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# QUALITATIVE METHODS: PRODUCING DECOLONIZED KNOWLEDGE

## ONLINE SEMINAR FALL SEMESTER 2019

**Course Number:** 37:575:481; 38:578:613

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### COURSE OVERVIEW

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Academia has changed in significant ways since the successes of the civil rights movements, namely through the entry of faculty and students of color; yet in terms of pedagogy and content Eurocentric knowledge remains prevalent. Eurocentrism is the false narrative that frames the inception of human civilization, particularly systems of knowledge and culture, as dating back to European colonial expansion. At the same time, the narrative erases and denigrates all other non-European civilizations as lacking in science, reason, and intellectual thought prior to this moment in history. The fabricated framework defines modernity that includes scientific inquiry and valid knowledge systems as stemming from the advent of colonial technologies for destruction and rule. While not based in factual accounts of history, the European enlightenment is taught as the birthplace of knowledge and rationality across the fields of law, medicine, natural sciences, social sciences, as well as the arts and humanities. Numerous knowledge traditions that came prior to the spread of colonial rule are omitted at best or framed as inferior at worst. Not only are these accounts not based in historical accuracy, but also such a Eurocentric framing of knowledge practices erasure and renders non-European ways of thought as irrelevant.

The course introduces students to qualitative methods as a means of producing decolonized knowledge systems. Scholars are introduced to concepts of Eurocentrism, colonial and settler colonial rule, and decolonized practice. These frameworks are explored as the backdrop for acquiring tools of inquiry. Specific methods are taught with the aim of generating representative and participatory research studies. The course will offer a balance of theories around qualitative data collection techniques in combination with experience based learning. The readings and assignments will be application based, as such scholars will learn through doing. Through an interdisciplinary lens, interactive multimedia, and online analytic exercises, scholars will understand the connections between anticolonial methodology and the generation of representative knowledge systems.



## COURSE REQUIREMENTS & GRADING

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There are four requirements and the grading rubric is as follows:

Course Requirement	Raw Points	% Percentage of Final Course Grade
Discussion Sections	300	30%
BrainWorks Field Notes	200	20%
Final Vid-Critique	500	50%
<b>Total</b>	<b>1000</b>	<b>100%</b>

All assignments must be completed to receive credit for this course. In accordance with the Rutgers University letter grade and grade point system, your final grade will be calculated as follows:

RU Letter Grade	Raw Points	% Percentage
A	900-1000	90%
B+	870-899	87%
B	800-869	80%
C+	770-799	77%
C	700-769	70%
D	670-699	67%
F	Below 670	Below 67%

### **Discussion Sections: (300pts; 30% of final grade)**

The online classroom is a space for experimentation and learning in collaboration with your peers. The course uses an interactive format to encourage active learning techniques and analytic skills development throughout the semester. As a scholar, you are expected to study ALL assigned texts *carefully* and work through the complexities of readings.

Within online discussions, you are encouraged to participate actively by sharing insightful and constructive comments. In part, discussions are venues for scholars to hone their abilities of constructing and articulating critical analysis of texts. Each week will entail two separate components: (1) the first portion will involve lecture style PowerPoint which will be available each Monday, (2) followed by reflections and critiques in which scholars will apply the readings to the contemporary moment.

### **BrainWorks Field Notes: (200pts; 20% of final grade)**

The course aims to hone scholars' critical thinking skills by using various analytic activities throughout the semester. Critical thinking is the practice of creating space in your mind by being curious, asking questions, and being open to new ways of understanding so as to build on your existing knowledge set. To cultivate skills of analysis, scholars will engage in different exercises each week to improve concentration, perception/observation, and evaluation techniques. In particular, improving analytic



ability involves observation and documentation; in the case of our course the object of study will be the workings of your own mind. Every two weeks scholars will create multimedia BrainWorks Field Notes to record your reflections and ideas. The virtual collection will serve as data or “field notes” to observe your own analytic development across the semester. Once submitted, please also share your BrainWorks Field Notes with the class using CANVAS, late submissions will not be accepted without prior approval.

### **Final: Vid-Critiques (500pts; 50% of final grade)**

A complete education requires application of concepts; as such, visual literacy is increasingly necessary for building analytic competency. The experience of articulating a well-reasoned point of view allows for absorption of the reading material as well as cultivation of analytic ability. Scholars will have opportunities for experiential learning by creating a brief video critique. These are a **1-5 min video** in which you will demonstrate proficiency of readings by constructing an impactful argument.

The video format has become a common mode of communication. In producing your own Vid-Critiques, you will learn to use multimedia proficiently to articulate complex ideas. Through generating the short video, you will learn to make clear, concise, and compelling arguments in dynamic and novel ways. Critical insights require creativity and innovative thinking, be bold in your Vid-Critiques! Once submitted, please also share your Vid-Critiques with the class using CANVAS, late submissions will not be accepted without prior approval.

1. First, identify **ONE** Artifact of Social, Cultural, Political, or Economic Significance. Your artifact can be a person, place, or thing. Some examples include but are not limited to a family member, public personality, historic monument, institution, item of clothing or food.
2. Second, evaluate your artifact by using the Concepts introduced in the readings. The readings for each week introduce two main concepts from contemporary research studies. Choose **ONE** concept for your analysis of the artifact in study.
3. Lastly, articulate your point of view with a solid line of reasoning. Remember, the purpose of applying concepts is to share insights about a process that your audience may not already know. It **should not** be a summary of the readings and concepts; you are showcasing your own perspective. It **should not** be an opinion either; you are making a strong argument using facts and evidence in video form.

### **Extra Credit:**

Additional opportunities for learning the course objectives can be made available. These are reserved for scholars who demonstrate an improvement over the course yet remain at a grade level of C or below. Towards the end of the semester, these extra assignments will be made available at the professor’s discretion.

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## LEARNING OBJECTIVES

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### ***Course Objective(s) from the Instructor:***

1. Scholars will build on their abilities of critical thinking, writing skills, and evidence based research.
2. Through course readings, online discussion and activities, Vid-Critiques and editorials, scholars will understand the connections between national policy and social science research.

### ***Core Curriculum: 21C and SCL***

Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world (a). Analyze a contemporary global issue from a multidisciplinary perspective (b). Analyze issues of social justice across local and global contexts (d). Understand the bases and development of human and societal endeavors across time and place (h). Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization. (Goal m). Apply concepts about human and social behavior to particular questions or situations. (Goal n).

### ***Labor Studies and Employment Relations Department:***

Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations. (Goal 1). Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2). Analyze the degree to which forms of human difference shape a person's experience of work. (Goal 6).

### ***School of Management and Labor Relations:***

Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV). Evaluate the context of workplace issues, public policies, and management decisions (Goal V). Demonstrate an understanding of how to apply knowledge necessary for effective work performance (Goal VI).

## COMMITMENT TO INCLUSIVE & RESPECTFUL LEARNING

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Active learning is a process of venturing into the unknown and unfamiliar. Encountering new ways of understanding can be a challenging and uncomfortable process. As such, online classroom interactions require respectful and inclusive language and behavior. Students are encouraged to hone their skills of listening, empathy, and analytic discourse so as to fully engage with the material and learn from the diverse experiences of their peers. The classroom is a space for the intermingling of contrasting frameworks and developing skills of analysis to distinguish between fact and hearsay. It is also an opportunity for students to learn from each other and begin to understand perspectives contrary to their own. Students will be introduced to research about forms of structural exclusion in both a historical and contemporary context. A variety of works will inform



student learning around how organizing principles of gender, race, sexuality, and class (to name a few) have framed the politics of belonging for Asian Americans. When encountering ideas or theories that are unfamiliar, students are encouraged to ask questions and share their perspectives in a respectful manner. To foster an inclusive and respectful environment antagonizing, disruptive language and behavior will not be tolerated.

### *A Note from the University*

Rutgers University welcomes differently abled students into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student who is differently abled must contact the appropriate services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

## **ACADEMIC INTEGRITY**

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Violations of academic integrity are not tolerated in this course, all other courses at Rutgers, or at any institution of higher learning. Academic dishonesty, whether intentional or unintentional, has serious consequences. Please review Rutgers University's Academic Integrity website at: <http://academicintegrity.rutgers.edu/> to understand how to avoid violations of academic integrity.

## **ASSIGNMENT POLICIES**

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Late Papers, Make-ups and Incompletes: There are no make-ups allowed for BrainWorks Field Notes, Vid-Critiques, or editorials. Assignments not turned in online on the due date will be penalized one grade per day (A to B+ to B, etc). Incompletes for the course are given only in the case of a documented medical or family emergency. In these documented cases, an incomplete is only available if you have completed at least 2/3 of the course assignments (the first two papers).

Paper Draft Policies: I can provide feedback on outlines of paper (no drafts). However, paper inquiries sent after 5pm the night before the due date may not be responded to, so get your questions in early.

## **COURSE READINGS**

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Please study each work with attention to the following questions:

1. What is the main argument? What are the sub-claims?
2. How do we assess its veracity? What evidence supports the main argument?



It is highly recommended to stay on top of readings as concepts introduced in each set of weekly texts build upon the previous set. All readings are made available on CANVAS.

## HISTORICAL CONTEXT: CONCEPTS AND FRAMEWORKS

### WEEK 1 (Tues Sep 2 - Sun Sep 8)

Introduction & Class Overview

#### 1. Assignments

Student Profile Sheet **DEADLINE Sun Midnight (5pts)**

Goals for Semester Sheet **DEADLINE Sun Midnight (5pts)**

Discussion: Multimedia Intro **DEADLINE Sun Midnight (15pts)**

### WEEK 2 (Mon Sep 9 - Sun Sep 15)

Social Science Research: An Introduction

#### 1. Readings (None)

#### 2. Discussion

Reflections & Critique **DEADLINE Sun Midnight (25pts)**

### WEEK 3 (Mon Sep 16 - Sun Sep 22)

Social Science Research: An Introduction

#### 1. Reading (None)

#### 2. Assignment

BrainWorks Field Notes **DEADLINE Sun Midnight (50pts)**

### WEEK 4 (Mon Sep 23 - Sun Sep 29)

Eurocentrism & Critical Methodologies

#### 1. Reading

Denzin, N. K., Lincoln, Y. S., & Smith, L. T. (Eds.). (2008). *Handbook of critical and indigenous methodologies*. Sage.

Introduction: Critical Methodologies and Indigenous Inquiry

- Norman K. Denzin and Yvonna Lincoln

#### 2. Discussion

Reflections & Critique **DEADLINE Sun Midnight (25pts)**



**WEEK 5 (Mon Sep 30 – Sun Oct 6)**  
**Eurocentrism & Critical Methodologies**

**1. Reading (None)**

**2. Discussion**

**Reflections & Critique DEADLINE Sun Midnight (25pts)**

**WEEK 6 (Mon Oct 7 – Sun Oct 13)**

**Anticolonial Social Science**

**1. Reading**

Denzin, N. K., Lincoln, Y. S., & Smith, L. T. (Eds.). (2008). *Handbook of critical and indigenous methodologies*. Sage.

Feminisms from Unthought Locations: Indigenous Worldviews, Marginalized Feminisms, and Revisioning an Anticolonial Social Science  
- Gaile S. Cannella and Kathryn D. Manuelito

**2. Discussion**

**Reflections & Critique DEADLINE Sun Midnight (25pts)**

**WEEK 7 (Mon Oct 14 – Sun Oct 20)**

**Anticolonial Social Science**

**1. Reading (None)**

**2. Assignment**

**BrainWorks Field Notes DEADLINE Fri Midnight (50pts)**

**3. Discussion**

**BrainWorks Peer Review DEADLINE Sun Midnight (25pts)**

**GLOBAL CONTEXT: CONCEPTS AND FRAMEWORKS**

**WEEK 8 (Mon Oct 21 – Sun Oct 27)**

**Critical Race Theory & Methodology**

**1. Reading**

Denzin, N. K., Lincoln, Y. S., & Smith, L. T. (Eds.). (2008). *Handbook of critical and indigenous methodologies*. Sage.

Critical Race Theory and Indigenous Methodologies  
- Christopher Dunbar Jr.

**2. Discussion**

**Reflections & Critique DEADLINE Sun Midnight (25pts)**



**WEEK 9 (Mon Oct 28 – Sun Nov 3)  
Critical Race Theory & Methodology**

**1. Reading (None)**

**2. Discussion**

**Reflections & Critique DEADLINE Sun Midnight (25pts)**

**WEEK 10 (Mon Nov 4 – Sun Nov 10)  
Researcher Practice & Representation**

**1. Reading**

Denzin, N. K., Lincoln, Y. S., & Smith, L. T. (Eds.). (2008). *Handbook of critical and indigenous methodologies*. Sage.

Research Ethics for Protecting Indigenous Knowledge and Heritage:  
Institutional and Researcher Responsibilities  
- Marie Battiste

**2. Discussion**

**Reflections & Critique DEADLINE Sun Midnight (25pts)**

**WEEK 11 (Mon Nov 11 – Sun Nov 17)  
Researcher Practice & Representation**

**1. Reading (None)**

**2. Discussion**

**Reflections & Critique DEADLINE Sun Midnight (25pts)**

**WEEK 12 (Mon Nov 18 – Sun Nov 24)  
Queer Theory and Research Design**

**1. Reading**

Denzin, N. K., Lincoln, Y. S., & Smith, L. T. (Eds.). (2008). *Handbook of critical and indigenous methodologies*. Sage.

Queer(y)ing the Postcolonial Through the West(ern)  
- Bryant Keith Alexander

**2. Assignment**

**BrainWorks Field Notes DEADLINE Fri Midnight (50pts)**

**WEEK 13 FALL BREAK: Mon Nov 25 - Sun Dec 1**

**\*\*NO CLASS\*\***



**WEEK 14 (Mon Dec 2 – Sun Dec 8)**

**Participatory Research Studies**

**1. Reading**

Denzin, N. K., Lincoln, Y. S., & Smith, L. T. (Eds.). (2008). *Handbook of critical and indigenous methodologies*. Sage.

Rethinking Collaboration: Working the Indigene-Colonizer Hyphen  
- Alison Jones, with Kuni Jenkins

**2. Assignment**

BrainWorks Field Notes **DEADLINE Fri Midnight (50pts)**

**3. Discussion**

BrainWorks Peer Review **DEADLINE Sun Midnight (50pts)**

**WEEK 15 (Mon Dec 9 – Sun Dec 15) Course Review**

**1. Reading**

Course Review Power Point Slides

**WEEK 16 (Mon Dec 16 – Sun Dec 22)**

**FINAL VID-CRITIQUE DUE Mon Dec 16 Midnight (500pts)**

**EXTRA CREDIT EARLY SUBMISSION (5 points)**

**BEFORE SUN. DEC 15<sup>TH</sup> Midnight**