begin through an in-class activity. Students will learn how to formulate research questions in line with their chosen topic/framework.
- **Literature Review (25 points):** Students will create a literature review based on their desired topic, which will include subsections related to critiques of traditional ways to approach the topic and how the topic allows for an interrogation of issues of power. If students are unsure, they can meet with the professor to choose a potential topic for the final project.
- **Theoretical Framework (25 points):** After reviewing literature on the topic, students will choose a critical framework that can be used as the basis of a critical qualitative study. Students should utilize a framework covered in this class to further the chosen topic.
- **Discussion/Implications (20 points):** Students will include a discussion about possible methodological approaches to study the topic and an implications section which connects to issues of practice and future research based on the literature they have gathered.
- **The final paper must be between 14-17 pages (excluding the cover page and references).**
- **Presentation (25 points):** The presentation will showcase the skills that students have accumulated throughout the course and their ability to approach their future research from
various perspectives. The presentations should take no more than 12 minutes, followed with 5 minutes allotted for questions.

- **Project Revisions (10 points):** Throughout this process, students will be receiving feedback from the professor. The final project will give students a chance to apply the given feedback and make necessary revisions.

### Attendance/Participation/Evaluation

Class engagement includes a variety of strategies to thoughtfully contribute to the class activities and group work. Your contribution to class is essential to your learning and growth as a graduate student. In considering your level of class engagement, please be aware of your ability to raise thoughtful questions and to increase or decrease your level of participation if necessary based on others around you. Weekly readings should be completed prior to the class meeting for which they are assigned. In addition to these readings, students are encouraged to provide additional materials and resources to stimulate in-class learning with others. Short activities will be used to account for attendance and engagement.

### Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course.

### Course Policies

#### Assignment Policy

Please check the due dates for each assignment. You will find assignment instructions here in the syllabus as well as in the assignment details on Canvas. Please save all files as Word documents (DOC) and turn in on Canvas and send to me by email (for a backup copy in the event that there are Canvas technical difficulties). The document in Canvas will be submitted through Turnitin for verification of originality. An originality score of more than 15% will result in a rewrite. Exams are considered to be papers. For all emailed assignments, please name your individual assignments with your last name: “Last Name_assignment” before the file extension. For example, if your last name is Baldwin and you are turning in the final paper, please name the file for your assignment “Baldwin_finalpaper.” This will help me keep track of individual students’ assignments instead of receiving a large group of assignments with the same file name.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

#### Instructor Responsibilities and Feedback

My responsibilities in this course are to facilitate your success. That includes instructions for your assignments, answering any questions, identifying additional resources as necessary, providing grading rubrics, and reviewing and updating course content. You can expect your assignments to be graded and for you to receive feedback within 7 days of submission. If you email me regarding questions about the
course, you can expect an answer within 24 hours on weekdays.

Late Work
Assignments must be turned in on the due date. Assignments turned in within one day of the due date will result in a 10% reduction to the assignment grade; assignments turned in within two days of the due date will result in a 40% reduction to the assignment grade. Assignments will not be accepted (0 points awarded) more than two days following due date. No extra credit assignments are available in the course, so please contact me in advance if you anticipate a problem. (This policy does not apply to accommodations or extenuating circumstances.)

Writing Style
All written work for this course and all graduate courses must be original work and conform to the American Psychological Association Style Manual (2019), 7th Edition. All papers must be typed and double-spaced with 1-inch margins on all sides, Times New Roman in size 12 font. The page number count for papers does not include the cover page or the reference list and points will be deducted for pages under the required number. Please make sure you work is properly formatted and proofread before submitting assignments. In addition to being concise and organized, written work should be reflective, analytical, and incorporate literature and research from the course as well as outside readings to support discussion and arguments. I am available to discuss your writing if you have any concerns, so please schedule appropriate time before assignments are due.

Attendance
Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

UNT Policies
Academic Integrity Policy
Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: http://vpaa.unt.edu/academic-integrity.htm.

ADA Policy
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation
during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Access website at https://studentaffairs.unt.edu/office-disability-access. You may also contact them by phone at 940.565.4323.

Prohibition of Discrimination, Harassment and Retaliation
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. For more information, see: Policy 16.004

Emergency Notification & Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Observation of Religious Holy Days
If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students’ records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy.

Acceptable Student Behavior
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive 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 https://studentaffairs.unt.edu/dean-of-students

Access to Information – Eagle Connect
Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more
information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

**Sexual Discrimination, Harassment, & 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. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you. 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.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: https://studentaffairs.unt.edu/survivor-advocate. UNT’s Student Advocate can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

**Student Perceptions of Teaching (SPOT)**
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu.

**Campus Carry Notification**
The class meets in a UNT facility in which the legal carrying of a concealed firearm by an LTC permit holder is prohibited. Please refer to campuscarry.unt.edu for more information.

**Academic Support & Student Services**

**Student Support Services**

**Mental Health**
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care)
**Chosen Names**

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- **UNT Records**
- **UNT ID Card**
- **UNT Email Address**
- **Legal Name**

*UNT eUIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members. For additional Chosen Name information, visit: https://idea.unt.edu/names-unt*

**Pronouns**

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns. You can [add your pronouns to your Canvas account](https://idea.unt.edu/pronouns) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person’s pronouns?
- How do I correct myself or others when the wrong pronoun is used?

For additional Pronouns Tips and Resources, visit: [https://idea.unt.edu/pronouns](https://idea.unt.edu/pronouns)

**Additional Student Support Services**

- **Registrar** (https://registrar.unt.edu/registration)
- **Financial Aid** (https://financialaid.unt.edu/)
- **Student Legal Services** (https://studentaffairs.unt.edu/student-legal-services)
- **Career Center** (https://studentaffairs.unt.edu/career-center)
- **Multicultural Center** (https://edo.unt.edu/multicultural-center)
- **Counseling and Testing Services** (https://studentaffairs.unt.edu/counseling-and-testing-services)
- **Pride Alliance** (https://edo.unt.edu/pridealliance)
- **UNT Food Pantry** (https://deanofstudents.unt.edu/resources/food-pantry)

**Academic Support Services**

- **Academic Resource Center** (https://clear.unt.edu/canvas/student-resources)
- **Academic Success Center** (https://success.unt.edu/asc)
- **UNT Libraries** (https://library.unt.edu/)
- **Writing Lab** (http://writingcenter.unt.edu/)
<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS</th>
<th>DUE DATES</th>
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</thead>
</table>
| August 30  | **Introductions**  
Week 1   | Review of Syllabus  
Introduction to Qualitative Research |           |
<p>|            | Freebody, P. R. (2003). Exploring the neighbourhood in search of the 'qualitative'. In <em>Qualitative research in education</em> (pp. 34-54). SAGE Publications Ltd. <a href="https://dx.doi.org/10.4135/9781849209670">https://dx.doi.org/10.4135/9781849209670</a> |           |
| September 6| <strong>Critical Qualitative Inquiry</strong>                                        |           |
| September 13| <strong>Ethical Considerations, Reflexivity, and Voice</strong>                        |           |
| Week 3     | Lichtman , M. (2014). Qualitative research—a reflexive stance. In <em>Qualitative research for the social sciences</em> (pp. 27-52). SAGE Publications, Inc. <a href="https://dx.doi.org/10.4135/9781544307756">https://dx.doi.org/10.4135/9781544307756</a> |           |</p>
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<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>References</th>
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| September 20 | 4    | Data Collection and Analysis               | *Swaminathan, R., & Mulvihill T. M. (2017). Questions along the qualitative research journey. In R. Swaminathan & T. M. Mulvihill (Eds.), Critical Approaches to Questions in Qualitative Research (23-54). Routledge. *Note this is a partial reading of the chapter*
<p>| September 27 | 5    | Conduct Interviews (NO CLASS THIS WEEK)    |                                                                                                                                                                                                         |</p>
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<thead>
<tr>
<th>October 11</th>
<th>Black and Latinx Methodologies/Frameworks</th>
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<tr>
<th>October 18</th>
<th>Feminist Methodologies &amp; Intersectionality Frameworks</th>
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Submit Reflection Journals
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<tr>
<th>October 25</th>
<th>Ableism Methodologies &amp; Frameworks</th>
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<tr>
<th>November 1</th>
<th>Queer Methodologies &amp; Frameworks</th>
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<tr>
<th>November 8</th>
<th>Asian and Indigenous Methodologies &amp; Frameworks</th>
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<tr>
<td>November 15</td>
<td>White Methodologies &amp; Frameworks</td>
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<tr>
<td>November 22</td>
<td>NO CLASS</td>
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<tr>
<td>Week 13</td>
<td>Meet with Dr. Baldwin about Final Paper</td>
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<tr>
<td>November 29</td>
<td>Critical Discourse Analysis and Content Analysis</td>
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| December 6 |
| Week 15 | **Submission & Presentation of Final Projects** | **Written Papers & Presentations due** |