

Loyola University Chicago
School of Education

RMTD 401
Discourse Analysis and Documentary Research in Education
Spring 2010

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Office Hours: Mondays 3:00 pm – 4:00 pm;
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Course Description

This course will examine discourse analysis and documentary research methods with a special emphasis on how these apply to education research projects. We will be discussing how to make use of a wide variety of documents, including, for example, unpublished records of committee meetings, personal letters and diaries, published policy documents, newspaper and journal articles, memoirs – in essence, any type of artifact in which a text is inscribed. Our examination of 'the document', however, won't be limited to written documents but will include material objects (i.e. physical remains beyond paper) as well as images and other visual sources. To comprehend documents we need to understand the words of a document itself; we also need strategies for understanding its purposes, meaning, and significance. To this end, the course will complement its focus on historical analysis and research with a substantial introduction to discourse analysis – namely, the study of language in use. "Discourse" is frequently understood as language use relative to social, political and cultural formations – the term refers to the ways that language reflects social order and also to the language that shapes social order and the ways individuals interact with society. This explains why it has become an important concept in so many academic disciplines, education among them. Discourse analysis is used not just to study the past but can be profitably applied to studying current education policy, curriculum, even practices of teaching and learning. In keeping with the School of Education's conceptual framework of seeking to foster "professionalism in the service of social justice" this course will examine how power, privilege and opportunity are enabled and disabled through documents and discourse. Students in the course will understand and be able to critically evaluate the diverse range of approaches used to analyze discourse and conduct educational research using documentary sources.

Reading List

The following required books are available at the Loyola University Bookstore (Water Tower).

Annelise Riles (Ed.) *Documents: Artifacts of Modern Knowledge* (Ann Arbor: Univ.Michigan, 2006)

Ruth Wodak and Michael Meyer (Eds.) *Methods of Critical Discourse Analysis* 2nd Edition (London: SAGE, 2009)

The following recommended book is available at the Loyola University Bookstore (Water Tower).

Adam Jaworski and Nikolas Coupland (Eds.) *The Discourse Reader* 2nd Edition (New York: Routledge, 2006)

Additional required readings will be posted on Blackboard. There are also several readings that are available through the Loyola library website (full text e-journals).

Course Requirements

Attendance at scheduled class sessions is required; if you have to miss a class, you are required to write a reaction paper discussing one of the readings / issues we are tackling that week – please email me in advance, whenever possible, if you will be missing a class. Please also contact me to get specific guidance on the make-up assignment. The idea is that the make-up assignment will afford you the chance to have some interaction with the professor regarding the topics and discussions covered in class. These 500-750 word papers should be submitted to the professor within two weeks of the missed class. Failure to write make-up reaction papers for any class absences will result in your grade being lowered one letter grade.

You must have working access to your Loyola email account in order to use Blackboard (<http://blackboard.luc.edu>) and access the library remotely (<http://libraries.luc.edu>). Either use your luc.edu address or set it to forward to another email account that you check regularly since the luc.edu email is the one I will use to communicate with you. It is not required, but I would strongly encourage you to set up a delicio.us [social bookmarking](http://social-bookmarking.com) account so that you can easily share online material with your classmates related to issues/problems etc. that we will be covering in the course.; I have set it up so that whatever you tag with "RMTD401" will automatically show up on an RSS Feed section of the course's Blackboard page.

Because language and texts are such a central part of our course, this will be a writing-heavy course with some online interaction and collaborative work. In some small measure, the course will be "blended" or "hybrid" and composed of online as well as face-to-face interactions. Online learning units will be significant part of this course. Pretty much every week there will be some sort of activity / project for you to do through Blackboard. These may stand alone or may feed into the subsequent class meeting. There are three weeks in the semester when you will be doing substantial on-line projects / units in lieu of in-person meetings. Our class will not meet during the regular class time period on Monday March 1st, Monday March 22nd and Monday April 12th – instead, you will have various tasks to complete, all of which will be explained later down the line. The deadlines for with all of these various units are not listed here in the syllabus but will be announced in class and posted on Blackboard across the semester.

Students are expected to come to class having completed that week's online learning unit, having carefully read the required readings, prepared to discuss them and prepared to participate in class activities related to them. Participation in class discussions will be graded and will compose part of your final grade in this course. In many instances I will provide specific suggestions for how to go about reading a particular piece. In general, however, you are requested to be sympathetic but critical readers. You may find it useful to take notes as you read. In instances where the assigned readings are available electronically I require that you bring them to class since it is likely that in our discussions we will be referring to particular sections of the texts (either print a paper copy or bring your laptop).

Over the course of the semester you will be required to write three 6-10 page papers that will give you an opportunity to put into practice many of the research techniques we are learning about. The first paper (due Friday March 12th) will be a "Primary and Secondary Sources Analysis" for which you are to select a journal article published within the last five years in either *History of Education Quarterly*, *Paedagogica Historica*, or *History of Education*, locate a copy of one of the primary sources and one of the secondary sources that the author used, and then analyze the article author's use of these sources. The second paper (due Friday April 2nd) will involve the design of a historical research project and the analysis of different epistemological frames that one might employ in such a project. The third paper (due Monday May 3) will require you to conduct some form of discourse analysis. Additional information about each paper assignment will be distributed in class.

Over the course of the semester you will also be required to undertake two group projects that will have you working with several of your classmates on one project connected with a question of historical scholarship and another involving discourse analysis of a contemporary educational policy issue.

Evaluation & Grading

Each of the papers will compose 15% of your final course grade – grading rubric information specific to each assignment will be provided. The two group projects will each compose 5% of your final course grade. The weekly online units will compose 25% of your grade in the course, with the projects/work that is required during the weeks when we will not have face-to-face class meetings weighted 2x more than the projects/work of other weeks in the semester. Your in-class participation grade will make up the remaining 20% of your grade. This grade will be reflective of your engagement in class discussions and the insights and questions on assigned readings that you contribute towards your own and the entire class' enlightenment. A rubric for the evaluation of class participation is posted on Blackboard.

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd> Any information shared with me will be held in strict confidentiality to the greatest degree possible.

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias. In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. A student's failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of F for the assignment to expulsion from the university. For specific policies and procedures see: http://www.luc.edu/education/pdfs/academics_policies_grad.pdf (M.Ed and Ed.D students) or http://www.luc.edu/gradschool/academics_policies.shtml#academic_integrity (M.A. and PhD. students). To plagiarize is to present someone else's writing or ideas as your own and will not be tolerated. There are several good "How not to plagiarize" guides available on the web, such as <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. In class we will discuss how to cite and include the work of others in your own writing. Please also note that submitting the same paper or pieces of the same papers to meet the course requirements for two or more LUC courses is also academic dishonesty and will not be tolerated.

Course Schedule and Readings

Historical Research and Analysis

Monday January 25 Introduction: History, Archival Detective Work and Circulating References
Required Reading:

- Bruno Latour "Circulating Reference: Sampling the Soil in the Amazon Forest" from *Pandora's Hope: Essays on the Reality of Science Studies*, p. 24-79
- In-class screening of documentary : *A Midwife's Tale* (1997)

Monday February 1

Approaching the Past: Narrative and Evidence

Required Reading:

- Robert Darnton (1984) "Workers Revolt: The Great Cat Massacre of the Rue Saint-Séverin", p. 75-94.
- McCulloch & Richardson (2000) *Historical Research in Educational Settings*, p. 79-119

Monday February 8

Archives Visit

** Class will meet 7:30-9:30pm at Women and Leadership Archives, in Piper Hall, on Loyola's Lakeshore (Rogers Park) Campus **

Required Reading:

- Samuel Wineburg (1991) "On the Reading of Historical Texts: Notes on the Breach between School and Academy" *American Educational Research Journal* 28(3), p. 495-519. [Available thru J-STOR off the LUC Library]
- Marcus C. Robyns (2001) "The Archivist as Educator: Integrating Critical Thinking Skills into Historical Research Methods of Instruction" *American Archivist* 64, p. 363-384

Monday February 15

History, the Linguistic Turn and Michel Foucault

Required Reading:

- Alun Munslow (1997) *Deconstructing History* Ch. 1&2, p. 1-35
- Gavin Kendall & Gary Wickham (1999) *Using Foucault's Methods*, p. 21-56

Monday February 22

Moving into the History of Education

Required Reading:

- Kate Rousmaniere (2004) "Historical Research," from deMarrais & Lapan (Eds.) *Foundations for Research* p. 32-50
- Tim Allender (2009) "Travelling across national, paradigmatic and archival divides: new work for the historian of education" *History of Education* 38(6), p. 721-727
- Thomas Popkewitz (1997) "The production of reason and power: curriculum history and intellectual traditions" *Journal of Curriculum Studies* , 29(2), p. 131-164 [Available through LUC library website – Full text e-Journals]

Monday March 1

No Class Meeting – Online Learning Unit

Required Reading:

TBD

Discourse Analysis

LUC Spring Break! March 6 - 14

Monday March 15

The Perspectives and Agenda of Discourse Analysis

Required Reading:

- Adam Jaworski and Nikolas Coupland (2006) "Introduction: Perspectives on Discourse Analysis" in *The Discourse Reader*, p. 1-38
- Ruth Wodak and Michael Maier (2009) "Critical Discourse Analysis: history, agenda, theory and methodology" from *Methods of Critical Discourse Analysis*, p. 1-33

Monday March 22 No Class Meeting – Online Learning Unit Putting the Critical in CDA
Required Reading:
• Jäger and Maier (2009) "Theoretical and methodological aspects of Foucauldian critical discourse analysis" from *Methods of Critical Discourse Analysis*, p. 34-61
• Norman Fairclough (2009) "A Dialectical-Relational Approach to Critical Discourse Analysis in Social Research" from *Methods of Critical Discourse Analysis*, p. 162-186
• Francis Vavrus and Maud Seghurs (2010) "Critical Discourse Analysis in Comparative Education: A Discursive Study of "Partnership" in Tanzania's Poverty Reduction Policies" *Comparative Education Review* 54(1) [Available through LUC library website – Full text e-Journals]

Monday March 29 Speech, Transcription and Text
Required Reading:
• Tim Rapley (2007) "Transcribing audio and video materials" from *Doing Conversation, Discourse and Document Analysis*, p. 49-71
• James Paul Gee (1999) "Chapter 7: An example of discourse analysis" from *An Introduction to Discourse Analysis: Theory and Method*, p. 119-148
• Reisigl and Wodak (2009) "The Discourse-Historical Approach (DHA)" from *Methods of Critical Discourse Analysis*, p. 87-121

Monday April 5 Varieties of Discourse Analysis in Education Research
Required Reading:
TBD

Monday April 12 No Class Meeting – Online Learning Unit :Visual Discourse / Visual Culture – Images as Evidence and Artifact
Required Reading:
• <http://www.units.muohio.edu/eduleadership/KATE/KATE1.HTML>
• Antonio Novoa, "Texts, Images and Memories" in Popkewitz, Franklin & Pereyra (Eds.) *Cultural History and Education*, p. 45-64.
• Kate Rousmaniere (2001) "Questioning the visual in the history of education" *History of Education* 30(2), p. 109-116 [Available through LUC library website – Full text e-Journals]
• Martin Jay, "Cultural Relativism and the Visual Turn", p. 267-278

O 8 1/2 by 11 paper, great-rooted blossomer, / Are you the leaf, the blossom or the bole? / O body swayed to music, O brightening glance, / How can we know the document from the documentation? - W. B Yeats "Among Schoolchildren"

Monday April 19 The Production and Circulation of Documents I
Required Reading:
• Riles (Ed.) (2006) *Documents: Artifacts of Modern Knowledge*, p. 1-92

Monday April 26 The Production and Circulation of Documents II
Required Reading:
• Riles (Ed.) (2006) *Documents: Artifacts of Modern Knowledge*, p. 93-225