SECOND INTERNATIONAL

Congress
of
Qualitative
Inquiry

May 4-6, 2006
University of Illinois at Urbana-Champaign
www.qi2006.org

CONGRESS ORGANIZERS

The Second International Congress of Qualitative Inquiry is organized by the College of Communications, the Department of Advertising and the Interdisciplinary Program in Cultural Studies and Interpretive Research at the University of Illinois at Urbana-Champaign in conjunction with The Center for Qualitative Inquiry.

CONGRESS PROGRAM

This conference program and abstract book was compiled and produced by the conference organizing committee. The program was printed by the Office of Printing Services at the University of Illinois at Urbana-Champaign.

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Thursday workshops

Morning sessions, 8:30-11:30 a.m.

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2. Doing Situational Maps, *Adele E. Clarke,* 314A Union
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4. Performing Autoethnography, *Tami Spry,* 406 Union
5. Research Ethics for Protecting Indigenous Knowledge and Heritage: A Conversation, *Marie Battiste,* 209 Union
6. Mixed-Method Social Inquiry: Possibilities and Strategies, *Jennifer C. Greene,* 404 Union
7. Questions of Design, Method and Ethics in the Study of Whiteness and Priviledge, *University of Illinois Critical Whiteness Interest Group,* 210 Union
8. Heartbeats: Writing Performance Texts, *Mary Weems and Carolyne White,* 405 Union

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9. The Critical Use of Focus Groups, *Gregory Dimitriadis and George Kambrelis,* 405 Union
10. Red Pedagogy and Critical Pedagogy: New Developments, *Sandy Grande,* Levis Faculty Center, Music Room
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13. New Experimental Writing Forms, *Yvonna Lincoln,* 404 Union
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17. Writing Autoethnography and Narrative in Qualitative Research, *Carolyn Ellis and Arthur Bochner,* 407 Union

Keynote address

The Global Challenge: Research Ethics for Protecting Indigenous Knowledge and Heritage

Thursday, 5:30-7 p.m. Foellinger Auditorium

Marie Battiste, University of Saskatchewan

Indigenous communities continue to face an onslaught on their knowledge from researchers who both discriminate against their knowledge and desire to obtain the knowledge they hold. Finding a receptive climate for Indigenous knowledge is one challenge, finding educational institutions and their educators to be inclusive within culturally appropriate and ethical standards is the next challenge. This presentation offers background to the importance of Indigenous knowledge for all peoples and its vitality and dynamic capacity to help solve contemporary problems and addresses Eurocentric biases, the cultural misappropriations that are endangering Indigenous peoples and the benefits they may receive; an overview of the current regimes of ethics that impinge on Indigenous knowledge, and finally, a critique of institutional ethics processes that continue to hold on to individual and institutional protections, and not collective Indigenous interests.

Keynote address

Do You Believe in Geneva? Participatory Action Research, Critical Methods and Indigenous Knowledges

Thursday, 5:30-7 p.m. Foellinger Auditorium

Michelle Fine, City University of New York, Graduate Center, National Research Council, National Academies of Science

Drawing on a series of critical participatory action research projects launched in prison, schools and community with historically marginalized youth and young adults, I am interested in interrogating the politics and methods of interrupting what Gramsci called the "passive revolution," the drip fed ideologies of neoliberalism that saturate. The question birthed by Katrina — who is looting and who is merely salvaging some bread for their family — will frame our conversation about justice, research, politics and the realigned public sphere. *Based on a paper by Michelle Fine, Eve Tuck and Sarah Zeller Berkman.*

Plenary sessions

Constructing Ethical Systems, *Yvonna Lincoln, Texas A&M University, and Gaile Cannella, Arizona State University*

Cultural Continuity as an Ethical Imperative, *Clifford Christians, University of llinois at Urbana-Champaign*

Qualitative Inquiry, Ethics and the Politics of Evidence: Working within These Spaces Rather Than Being
343 Worked Over by Them

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Chair: *Pat Sikes, Sheffield University*

The back of beyond: new indirections for qualitative inquiry, *Ian Stronach, Manchester Metropolitan University*

Qualitative inquiry between scientist evidentialism and subjectivist ethicism, *Steinar Kvale, University of Aarhus*

Qualitative inquiry, ethics and the politics of evidence: Working within these spaces rather than being worked over by them, *Julianne Cheek, University of South Australia*

Discussant, *Janice Morse, University of Alberta*

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The Yin and Yang of Participatory Arts-Based Research: Creating Documentary Films in Communities of
210 Difference

Friday, 8-9:30 a.m.   314B Union

Chair: *Susan Finley, Washington State University Vancouver*

Whose Voice Is It?: The colonizing potential in creating social performances and participatory films, *Susan Finley, Washington State University Vancouver; Heather Irene Mosher, Portland State University; and Wendy Koppel Kohn, Kwamba Productions*

VISUAL TEXT - Tent Cities Toolkit: A grassroots organizing tool for social change, *Wendy Koppel Kohn, Kwamba Productions, and Heather Irene Mosher, Portland State University*

Empowerment and its opposite: The double-edged sword of a

collaborative community-based methodology, *Heather Irene Mosher, Portland State University*

VISUAL TEXT - The Dignity Village Orientation Action Tool and its creation, *Heather Irene Mosher, Portland State University; Wendy Koppel Kohn, Kwamba Productions; and Dignity Village*

At Home At School (AHAS) documentary: Ethics and power in using film in arts-based research, *Susan Finley, Washington State University Vancouver, and Wendy Koppel Kohn, Kwamba Productions*

Desperately Seeking Organic Intellectual Praxis:
219 Decolonizing?

Friday, 9:45-11:15 a.m.   209 Union

Chair: *Corrine Glesne, deprofessionalized intellectual, and Carolyne J. White, Rutgers University*

Globalization, Resistance, and Qualitative Research: "Other" Ethics Rising, *Corrine Glesne*

Research with Communities Made Poor: Re-searching Ourselves, *Carolyne J White, Carmen Kynard and Jamie Lew, Rutgers University*

Native Sovereignty: Counter Sovereignty, *Gaetano Senese, Northern Arizona University*

White on White: Researcher Reflexivity and the Logics of Privilege in White Schools Undertaking Reform, *Jenny Gordon, Binghamton University*

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The Four Cornerstores of Qualitative Research, *Jane F. Gilgun, University of Minnesota*

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Returning Evidence Rhetoric to Its Practice Base, *Karen M. Staller, University of Michigan*

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Writing Transgressively, *Bronwyn Davies, University of Western Sydney*

Writing into the Space of the Other, *Susanne Gannon, University of Western Sydney*

Accountability in Representation, *Elizabeth St. Pierre, University of Georgia*

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Chairs: *Jay Gubrium and James Holstein*

Chair: *Donna M. Mertens, Gallaudet University*

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Chair: *Maurice Samuels, University of Illinois at Urbana-Champaign*

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Issues in (Dis)ability Studies Research: An Insider's Perspective, *Dymaneke Dinnel Mitchell, University of Alabama*

Putting Cultural Competence to Practice, Easier Said Than Done. Lessons Learned from Year-one Evaluation Working with Immigrant Latino Students., *Trinidad Molina Villegas, University of Illinois at Urbana-Champaign*

Chair: *Jim M Denison, University of Bath*   Discussant: *Michael Giardina*

Communicating Pain, *Jim M. Denison, University of Bath*

Getting Inside Women's Experiences in Professional Sport: A Literary Tale, *Kitrina Douglas, University of Bristol, and David Carless, Leeds Metropolitan University*

I Live As You Live: Using an Empathetic Model for Social Justice, *Robert Rinehart, Washington State University*

Exercising Family Therapists: A Constructivist Grounded Theory Approach to Locating the Health of the Therapist, *John M. McElroy and Kathleen Burns Jager, Michigan State University*

The Tales of Conde, Zezao, Master Claudio and, Claudio, *Claudio Moreira, University of Illinois at Urbana-Champaign*

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Chairs: *Patrick Michael Santoro and Robin M Boylorn, University of South Florida*

Re-imagining Possibilities: Honoring the Work of Carolyn Ellis and Art Bochner, *Patrick Michael Santoro and Robin M Boylorn, University of South Florida*

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Narrative Conscience and the Autoethnographic Adventure: Probing Secrets, Shadows, and Possibilities in Communication Research, *Christopher N. Poulos, University of North Carolina-Greensboro*

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Reflections of a Latina Instructor: Negotiating Colorblindness and White Racism in the Academy, *Dalia Rodriguez, Syracuse University*

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Innocence & Victims: Sex Offender Registries in a Prison Industrial Complex and the Questions of Compassion, *Erica R Meiners, Northeastern Illinois University*

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Robbins, MAT, MSN, FAAN

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The Emotional Implications of Qualitative Inquiry with Poor Urban Women: An Experience from Mexico, *Carolina Martínez-Salgado, Universidad Autónoma Metropolitana Xochimilco*

Women, Welfare Reform, and Community-based Organizations in the US: An Institutional Ethnography to Understand Social Policy as Lived Experience, *Leslie R. Bloom, Iowa State University*

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Schedule overview

Qualitative Inquiry and the Politics of Evidence

Third International Congress of Qualitative Inquiry will take place at the University of Illinois at Urbana-Champaign from May 2-5, 2007. Building on Jan Morse's inaugural keynote address in 2004, the theme of the Congress is "Qualitative Inquiry and the Politics of Evidence." Participants will explore the politics of evidence and truth and what these terms mean for qualitative inquiry in this new century. If we as qualitative researchers do not define these terms for ourselves, someone else will.

Questions to be considered include: What is truth? What is evidence? What counts as evidence? How is evidence evaluated? How can evidence or facts be "fixed" to fit social policy? How can qualitative research inform the policy-making process? How is qualitative evidence to be represented, discounted or judged to be unreliable, false or incorrect? What is a fact? What are the different discourses - law, medicine, history, cultural or performance studies - that define qualitative evidence?

What is true, or false, is determined by the criteria that are used to judge good and bad evidence. The Congress will consider multiple forms of evidence- or scientifically based research (SBR) models. It also will consider different perspectives and what evidence means in these perspectives, including postpositivism and poststructualism, as well as indigenous, democratic, postcolonial, queer, feminist, performative and participatory models of truth and critical inquiry.

Additionally, our colleagues in Manchester (UK) believe it is useful to conceptualize research as subversive activity, as work that unsettles, challenges and contests existing social and educational formations. Subversive research resists work that is at ease with the methodological preconceptions of federal and private funding bodies. Subversive scholars seek discourses of resistance that contest current notions of truth, justice, healing, health, schooling, identity, learning and teaching.

Half-day (morning and afternoon) preconference professional workshops will be held on the first day of the three-day Congress (May 2-5). The Congress also will consist of keynote, plenary, featured, regular, and poster sessions. There will be an opening reception and barbeque as well as a closing old-fashioned Midwest cook-out.

We invite your submission of paper, poster and session proposals. Session and paper submissions will be accepted online only from September 1 until November 16, 2006. Conference and workshop registration will begin December 1, 2006. To learn more about the Third International Congress and how to participate, please visit our Web site www.QI2007.org.

Campus map
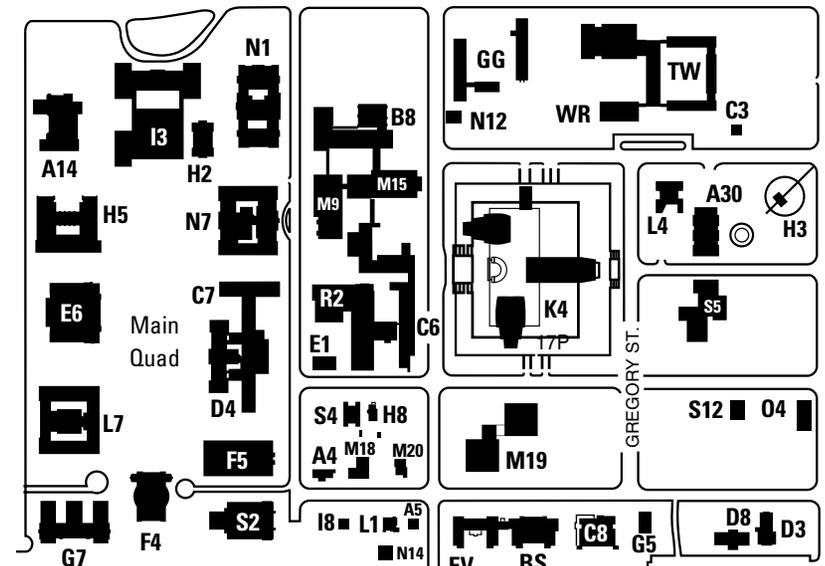
13 Illini Union
The main site for the congress, including registration.

F4 Foellinger Auditorium
Site of keynote addresses Thursday night.

L4 Levis Faculty Center
Site of opening Midwest barbeque on Thursday night as well as Saturday evening barbeque.

H5 Henry Administration Building
Site of some sessions Friday and Saturday.

N7 Noyes Lab
Site of some sessions Friday and Saturday.

D4 Davenport Hall
Site of some sessions Friday and Saturday.

H3 Hallene Gateway
Site of COB INSTALLATION and INTERACTIVE COBBING, a daylong installation and interactive performance.

Illini Union maps

FIRST FLOOR
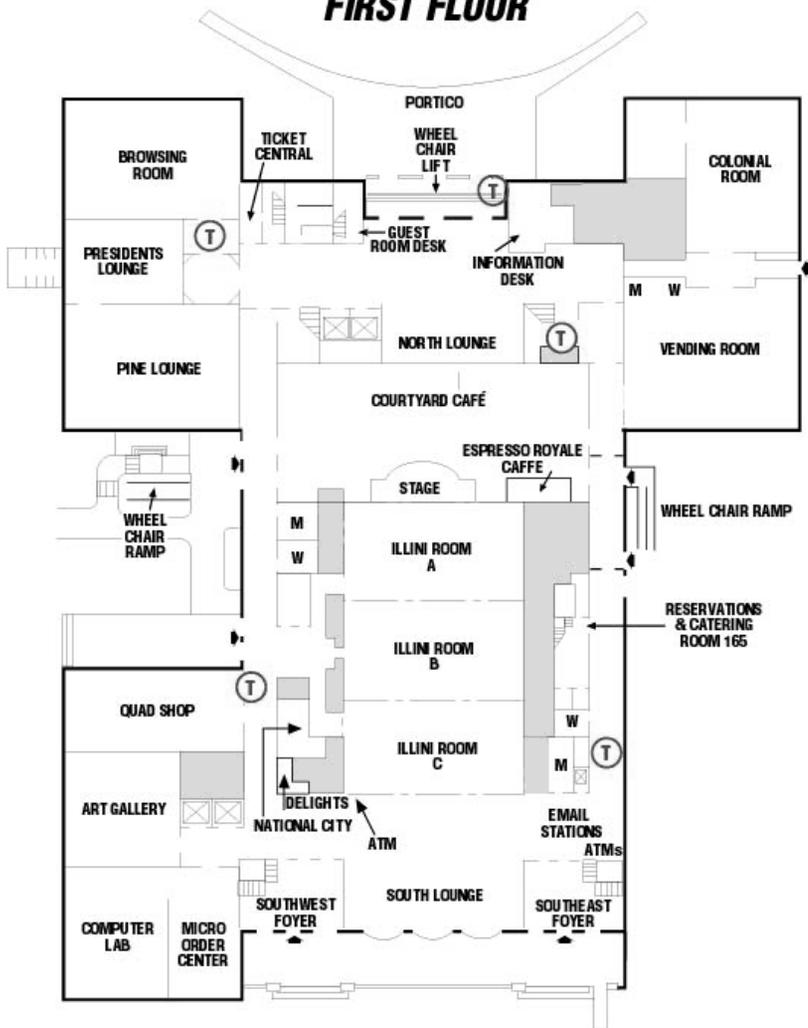
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General information

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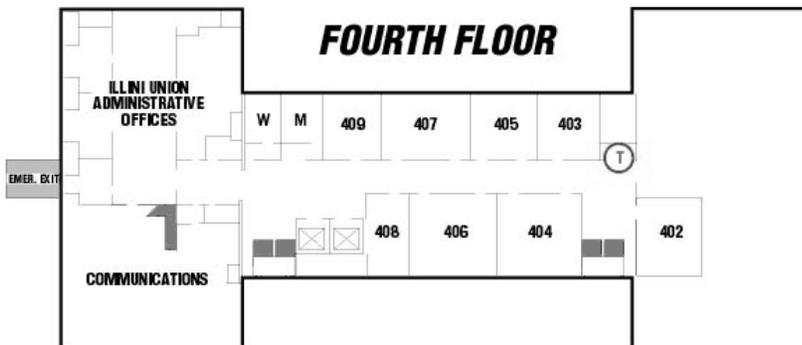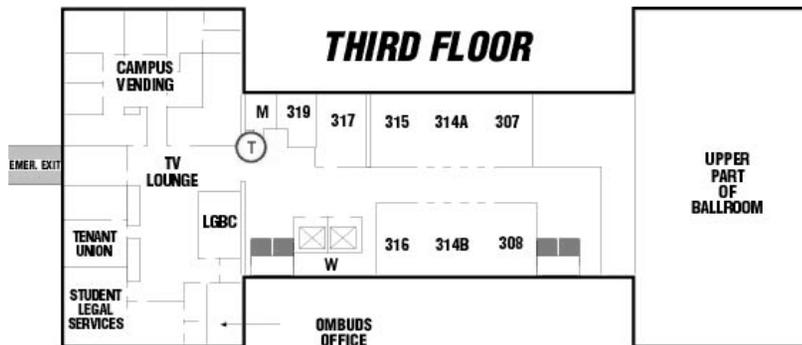
General information

Conference volunteers
An information table for conference inquiries will be available in the Colonial Room of the Illini Union. Conference volunteers with orange badges will be happy to assist you.

Registration hours
Registration will be in the Illini Union. Registration hours are: 6-9 p.m. Wednesday in 200 Union, 8 a.m. to 5 p.m. Thursday, 8 a.m. to 5 p.m. Friday, and 8 a.m. to noon Saturday in the Colonial Room.

E-mail services
Internet access is available in the computer lab in the southwest corner of the first floor of the Illini Union. Passwords, etc. will be given to you for your sole use in that computer lab. Many coffee houses and restaurants in the Campustown area also provide wireless Internet access to their customers.

Technology
An overhead projector will be in every room. If you specifically requested an LCD projector or TV/VCR/DVD player for your presentation, one will be made available. Unfortunately, we are unable to provide laptop computers for use with an LCD projector. If you have requested any other audio-visual/technological equipment, such as a 35mm slide projector or a CD player, we will work with you to procure these items.

Photocopying
A pay photocopy facility is in Room 333 of the Illini Union. Hours of operation are Thursday and Friday from 8:30 a.m. to 5:30 p.m.

Conference badges
Your conference badge is your "ticket" to all the events. Thus, it is imperative that you have checked-in and retrieved your conference badge/packet before you attend your first event.

Currency exchange
Main Street Bank & Trust, at the southwest corner of Wright and Green streets near the Illini Union, is the only place nearby that does immediate currency exchanges. However, the bank charges $10 to non-account holders and $5 to account holders for all currency exchanges, and it doesn't necessarily make exchanges for all currencies. Also note that despite a sign on the door, the Western Union office on Green Street does not provide currency exchange.

Food, lunches
Except for the Thursday and Saturday barbeques, the conference will not provide any meals for conference attendees. The Illini Union is centrally located within easy walking distance of dozens of bars and restaurants that cover the wide spectrum of cuisines (Italian, French, Indian, Chinese, Mexican, American, etc.). Several fast food establishments (e.g., McDonalds, pizza, sandwiches) are in the basement of the Illini Union, as well as within easy walking distance. Included in your conference packet will be detailed information regarding names and locations of most of the local restaurants. You can also download this information from the conference Web site.

Smoking
All campus buildings are smoke-free.

Cell phones and pagers
Please turn off or silence all cell phones or pagers when attending all conference sessions.

Public transportation
Champaign-Urbana is widely recognized as having one of the best public transportation systems for small cities in the United States. There are several routes that can get you to the Illini Union and from Illini Union to downtown Champaign or downtown Urbana. See the Illini Union information desk at the building entrance for more information on bus routes. All rides for adults cost $1 one-way.

Parking
Parking on campus is sparse. If you can, either walk or take a hotel shuttle to the Illini Union to avoid parking headaches.

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Thursday, May 4

100   Active Interviews

8-9:30 a.m.   211 Union

Chair: *Mary J Fambrough, Alliant International University*

Inviting the Self Back In: Reintegrating Mystory, *Mary J Fambrough, Alliant International University*

An Exercise In Self-Analysis: Interviewing The Interviewers, *Carolina Najmias, Cecilia Fraga, Carolina Maria Perea, and Gabriela Solange Plotno, University of Buenos Aires*

Probing into the Participants' Trajectory of Fact Building: Challenges and Responses in Conducting Active Interviews through Dialogical Perspectives, *Astrid Dewi Meilasari-Sugiana, University of Melbourne*

101   Mixing methods

8-9:30 a.m.   215 Union

Blending Case Study Approaches: Philosophical Ideals or New Wave Practicalities? *Charmaine Marie McPherson, St. Francis Xavier University*

Moving Beyond Outcomes: Using Mixed Methods To Understand Youth Settings, *Nancy L Deutsch, University of Virginia, and Barton J Hirsch, Northwestern University*

A Teacher's Decision Making in Reading Practices, *Eunhyun Kim, University of Illinois at Urbana-Champaign*

102 Regulation and Control in Practice

9:45-11:15 a.m.   211 Union

Chair: *Betina Freidin, Brandeis University*

Acupuncture Worlds in Argentina: Symbolic and Institutional Boundaries in the Construction of Healing Expertise, *Betina Freidin, Brandeis University*

Naturopathic Doctors in Ontario and British Columbia: An Inquiry into Accreditation, Licensing, and Regulation, *Marilyn Anne Roth, University of Victoria*

Why Psilocybin Mushrooms Are Illegal, *Colin David Wark, University of Missouri*

Human Subjects, Human Rights, and Research Ethics: How Political Discourses of Agency Shape Research on Prison and Mental Illness, *Kristin Gates Cloyes, University of Utah*

Conversations Around the Cashwrap: Communicating Resistance and Retaliation, *Keely K Bell, San Diego State University*

103 Critical Health Policy and Social Justice

9:45-11:15 a.m.   215 Union

Chair: *Elizabeth Anne McGibbon, St. Francis Xavier University*

Social Justice and Health: Neo-Conservative Resistance in Health Policy and Research, *Elizabeth Anne McGibbon, St. Francis Xavier University and Josephine Etowa*

Going Without Health Insurance: Opinions of the Working Uninsured, *Cynthia Marie Saunders, California State University, Long Beach*

Psychosocial Adjustment of Young Korean Adults with Hemophilia, *Myungsun Yi, The Research Institute of Nursing Science, Seoul National University; Won Ock Kim and Hyunsook Kang, Kyung Hee University*

The Decision Making Process on Divorce of Korean Women, *Hyejoo Joo, Kyungin Women's College*

The Experiences of Recovery from Disease in Patients Doing Meditation, *Haeng-Mi Son, Dongguk University; Joo-Hyun Kim, Kwangwon National University; and Jong-Hoon Kim*

104 Open Session I

9:45-11:15 a.m.   403 Union

Chair: *Giuseppe Scaratti, Cattolica of Milan*

Evaluating Training Effectiveness: A Narrative Approach, *Giuseppe Scaratti, Barbara Barbieri and Silvio Ripamonti, Cattolica of Milan*

Researcher's Dilemma in Qualitative Inquiry: Knowledge Production and Ethics, *Anna Indria Witasari and Ruth Nettle, University of Melbourne*

The Power Relationship Between Teacher Leaders and the Principal: Forming a New Structure for School Leadership, *Yihsuan Chen, Texas A&M University*

Women Deans: A Deconstruction of Leadership, *Carol A. Isaac, University of Florida*

Combining Qualitative Research Methodologies with Grassroots Advocacy to Influence Community-Based Service Provision for People with Psychiatric Disabilities, *Andrea Marie Gossett, Nathan Kai-Cheong Chan and Mansha Mirza, University of Illinois at Chicago*

105 Ethnographies of Grief and Mourning

11:30 a.m. to 1 p.m.   211 Union

Chair: *David Flomenhaft, New York University*

The Forgotten Ones: The Grief Experience of Adult Siblings of World Trade Center Victims, *David Flomenhaft, New York University*

Killing or Coping: The Portrayal of Grief and Mourning in Contemporary American and European Films, *Elliott Aaron Estrine, San Diego State University*

Ethnography in Memory of Derrida's "Impossible Mourning": Surviving the Re-Turn in Cyprus, *Zelia A. Gregoriou, University of Cyprus*

Ethnography of Suffering and Situated Seeing: Feminist Methods/Epistemology, Value-full Science and Ethics, *Sarah L. MacMillen, University of Notre Dame*

106 Democracy

11:30 a.m. to 1 p.m. 215 Union

Chair: *Victor W. Pickard, University of Illinois at Urbana-Champaign*

Conceptualizing Democratic Methodologies, *Mirka Koro-Ljundberg, JeffriAnne Wilder, Pam Williamson, Regina Bussing and Fredline McCormack, University of Florida*

The Rise and Fall of Democratic Media Policy, 1945-1948: The Public Interest and Social Responsibility Doctrine for Broadcasters and the Press, *Victor W. Pickard, University of Illinois at Urbana-Champaign*

107 Open Session II

11:30 a.m. to 1 p.m. 403 Union

Chair: *Linda L. Donovan, University of Arkansas at Little Rock*

An HIV/AIDS Curriculum: Re-Making Teaching Moments in a Kenyan Classroom, *Bosire Monari Mwebi, St. Francis Xavier University*

A Critical Assessment of Welfare Reform: An Interpretive Interactionist Approach, *Mike Bratton, University of Windsor*

Hurricane Katrina Disaster Peer Support from Disaster to Recovery: A Social Change Curriculum Developed by Psychiatric Survivors for Psychiatric Survivors, *Linda L. Donovan, University of Arkansas at Little Rock*

Investigating the Power Relationships Between Teacher Leaders and the Principal: Forming a New Structure for School Leadership, *Yihsuan Chen, Texas A&M University*

De-Constructing the Learning Spaces in Medicine as a Possibility of Construction of the Subject, *Juan M Mendoza, Tonatiuh Barrientos, Bonfiglio R Muñoz and Edgar C Jarillo, Universidad Autónoma Metropolitna-Xochimilco*

108 Developments in Mixed Methods

1:45-3:15 p.m. 211 Union

Chair: *Stephen J. Sills, Wayne State University*

A Qualitative and Longitudinal Exploration of Social Support, *Stacey B Scott and C.S. Bergeman, University of Notre Dame, and T L Bisconti,*

University of New Hampshire

Cultural Flexibility and Program Evaluation: Lessons Learned From Mixed-Method Evaluation Of A Kosher Food Pantry, *Stephen J. Sills and Holly Child, Wayne State University*

Creating Mechanisms for Multiple Voices to be Heard in Trans-disciplinary Multi-Site Community Research, *Gary W Harper, Leah C. Neubauer and Audrey K. Bangi, DePaul University; and Jonathan Ellen, M.D., Johns Hopkins University*

The Rise of New Syntheses: Quality Appraisal Issues in Systematic Mixed Reviews, *Pierre Pluye, McGill University, and Marie-Pierre Gagnon*

109 Urban Issues and Qualitative Inquiry

1:45-3:15 p.m. 215 Union

Chair: *Roger E. Boyd, Southern Illinois University Edwardsville*

Importance of Qualitative Inquiry in Urban Planning, *Laura Carrillo, Roberto Eibenschutz and Consuelo Chapela, Universidad Autónoma Metropolitana Xochimilco*

Gated-Community Emergence in the Metro East: Residential Growth and Development in St. Clair County, Illinois, *Roger E. Boyd, Southern Illinois University Edwardsville*

The Effects of Increased Security Measures in Selected Metro East High Schools, *Jennifer Lynn Mellick, Southern Illinois University Edwardsville*

Talking Cents: Performance, Identity and Democratic Public Education in East St. Louis, Illinois, *Donyell L Roseboro, John Hunt and Michael O'Malley, Southern Illinois University Edwardsville*

Building Collaboration to Address the Effects of Poverty on Social Conditions in Fayette County, Penn., *John Vincent Rapano, Indiana University of Pennsylvania; Jo Ann Jankoski and Debra Evans-Rhodes, The Pennsylvania State University - Fayette, the Eberly Campus*

110   Community

1:45-3:15 p.m.   403 Union

Chair: *Ruth Ban, University of South Florida*

Building a Research Community of Practice: Five Novice Researchers' Experience, *Ruth Ban and Li Jin, University of South Florida*

Reflection and Assessment of Grassroots Women's Leadership, *Roberta Marilyn Campbell, University of Cincinnati-Raymond Walters College*

When is Helping Not Helping, and When is Helping Hoping? *Christine S. Davis, University of North Carolina at Charlotte*

Obstacles to Research: A Social Workers Experience in a Community Hospital, *Heather Murphy Sloane, University of Illinois*

111   Discourse Analysis: New Developments

3:30-5 p.m.   211 Union

Chair: *Amy Elizabeth Stuart, McGill University*

Can There Be a Participatory Action Discourse Analysis? Deconstructing Nation and Race With Canadian Youth, *Amy Elizabeth Stuart, McGill University*

Narratives of Identity: A Poststructural Analysis of Three Deaf Women's Life Stories, *Rachelle D. Hole, University of British Columbia*

Discourses of Prostitution and Policy Recommendations, *Olga Marques, University of Windsor*

Appearance, Subculture and Narrative Identity in Punks, Darks and Rockabillies in México City, *Maria Nonantzin Martínez Bautista, Universidad Autónoma Metropolitana Xochimilco*

Othered Lives OR the Grass is Always Greener (Isnt It?): Reflexive Classed Reflections, *Pat Sikes, University of Sheffield, and Emma Macleod-Johnstone, University of Plymouth*

112   Technology, Identity, and Performance

3:30-5 p.m.   215 Union

Chair: *Grant Kien, University of Illinois at Urbana-Champaign*

Internet, Gender and Identity. Using E-mail as a Tool for Ethnographic Research, *Josep Seguí; Adriana Gil; Mercé Ribas; Montse Vall-llovera and Joel Feliu, Open University of Catalonia (UOC)*

Digital Identities with Real-World Effects: An Ethnographic Study of Electronic Performance Monitoring in Two Call Centres, *Brenda Jean McPhail, University of Toronto*

"Is That Thing On?" The Challenge of Digital Ethnography, *Matthew Pearson, Manchester Metropolitan University*

Formative Portrayals Emerged from a Computer Supported Collaborative Learning Environment: A Case Study to Establish Experiential Generalizations, *Iván Jorrín Abellán, Bartolomé Rubia Avi and Rocio Anguita Martínez, University of Valladolid*

Wireless Mobility and "Being" Canadian in Toronto, *Grant Kien, University of Illinois at Urbana-Champaign*

113   Visuality

3:30-5 p.m.   403 Union

Chair: *Una Margaret Hanley, Manchester Metropolitan University*

What Color is Your Paradigm? *Michael Lee Howell, Virginia Commonwealth University*

The timely interruptions of Mr Pollock, *Una Margaret Hanley, Manchester Metropolitan University*

"East is East," *Rachel Holmes, Manchester Metropolitan University*

Friday, May 5

200 — Neoliberalism: Discourses and Practices; Subjection and Subjectivities.

8-9:30 a.m. 209 Union

Chair: *Peter Bansel and Bronwyn Davies, University of Western Sydney*

The Time of their Lives? Academic Workers in Neoliberal Time(s), *Bronwyn Davies, University of Western Sydney*

In Loco Parentis: (Mis)Management and the Media in a School Excursion Rape Case, *Susanne Gannon, University of Western Sydney*

The Children of New Zealand's Neo-Liberal Reforms: Tracing Discourses of Choice and Self-Reliance, *Karen Nairn, Otago University and Jane Higgins, Lincoln University*

Subjects of Choice, *Peter Bansel, University of Western Sydney*

Contesting TINA: The possibilities of the History of Alternative Organizations, *Patrick Reedy, University of Newcastle Upon Tyne, and Mark Learmonth, Nottingham University*

201 — Featured: Performing Methodologies [and/or/is/of/in/…] Performing Cultures

8-9:30 a.m. 210 Union

Chair: *Ronald J. Pelias, Southern Illinois University-Carbondale, and Tami Spry, St. Cloud State University*

In Defense of Hubris: Automethods as Revival, *Scott William Gust, Bowling Green State University*

Straight and White: Performing My Own Body, *W. Ben Myers, Southern Illinois University-Carbondale*

Archive Incarnate: Doing History with an Ethnographic Sensibility, *Amy Pinney, Southern Illinois University-Carbondale*

202 — Critical Health Policy

8-9:30 a.m. 217 Union

Chair: *April Chatham-Carpenter, Univ Of Northern Iowa*

Decolonizing Nutrition Education: Thinking Critically about Approaches to Nutrition Education with Aboriginal Communities, *Jennifer Dyan Eskes, University of British Columbia*

The Ethical Turn Inward: Problems Posed from an Autoethnography about Anorexia, *April Chatham-Carpenter, University of Northern Iowa*

Deconstructing Family Therapy Approaches to Anorexia/Bulimia: Applying Creative Analytical Processes, *Jennifer Aragona, Kathleen Burns Jager and Marsha T. Carolan, Michigan State University; and Tianna Hoppe-Rooney*

Cultural Perceptions of a Healthy Diet and the Transition from Traditional Dietary Practices on Native American Women, *Christopher Alan Taylor, The Ohio State University, and Kathryn S Keim, Rush University Medical Center*

When One Size Does Not Fit All: Analytic Challenges in a Multisite Study on Resilience, *Marion I Brown, Dalhousie University, and Mary Armstrong, University of South Florida*

203 — Special Featured: Lessons Learned from the American Evaluation Association/Duquesne University Building Diversity Internship Program Experience.

8-9:30 a.m. 314A Union

Chair: *Maurice Samuels, University of Illinois at Urbana-Champaign*

Who is Influencing Who? Making Space for Multiple Voices in the Evaluation Process, *Tanya Avasha Brown, Duquesne University*

Issues in (Dis)ability Studies Research: An Insider's Perspective, *Dymaneke Dinnel Mitchell, University of Alabama*

Putting Cultural Competence to Practice, Easier Said Than Done. Lessons Learned from Year-One Evaluation Working with Immigrant Latino Students, *Trinidad Molina Villegas, University of Illinois at Urbana-Champaign*

204 HIV I: Narratives and Counter-narratives

8-9:30 a.m.   404 Union

Chair: *Jodi Charlene Nettleton, University of South Florida*

My Brothers Keeper: An Autoethnography of AIDS and the Family, *Jodi Charlene Nettleton, University of South Florida*

Political Participation and the Fight Against HIV/AIDS: A Analyze by the Depth's Hermeneutic, *Carlos Roberto de Castro Silva, Universidade Cruzeiro do suli and W. E. (Ted) Hewitt, The University of Western Ontario*

Taking a Politico/ Sociocultural Approach to HIV/AIDS, *Joan Elizabeth O'Brien, Lesley University*

Journeying Through the Erotic: Using Narratives and Storytelling in Sex Research, *Hameed (Herukhuti) Sharif Williams, Columbia University and New York State Psychiatric Institute*

Accessing Hidden Populations in a Foreign Country: Same Sex Partners in Jamaica, *Ruth Charmaine White, Seattle University*

205 Ethical and Political Dimensions of Qualitative Evaluation in Education Studies

8-9:30 a.m.   405 Union

Chair: *Mustafa Yunus Eryaman, University of Illinois at Urbana-Champaign, and Hakan Dedeoglu, University of Florida*

A Case Study Evaluation of Turkish Students' Adaptation Process in a Midwestern University, *Nihat Gurel Kahveci, University of Illinois*

A Critical Qualitative Evaluation of Students' Experiences on the Issue of Diversity in a Literature Class, *Hakan Dedeoglu and LInda L. Lamme, University of Florida*

Exploring the Moral and Political Issues of Qualitative Evaluation in a Case Study, *Mustafa Ulusoy, University of Illinois*

A Qualitative Case Evaluation of Preservice Teachers Moral and Political Growth in a Literacy Education Course, *Mustafa Yunus Eryaman, University of Illinois at Urbana-Champaign*

206 Negotiating identity- Conversations with Self, Country and Culture

8-9:30 a.m.   406 Union

Chair: *Gayatri Moorthi and Meltem Yilmaz-Sener, University of Illinois at Urbana-Champaign*

"The Day That I Learned That I Am Not White": An Autoethnographic Performance, *Meltem Yilmaz-Sener, University of Illinois at Urbana-Champaign*

Tumbleweeds: Transacting the Contradictions of Experience, Identity and Nation in the Places We Call Home, *Carmen Ocon, University of Illinois at Urbana-Champaign*

The Sacred Me: Tales of the Privileged, *Gayatri Moorthi, University of Illinois at Urbana-Champaign*

Border Crossings: Renegotiating Imposed Identities, *Rufina Cortez, University of Illinois at Urbana-Champaign*

English: Glass Ceiling to My Students, *Sunglim Lee, University of Illinois at Urbana-Champaign*

207 Depression and Human Subject Research

8-9:30 a.m.   407 Union

Chair: *Siri R. Hoogen, Miami University*

Voices of Depression: Using Women's Stories to Explode the Medicalized Narrative, *Siri R. Hoogen, Miami University*

Understanding Exogen Depression Through Deep Interviewing Collaborating to Public Health, *Socorro Amezcua, Consuelo Chapela and Paula Rojas, Universidad Autónoma Metropolitana Xochimilco*

Exploring the Subjective Meanings and Experiences of Depression, *Reena Pramod Sheth, Eastern Illinois University*

208 Education and Work: The View of Excluded People

8-9:30 a.m.   211 Union

Chair: *Ruth Marilda Fricke and João Teodoro Bourscheid, UNIJUI*

The Insertion in the World of the Work in the Optics of the Education

in Brazil, *Ruth Marilda Fricke, UNIJUI*

The Child's Profile That Exercises Some Activity of Income in the Street, *João Teodoro Bourscheid and Enio Waldir da Silva, UNIJUI*

The Missing Page in NAEP, the National Report Card: Experience of Becoming Educated, *Robert E Stake and Brinda India Jegatheesan, University of Illinois at Urbana-Champaign*

Negotiating Reality: Collaboration, Expectations, and Power Differentials in Higher Education, *Karin F. Brockelman and Janet Gaffney, University of Illinois*

Turned On and Tuned In — Grounded Theories on Teachers Work Outside Classrooms, *Per Lindqvist and Ulla Karin Nordänger, University of Kalmar*

209   Qualitative Inquiry and Quality of Life

8-9:30 a.m.   215 Union

Chair: *Ruth Marilda Fricke and João Carlos Lisboa, UNIJUI*

Quality of Life in the Elderly: Satisfaction with the Life as a Parameter, *João Carlos Lisboa, Ruth Marilda Fricke and Maria Cristina Pansera-de-Araujo, UNIJUI*

Sexuality in the Debate of the Doctor and Patient Relationship in the Elderly, *João Carlos Lisboa, Ruth Marilda Fricke and Maria Cristina Pansera-de-Araujo, UNIJUI*

Life Quality: Social and Cultural References in the Urban Migration, *Ruth Marilda Fricke and João Teodoro Bourscheid, UNIJUI*

210   Spotlight: The Yin and Yang of Participatory Arts-Based Research: Creating Documentary Films in Communities of Difference

8-9:30 a.m.   314B Union

Chair: *Susan Finley, Washington State University Vancouver*

Whose Voice Is It?: The Colonizing Potential in Creating Social Performances and Participatory Films, *Susan Finley, Washington State University Vancouver; Heather Irene Mosher, Portland State University; and Wendy Koppel Kohn, Kwamba Productions*

VISUAL TEXT — Tent Cities Toolkit: A Grassroots Organizing Tool for Social Change, *Wendy Koppel Kohn, Kwamba Productions, and Heather Irene Mosher, Portland State University*

Empowerment and Its Opposite: The Double-Edged Sword of a Collaborative Community-Based Methodology, *Heather Irene Mosher, Portland State University*

VISUAL TEXT — The Dignity Village Orientation Action Tool and Its Creation, *Heather Irene Mosher, Portland State University; Wendy Koppel Kohn, Kwamba Productions; and Dignity Village*

At Home At School (AHAS) Documentary: Ethics and Power in Using Film in Arts-based Research, *Susan Finley, Washington State University Vancouver and Wendy Koppel Kohn, Kwamba Productions*

211   Qualitative inquiry in the Business and Management Field

8-9:30 a.m.   149 Henry

Chair: *Catherine Maria Cassell, University of Manchester and Gillian Symon, Birkbeck*

Positioning Qualitative Research as Resistance in the Contemporary Academic Labour Process, *Gillian Symon, Birkbeck; Anna Buehring, Manchester Metropolitan University; Phil Johnson, University of Sheffield; and Catherine Cassell, University of Manchester*

Back to the Future: Towards a Rediscovery of a Critical Qualitative Accounting Research, *Bill Lee, University of Sheffield; Christopher Humphrey, University of Manchester; and Brendan ODwyer, University of Amsterdam*

QI & AOM Compared: We're Managers, We Don't Do That Sort of Thing!, *Michael Humphreys and Mark Learmonth, University of Nottingham*

Beyond the Double Hermeneutic: Reflexive Interpretation in Narrative Research, *Ann Cunliffe, The University of New Mexico, and Karen Locke, College of William and Mary*

It Is Time to Set Story Free from Narrative, *David Boje, New Mexico State University*

212 Defining the Subject: Examining State Level Policy Intentions

8-9:30 a.m. 154 Henry

Chair: *Cheryl A Hunter, Indiana University*

Imagined Citizen: Civics Education Curricula in the Era of Multicultural Germany, *J.D. Hinderliter Ortloff, Indiana University*

New "Labor" Markets: Community-based Doula Programs for Underserved Women, *Cheryl A Hunter, Indiana University*

Coming Back to Place: the Changing Landscape of Nature Interpretation, *Joshua E Hunter, Indiana University*

Adolescent Voices and Changing Perceptions: Fostering the Ideal of Cosmopolitanism through the Putney Seeds for Progress Program in India, *Payal P Shah, Indiana University*

213 COB INSTALLATION and INTERACTIVE COBBING: Daylong Installation and Interactive Performance

8 a.m. to 5 p.m. Hallene Gateway

Chair: *Jeanine Marie Minge, University of South Florida*

Participants: *Nikki Pike, Stacy Holman Jones and Amber Cobb, University of South Florida, and Jason Below*

214 Portraiture: Culturally and Contextually Relevant Methodology

8-9:30 a.m. 162 Noyes

Chair: *Mark A Earley, Bowling Green State University*

Voicing the Leadership Journey of Black Male Leaders, *Patrice McClellan, Bowling Green State University*

Experiences of African Women Leaders in the Search for Social Justice, *Faith Wambura Ngunjiri, Bowling Green State University*

Encouraging Students to Discover and Reflect on Their "Researcher-I," *Mark A Earley, Bowling Green State University*

Portraiture: Issues of Interpretation, *Laurel H Campbell, University of Illinois at Urbana-Champaign*

215 Developments in Field Work

8-9:30 a.m. 136 Davenport

Chair: *Patricia Geist-Martin, San Diego State University*

Abrupt Endings: When "Gate Keepers" Change Their Minds, *Yohai Hakak, Ben-Gurion University of the Negev*

Audio Documentary and the Ethnographic Audience, *Daniel Makagon, DePaul University*

A Qualitative Approach in Dealing with the Plight of Temporary Employed Teachers in the Rural Schools of South Africa: Lessons Learned From the Use of Qualitative Case Study, *Mahlapahlapana Johannes Themane, University of Limpopo*

"Ordering the Disorder: Reflections on Six Months Away," *Patricia Geist-Martin, San Diego State University*

216 Issues in Human Subject Research

8-9:30 a.m. 113 Davenport

Chair: *Christine Marmé Thompson, Pennsylvania State University*

Research Ethics: Mutuality and Recipocity as the Basis for a Re-Conceptualised Ethic of Trust, *Tim Bond, University of Bristol*

Provocations and Possibilities in Research with Young Children: Documenting Art Experience, *Christine Marmé Thompson, Pennsylvania State University*

Eliciting Personal Attributes of Medical School Applicants; A Qualitative Set of Tools and Methodology Leading to a New Admission System Model, *Sara Katz, Shaanan Teachers' Training College*

Infiltrating the IRB, *Robert L. Krizek and Paaige K. Turner, Saint Louis University*

217 Improving Outcomes for Students with Disabilities through Qualitative Research

8-9:30 a.m. 211 Davenport

Chair: *Christi Carnahan, University of Cincinnati*

Facilitated Action Research as the Foundation for Inclusive Practice

Across Diverse Settings, *Tina Cook, Northumbria University*

Increasing Access to the Science Curriculum at the Middle Level Using Peer Assisted Learning Strategies, *Steve Kroeger, University of Cincinnati*

Role Models in Best Practice: Improving Pedagogy to Prepare Intervention Specialists, *Shobana Musti-Rao, Steve Kroeger and Karin Schumacher Dyke, University of Cincinnati*

Increasing Academic Engagement for Students with Autism through Interactive Learning Materials, *Christi Carnahan, University of Cincinnati*

218   Technology and Education
8-9:30 a.m.   212 Davenport

Chair: *Dalit Levy, University of California, Berkeley*

Teaching by WiDi — A Case Study of Leading a "Wireless Discourse" in the SCience Classroom, *Dalit Levy, University of California, Berkeley*

A Comparative Analysis of Science and Technology Course Books in Primary Teaching, *Haluk Unsal, Gazi University*

Academic Responsibility and ESL E-mail: What Do We Think We're Reading? *Valerie Anne Ashford, Queens University*

Bridging the Gap Between the Growth of Scientific Knowledge and Action Research: An Experience of Personal Construct Analysis, *Ann-Louise Davidson, University of Ottawa*

Integrating Qualitative Data Analysis Software into Qualitative Methods Courses, *Sharlene Nagy Hesse-Biber, Jeannette Belcher-Schepis and Xiaoxia Chen, Boston College*

219   Spotlight: Desperately Seeking Organic Intellectual Praxis: Decolonizing?
9:45-11:15 a.m.   209 Union

Chair: *Corrine Glesne, deprofessionalized intellectual, and Carolyne J. White, Rutgers University*

Globalization, Resistance and Qualitative Research: "Other" Ethics Rising, *Corrine Glesne*

Research with Communities Made Poor: Re-searching Ourselves, *Carolyne J White, Carmen Kynard and Jamie Lew, Rutgers University*

Native Sovereignty: Counter Sovereignty, *Gaetano Senese, Northern Arizona University*

White on White: Researcher Reflexivity and the Logics of Privilege in White Schools Undertaking Reform, *Jenny Gordon, Binghamton University*

Preparing to Utilize Decolonizing Methodologies: Tentative Notes from a First-Timer, *Amy Moran, City University of New York*

220   Computer Assisted Research, IRBs, and Social Policy
9:45-11:15 a.m.   149 Henry

Chair: *Marianne Ryan, University of Michigan*

Online Tools for Data Collection: What Does It Mean for Qualitative Research? *Ruth Ban and Tony Erben, University of South Florida*

Research in New Media: Ethical Considerations for Removed Subjects, *Jen Almjeld and Sergey Rybas, Bowling Green State University*

Internet Research Ethics and Information Privacy: A Law and Economics Case Study, *Marianne Ryan, University of Michigan*

Understanding Online Learning from International (non-English speaker) Students' Perspectives, *Serkan Toy, Iowa State University*

The Mindful Eye (I): Using Software Tools for Qualitative Data Analysis, *Chris Gale Stephenson and Karen Marie Higgins, Oregon State University*

221   Qualitative Health Research & Gerontology
9:45-11:15 a.m.   217 Union

Chair: *Julia Rozanova, Alberta*

Social Engagement and Healthy Aging in Canada: Individual and Societal Determinants of Vulnerability, *Julia Rozanova, Alberta*

(Care)Giving and Receiving: A Layered Story of Multigenerational Mother-Daughter Relationships, *Leslie Lorenz, University of South Florida*

Loving to Live: Exploring the Life-Extendings Benefits of Marriage and Close Realtionships in Okinawa, *Rachel A. Binns, University of South Florida*

Crossing Regional Boundaries: A Derived Etic Methodology, *Anne Shordike and Doris Emma Pierce, Eastern Kentucky University; Clare Hocking, Auckland University of Technology; and Wannipa Bunrayong, Chiang Mai University*

Reversing Hierarchies of Evidence in Health Care for Older People, *Neil Small, University of Bradford*

Using/Constructing Qualitative Research to Unmask
222   Our Academic Practices and Policies

9:45-11:15 a.m.   314A Union

Chair: *Gaile S. Cannella, Arizona State University*

Critical Chicana Analysis of Educational Policy: Embodying Carnal METODOLOGIAS, *Cinthya Saavedra, University of Texas, Arlington*

Educational Interventions and Reforms that Reinscribe a Colonial Relationship, *Araceli Rivas, El Paso Public Schools*

Using Black Feminist Thought to Foreground Women as the Subjects of Discourses of Childhood Education and Well-Being, *Gaile S. Cannella and Michelle R. Hughes, Arizona State University*

A Postcolonial Analysis of an Even Start Program, *Radhika Viruru, Texas A&M University*

Reconceptualizing Research as Collective Action that Counters Oppressions, *Karen Ortiz, Arizona State Department, and Gaile S Cannella, Arizona State University*

223   Abuse Narratives

9:45-11:15 a.m.   314B Union

Chair: *Michele Janet McIntosh, University of Alberta*

Forging New Methods of Evaluating Knowledge Regarding the Efficacy of Screening Women for Domestic Violence, *Michele Janet McIntosh, University of Alberta*

Marital Therapy about Korean Wife with Depression: The Application

of Quantitative and Qualitative Methods, *Tai-Young Park, Soongsil University*

True Stories? Dilemmas in Research into False Allegations of Sexual Misconduct, *Pat Sikes, University of Sheffield and Heather Piper, MMU Cheshire*

Challenges in the Use of Participatory Action Research in Researching Educators Unwritten Alternative Forms of Pupil Discipline at Schools in South Africa, *Layane Thomas Mabasa, University of Limpopo*

Emancipatory Qualitative Research and Social Marketing, *Jane F. Gilgun, University of Minnesota, Twin Cities; Danie Watson; and Yvonne Cournoyer*

Telling Out Tales of School, or What I Would Tell My Students About My Sexuality If Heteronormativity
224   Wasn't So Damn Hard to Subvert

9:45-11:15 a.m.   154 Henry

Chair: *Scott William Gust, Bowling Green State University*

Show You Mine if You Show Me Yours: Visual Representation of Sexual Identity, *B. Stephen Carpenter, Texas A&M University*

My (Other Than) Queer Classroom: A New Scholar's Attempt to Understand Why (My) Sexuality in the Classroom is Taboo, *Andrea M. Davis, Bowling Green State University*

Naming Our Sexual and Sexualized Bodies in the Communication Classroom: And the Important Stuff that Comes After the Colon, *Scott William Gust and John T. Warren, Bowling Green State University*

Teaching Against Homophobia without Becoming the Subject, *Cris Mayo, University of Illinois at Urbana-Champaign*

Identitas Interruptus: Renegotiating the Politics of Sexual Identities in Educational Leadership Courses, *Michael P. OMalley, Southern Illinois University-Edwardsville, and Patrick Slattery, Texas A&M University*

225   Epistemic and Ethical Issues in Active Interviewing

9:45-11:15 a.m.   405 Union

Chair: *Svend Brinkmann and Claus Elmholdt, University of Aarhus*

The Ethics of Active Interviews, *Svend Brinkmann, University of Aarhus*

The Research Interview as Discourses Crossing Swords — The Researcher and Apprentice on Crossing Roads, *Lene Tanggaard Pedersen, University of Aalborg*

The Leading Effect of Interviews as Context for Questions, *Claus Elmholdt, University of Aarhus*

Comments and discussion: *Steinar Kvale, University of Aarhus*

226   Feminist Ethnography

9:45-11:15 a.m.   406 Union

Chair: *Diane Susan Grimes, Syracuse University*

Situated Methodologies: Is There a Recipe for Doing Critical Reflexive Research? *Lorraine Nencel, Vrije Universiteit*

Feminist Communicology as Ethnographic Method, *Diane Susan Grimes, Syracuse University*

Girls Working Together Without "Teams": Gentle Resistance to Managerial Colonization, *Mark Learmonth, University of Nottingham*

Speak to Me No More: Bodily Means of Expression in the Construction of Ethnographic Knowledge, *Magdalena Joanna Kazubowski-Houston, Simon Fraser University*

Health on Female Sexual Workers. Learnings from a Research Work in a Context Dominated by Quantitative Approaches, *Eva Santos, Arturo Granados, Consuelo Chapela and Luisa García-Barajas, Universidad Autónoma Metropolitana Xochimilco*

227   Plenary: Doing and Troubling Policy Science

9:45-11:15 a.m.   407 Union

Chair: *Michael J. Feuer and Elizabeth Adams St.Pierre*

The Art of Policy Science, *Michael J. Feuer, National Academy of Sciences*

Learning and Troubling Policy Science, *Elizabeth Adams St.Pierre, University of Georgia*

228   Featured: Understanding Educational Evaluation and Policy Analysis in International Context

9:45-11:15 a.m.   211 Union

Chair: *Mustafa Yunus Eryaman, University of Illinois, and HO Kwok Keung, Hong Kong Institute of Education*

A Qualitative Evaluation of the Developmental Trend of Timetable in Hong Kong Elementary Schools, *HO Kwok Keung, Hong Kong Institute of Education*

Turkish Academicians' Representation of Self through Faculty Web Pages: A Pictorial Semiotic Case Evaluation, *Mustafa Koc, University of Illinois*

A Responsive Qualitative Evaluation of Curriculum Development Model in Turkey, *Ihsan Seyit Ertem, University of Florida*

A Textual Content Evaluation of the Impact of Educational Objectives of the European Union on the Educational Policies of the Member Countries, *Mustafa Yunus Eryaman, University of Illinois*

Get Out of Prison but Whereto?: Neoliberalism and its Opposition in the Public Discourse on Education in School Crisis Era of South Korea, *Deok-Hee Seo, Seoul National University*

229   Women and Critical Inquiry: Methodological, Theoretical and Substantive Explorations

9:45-11:15 a.m.   215 Union

Chair: *Elizabethe C. Payne, Syracuse University*

Naming Ourselves: Feminists Doing Feminist Research, *Barbara D. Korth, Indiana University*

Mommy Dearest: Straight Mothers, Lesbian Daughters and the Regulation of Gender, *Elizabethe C. Payne, Syracuse University*

A Good Woman is Seen and Not Heard? Finding Voice and Self Amidst the Silencing, *Rachelle Winkle Wagner, Indiana University*

The Celluloid Ceiling: Women Professors in American Film 1930-50, *Pauline J. Reynolds, Indiana University*

230 Participatory Action Research and Needs Assessment: Mobilizing Culturally Diverse Communities

9:45-11:15 a.m.   403 Union

Chair: *Joanna Ochocka and Rich Janzen, Centre for Research and Education in Human Services*

Theoretical Overview: Needs Assessment as Social Intervention, *Joanna Ochocka and Rich Janzen, Centre for Research and Education in Human Services*

Engaging Multiple Stakeholders Towards Social Change: The Immigrant Skills Project, *Rich Janzen and Kathy Hogarth, Centre for Research and Education in Human Services*

Engaging Immigrant Youth as Co-researchers: The Immigrant Youth in Schools Project, *Joanna Ochocka, Rich Janzen and Kristen Roderick, Centre for Research and Education in Human Services; and Anne Westhues, Wilfrid Lauier University*

Engaging Ethno-racial Communities on Sensitive Issues: Gaining Entrée in a Community Mental Health Project, *Rich Janzen, Joanna Ochocka and Julie Wise, Centre for Research and Education in Human Services*

Engaging Participants from Diverse Ethno Racial Backgrounds in Qualitative Interviewing: Empowering Experiences from a Child Protection Project, *Sarah Maiter, Wilfrid Laurier University*

231 Qualitative Inquiry in Population Studies: Five Perspectives from Mexico

9:45-11:15 a.m.   113 Davenport

Chair: *Carolina Martinez-Salgado, Universidad Autónoma Metropolitana Xochimilco*

Qualitative and Quantitative Approaches for the Study of Internal Migration in Mexico, *Haydea Izazola, Universidad Autónoma Metropolitana Xochimilco*

Work and Family: An Exercise on Mixed Methodology, *Edith Pacheco, El Colegio de Mexico, and Mercedes Blanco, CIESAS-MEXICO*

Vivencial Workshops as a Qualitative Approach to Learn About Vulnerable Populations' Problems, Necessities and Expectations, *Cristina Sanchez-Mejorada, Universidad Autónoma Metropolitana-Azcapotzalco*

Woman, Family and Housing: The Study of the Daily Life from the Life Stories, *Maria Teresa Esquivel, Universidad Autónoma Metropolitana-Azcapotzalco*

The Emotional Meaning of Demographic Events, *Carolina Martinez-Salgado, Universidad Autónoma Metropolitana-Xochimilco*

232 Spotlight: Evidence Based Practice, Qualitative Inquiry, and Social Work Practice

9:45-11:15 a.m.   404 Union

Chair: *Karen M. Staller, University of Michigan*

The Four Cornerstores of Qualitative Research, *Jane F. Gilgun, University of Minnesota*

Training In and Use of Evidence-Based Practices in Community Mental Health, *Deborah Gioia, University of Michigan*

Returning Evidence Rhetoric to Its Practice Base, *Karen M. Staller, University of Michigan*

Psychedelic Social Workers: How the Sixties Counter Culture Influenced Today's Policies and Practices for Runaway Youth, *Karen M. Staller, University of Michigan*

Practitioner Inquiry: Evidence or Critique? *Ian F. Shaw, University of York*

233 Loss and Grief: An Exploration of Personal Narratives

9:45-11:15 a.m.   136 Davenport

Chair: *Julia Barnhill, University of South Florida*

Silent Witness: An Exploration of Childhood Narratives about Loss, *Jillian Ann Tullis Owen, University of South Florida*

Bi Planes and Blue Skies: A Reflexive Analysis of Grieving the Living, *Brian Johnston, University of South Florida*

Elderly Women's Experiences with Loss and Grief, *Julia Barnhill, University of South Florida*

Alternative Methods of Studying Dying, *Brian Johnston, Julia Barnhill and Jillian Ann Tullis Owen, University of South Florida*

234   HIV II: Counter-Narratives

9:45-11:15 a.m.   211 Davenport

Chair: *Young Sook Park, Seoul National University*

Life Experiences of Korean Men with HIV/AIDS, *Young Sook Park and Yoon Hee Oh, Seoul National University*

Words of Women with HIV Who Describe Obstacles in Taking the Medications That Keep Them Alive But Make Them Feel Sick, *Eugenie F. Hildebrandt, University of Wisconsin-Milwaukee*

Conversational Exchanges On Aids in Various Interaction Contexts: A Preparatory Study for an Effective Health Communication Campaign, *Albino Claudio Bosio and Guendalina Graffigna, Università Cattolica del Sacro Cuore*

HIV-Infected Women's Struggles with UnSafe Sex, *Patricia E. Stevens, University of Wisconsin-Milwaukee*

The Stigma and Support Experiences of Older New Yorkers Living with HIV, *Cynthia Cannon Poindexter, Fordham University*

235   Decolonizing Methodologies and Representational Politics

9:45-11:15 a.m.   162 Noyes

Chair: *Dawn Edge, Manchester*

Understanding Confrontation Presented by Zapatista "Masks" of Nonviolent Insurgency, *Joshua D. Atkinson, Syracuse University*

Fieldwork with People of Groups of Middle Class: Invasion of Privacy or Ethical Limits in the Research, *Nara Magalhães, UNIJUI*

The Color of Dreams and the Meaning of Ambition, *Celine-Marie Pascale, American University*

The Politics of Representation in the Music and Lyrics of Outkast: The Case of "Southernplayalisticadillacmuzik," *Joycelyn A. Wilson, University of Georgia*

The Spaces In Between: Unspoken Discourses on Blackness in the UK, *Deon Marie Edwards-Kerr and Dawn Edge, Manchester*

236   Using Developmental Theory Without a Developmental Measure: Is There Substance Without a Score?

9:45-11:15 a.m.   212 Davenport

Chair: *Deborah Helsing and Kathleen Rimer, Harvard Graduate School of Education*

Teachers Conceptions of their Responsibilities, *Deborah Helsing, Harvard Graduate School of Education*

The Hidden Curriculum of Empathy in a Training Program in Spiritual Care for Healthcare Professionals, *Kathleen Rimer, Harvard Graduate School of Education*

Promoting Sociomoral and Civic Learning: What Does It Mean to/for Teachers? *Deborah Donahue-Keegan, Harvard University*

Using Intentional Reflection as a Means for Transformative Learning, *Annie Howell, Harvard Graduate School of Education*

237   Plenary: Critical Perspectives on Race, Gender and Human Subject Research: A Dialogue

9:45-11:15 a.m.   210 Union

Chair: *Luis Miron, University of Illinois at Urbana-Champaign*

Panelists; *Violet Harris, Arlette Willis and Wanda Pillow, University of Illinois at Urbana-Champaign, and Linda Tuhiwai Smith, The University of Auckland*

238   Decolonizing the Classroom

11:30 a.m. to 1 p.m.   209 Union

Chair: *Mary J Fambrough, Alliant International University*

Exotic Dancing: A Researchers Experience in the Adult Entertainment Industry, *Alexis Shoemate, Alliant International University*

Miguel's Story: The Kitchen as Site of Refuge and Transition, *Nanette Cowardin-Lee, Alliant International University*

Decolonizing the Qualitative Research Methods Classroom, *Mary J Fambrough, Alliant International University*

Revitalising and Sustaining Traditional Contexts for Learning,

David Alister Hindle, Pania Denise Te Maro, David Taia Toia and
Hiria Stacey McRae, Victoria University of Wellington

239   Cancer, Care Giving, and Qualitative Health Research

11:30 a.m. to 1 p.m.   217 Union

Chair: *Patricia J. Bradley, Texas Christian University*

Dragon Boat Racing for Breast Cancer Survivors: Five Short Stories,
Diana Catharine Parry, University of Waterloo

Elderly Women's Utilization of Breast Self-examination and its Impact
on the Fight against Advanced Breast Cancer, *Kevin David Evans, The
Ohio State University*

Mexican American Family Caregivers of Cancer Patients: A Journey
Toward Understanding*, *Patricia J. Bradley, Jo Nell Wells, Carolyn
Spence Cagle and Donelle M. Barnes, Texas Christian University*

"I've Been Thinking About Your Bones Today":Cancer-Experienced
Laity Performing Pathography and Palliation at the End of Life on the
ACUPS Listserv, *Joy Vanice Goldsmith, Young Harris College*

240   Case Studies of Consumer Culture

11:30 a.m. to 1 p.m.   314A Union

Chair: *Liz Edgecomb, University of South Florida*

A Qualitative Analysis of Compulsive Buying Case by a Grounded
Theoy Method, *Tai-Young Park and Sung-Hui Cho, Soongsil
University, and Jinsook Seo, Florida State University*

Undesirable and Desiring: The Stigma of an Inability to Consume, *Liz
Edgecomb, University of South Florida*

241   Case Studies & Campus Life Issues

11:30 a.m. to 1 p.m.   314B Union

Chair: *Kristi Jackson, University of Colorado*

Graduate Student Perceptions of the Integration of Qualitative Data
Analysis Software into Qualitative Methods Instruction, *Kristi Jackson,
University of Colorado*

The Graduate Student Life: Juggling the Personal and the Academic,
Christopher James McRae, University of South Florida

Tobacco Use, Perceptions, and Policy on a Midwestern University
Campus, *Roger E. Boyd and Rita Elaine Arras, Southern Illinois
University Edwardsville*

Portraits of Undergraduate Students Finding Their Life Directions,
*SungAh Bae and Klaus G. Witz, University of Illinois at Urbana-
Champaign*

Faculty Activism, Faculty Work: A Case Study, *Aaron M. Kuntz,
University of Massachusetts Amherst*

242   Featured: Relationship Stories: Co-Constructed Narratives of Commitment and Change

11:30 a.m. to 1 p.m.   404 Union

Chair: *Arthur P. Bochner, University of South Florida*

Releasing Ressentiment: The Loving Act of Letting Go in Marriage,
Alisha Vitale, University of South Florida

Looking Back and Moving Forward: Negotiating a Relationship Begun
in Infidelity, *Leslie Lorenz, University of South Florida*

Committed, Again, *Mary Poole, University of South Florida*

243   The Social Construction of Research Ethics in Kyrgyzstan

11:30 a.m. to 1 p.m.   405 Union

Chair: *Mehrigiul Ablezova, American University - Central Asia*

The Development of Research Ethics and its Challenges to Researchers
in Kyrgyzstan, *Medina Aitieva, American University - Central Asia*

The Ethical Dilemmas of Investigating a Banned Islamic Fundamentalist
Movement in Kyrgyzstan, *Elena Kim, American University - Central
Asia*

The Ethics of Film Making in Kyrgyzstan: the Negotiated Process of
Filming a Documentary, *Elmira Satybaldieva, American University -
Central Asia*

Problems of Informed Consent in Research Projects in Kyrgyzstan, *Mehrigiul Ablezova, American University - Central Asia*

Problems of Identity and Confidentiality in Research on Drug Gift Economy in Kyrgyzstan, *Gulzat Botoeva, American University - Central Asia*

244   Ethnographies of Addiction

11:30 a.m. to 1 p.m.   406 Union

Chair: *Susan Finley, Washington State University*

From Good Girl to Being Left with the Shell of Women: Drinking Experiences Among Korean Women, *Sungjae Kim, Kangwon National University and Wooksoo Kim, University at Buffalo*

Fishing for Answers: An Ethnography on Family Alcoholism, *Chanel Ruth Hachez, San Diego State University*

Exploring and Monitoring Practices of New Drug Abuse, *Giuseppe Scaratti, Cattolica of Milan*

Choosing "Good" in the Garden of "Evil": Cultivating Identity Free from Self-Destruction and the Binary of Morality, *Natalie Jane Jeha, San Diego State University*

245   Plenary: Poli-vocal and Public Models of Ethical Practice in Research

11:30 a.m. to 1 p.m.   407 Union

Chair: *Katherine Ryan, University of Illinois at Urbana-Champaign*

Poli-vocal and Public Models of Ethical Practice in Research, *Gaile Cannella, Arizona State University*

Uncovering the Hidden Story: When Children Want Children, *Leon Dash, University of Illinois at Urbana-Champaign*

The Pressing Need for Ethical Education: A Commentary on the Growing IRB Controversy, *Thomas Schwandt, University of Illinois at Urbana-Champaign*

TBA, *Nick Burbules, University of Illinois at Urbana-Champaign*

Discussant: *Lizanne DeStefano, University of Illinois at Urbana-Champaign*

246   School Organizations in Action. Capturing the Complexity of Micro-Practices in Educational Contexts

11:30 a.m. to 1 p.m.   211 Union

Chair: *Julián López Yáñez, University of Seville (Spain)*

How do schools improve? Analysis of the improvement processes and their incidence in the quality of education, *Paulino Murillo Estepa and Mariana Altopiedi, University of Seville (Spain)*

Complex social systems in small rural schools communities, *Julián López Yáñez, University of Seville (Spain)*

Women leadership and the culture of university organizations, *Marita Sánchez Moreno, University of Seville (Spain)*

Social Justice Dispositions: What might these behaviors look like?, *John Bruno, Florida State University and Melanie K. Jensen, Flagler College-Tallahassee*

247   Women's Voices

11:30 a.m. to 1 p.m.   215 Union

Chair: *Lois R. Melina, Gonzaga University*

The Personal Is Political: Womens Voices from the 1970s, *Lois R. Melina, Gonzaga University*

Womens Voices Ring True: Research Participants as Instruments of Rigor, *Helen Jean Brown, University of Victoria*

Investigating the First-Person Plural in Feminist Research, *Tamara Beauboeuf, DePauw University, and Mechthild Kiegelmann, University of Tübingen, Germany*

Disrupting Mass Media as Pedagogy: Two Women's Experiences of Hijab, *Diane Patricia Watt and Marzieh Hassantafaghodtari, University of Ottawa*

Other Mother: The Politics of Womanhood, *Robin M Boylorn, University of South Florida*

248 First Person Action Research Student Poster Session

11:30 a.m. to 1 p.m. 403 Union

Chair: *Mary Leanoir Brydon-Miller, University of Cincinnati*

Finding My Values through Photovoice, *Carri Schneider, University of Cincinnati*

Myself as an Action Researcher: Learning through Practice, *Christi Carnahan, University of Cincinnati*

A Solutions-Focused Approach to Diminishing Graduate Student Stress, *Karin Schumacher Dyke and Helene Arbouet Harte, University of Cincinnati*

249 Plenary: New Feminist Poststructural Analytics and Practices

11:30 a.m. to 1 p.m. 210 Union

Chair: *Patti Lather, Ohio State University*

(Post)Feminist Methodology: Getting Lost, *Patti Lather, Ohio State University*

Altered Books: Transgressive Reading Practices, *Laurel Richardson, Ohio State University*

Making Implicated Actors Visible: Feminisms and Representations, *Adele Clarke, UC-San Francisco*

(Re)Negotiating the Complexities of Subject / Matter: Co-Thinking STS and Poststructuralist Discourse Analysis, *Dorte Marie Søndergaard, The Danish University of Education and Lis Højgaard, University of Copenhagen*

250 Featured: Gilles Deleuze and Qualitative Inquiry

11:30 a.m. to 1 p.m. 162 Noyes

Chair: *Elizabeth Adams St. Pierre, University of Georgia*

Education Professionals Talk Biotechnology, *Lise Claiborne, Victoria University of Wellington*

Deleuze and Difference: Revealing the Excess of Diagnostic Categories, *Serge F. Hein, Virginia Polytechnic Institute and State University*

Writing a Rhizome: an (Im)Plausible Methodology, *Eileen Honan, University of Queensland, St. Lucia*

Community-Based English Language Learning as Rhizome, *George Kamberelis, University of Albany-SUNY*

Deleuzian Concepts for Methodology: The Subject Undone, *Elizabeth Adams St. Pierre, University of Georgia*

251 From the Margins: Student Voices, Teacher Solidarity

11:30 a.m. to 1 p.m. 149 Henry

Chair: *William Ayers, University of Illinois at Chicago*

Popular Education is Alive and Well: A Current Day Freedom School, *Cassandra McKay, University of Illinois at Chicago*

Seeing the Unseen, Looking Through the Lens of Adolescence, *Sandra Campbell, University of Illinois at Chicago*

KIDS OFF TRACK: An Ethnographic Autopsy of the Lives and Learning of the Children on the Backstretch, *Melanie Schikore, University of Illinois at Chicago*

Latinas in School: Between Worlds and Within Contradictions, *Monica Garcia, University of Illinois at Chicago*

The Institution of the High School: The Students' Voice and Vision, *Phyllis Burstein, University of Illinois at Chicago*

252 Evidence

11:30 a.m. to 1 p.m. 154 Henry

Chair: *Ian F. Shaw, University of York*

The Slogan of "Evidence-Based Policy/Practice/Education": Whom Does It Serve? *Riyad Ahmed Shahjahan and John Portelli, University of Toronto*

"Colour Is Not An Issue Today": Dilemmas Researching the Experiences of Black and Minority Ethnic Trainee Teachers in the UK Context, *Lorna June Roberts, Manchester Metropolitan University*

Human Science: Combining Art and Science? *Tessa Muncey, Homerton School of Health Studies*

253   Developments in Critical Focus Groups

11:30 a.m. to 1 p.m.   113 Davenport

Chair: *Mustafa Cinoglu, University of Illinois at Urbana-Champaign*

Discussing the Further Use-Focused Lessons Which Emerge from Focus Group Studies, *Mustafa Cinoglu, University of Illinois*

Focus Group and Narratives: Methodological Issues in Conducting Sexuality Research among Iranian Women, *Effat Sadat Merghati Khoei, Iran University of Medical Science and UNSW; and Juliet Richters and Anna Whelan, The University of New South Wales*

Remember When? Perfecting the Art of Socially Constructed Scrapbooks and Photo Albums, *Dana S. Trunnell, Arizona State University*

Researcher Perceptions about the Ethical and Methodological Issues of Focus Group Method, *Mustafa Ulusoy, University of Illinois at Urbana-Champaign*

254   Off the Page: Auto/ethnographic Performance as Engaged Pedagogy and Alternative Assessment

11:30 a.m. to 1 p.m.   136 Davenport

Chair: *Mary Elise Weems, John Carroll University*

TBA, *Carolyn White, Rutgers University*

TBA, *David Syring, University of Minnesota-Duluth*

TBA, *Mary Hermes, University of Minnesota-Duluth*

255   Democratic Methodologies II

11:30 a.m. to 1 p.m.   211 Davenport

Chair: *Christine Ceridwen Davis, University of South Australia*

Four Levels for the Interpretation of Field Information, *Consuelo Chapela, Universidad Autónoma Metropolitana Xochimilco*

Critical Communicative Approach, *Antonio Latorre Beltrán and Jesús Gómez Alonso, Universidad de Barcelona*

Ethics, Politics, and the Question of "Praxis" in Critical Qualitative

Inquiry, *Karin Schlücker, University of Frankfurt / Main*

Respectfully Suspicious: Memory-Work from a Poststructural Perspective, *Christine Ceridwen Davis, University of South Australia*

The Journey from Findings to Praxis: How a Fully-Engaged Academy Should Judge the Quality of Research, *Marc T. Spooner, University of Ottawa*

256   Decolonizing qualitative research with the sacred

1:45-3:15 p.m.   209 Union

Chair: *Riyad Ahmed Shahjahan, OISE/University of Toronto*

The Spirit of Sankofa: Qualitative Inquiry and the Transformative Nature of "Return," *Cynthia Bryanne Dillard, The Ohio State University*

Centering Spirituality by Reclaiming a Decolonizing Epistemology: Writing Towards Healing, *Kimine Mayuzumi, OISE/University of Toronto*

The Challenges of Integrating Spirituality into Qualitative Research Practices, *Riyad Ahmed Shahjahan, OISE/University of Toronto*

257   Featured: Telling Secrets/Revealing Lives: Ethical Issues in Autoethnography, Memoir, and Memory

1:45-3:15 p.m.   210 Union

Chair: *Carolyn S. Ellis, University of South Florida*

The Weight of a Story: Ethics and Memoir, *Luanne Armstrong, University of British Columbia*

Freedom and Responsibility: Navigating the Ethics of Autoethnographic Method in the Context of Hospice Care, *Elissa Foster, San José State University*

Narrative Conscience and the Autoethnographic Adventure: Probing Secrets, Shadows, and Possibilities in Communication Research, *Christopher N. Poulos, University of North Carolina-Greensboro*

Toward an Ethics of Memory, *Arthur P. Bochner, University of South Florida*

Relational Ethics in Research with Intimate Others: What Do You Tell Your Students? *Carolyn S. Ellis, University of South Florida*

258   Counseling and Therapy, Methodological Concerns

1:45-3:15 p.m.   217 Union

Chair: *Jana Grothe, Chemnitz University of Technology*

Intercultural Communication and Interaction in Psycho-social Counselling in Germany, *Jana Grothe, Chemnitz University of Technology*

Visuality in Counselling Psychology: Photographs and Artifacts as Experiential Evidence, *Patrice Alison Keats, Simon Fraser University*

The Politics of Recovery, *Alexandra L Adame, Miami University*

Collective Biography: Writing Collaboratively with the Unassuming Geeks, *Jane Speedy, University of Bristol*

Nature of Vocational Rehabilitation Counselors Reflective Practices, *Brenda J. Lightfoot, University of Texas at Austin*

259   Reading and Mapping Visual Culture and Art

1:45-3:15 p.m.   314A Union

Chair: *Rebecca Plummer Rohloff, University of Illinois at Urbana-Champaign*

Multimodality in the WWW: Constructing Identity, *Lutfi M. Hussein, Mesa Community College*

Mapping Visual Culture, *Deborah L. Smith-Shank, Northern Illinois University*

"Decolonizing the Imagination: Feminist Artists Encounter the Military," *Roewan Crowe, University of Winnipeg*

260   Narrative

1:45-3:15 p.m.   314B Union

Chair: *Melissa Freeman, University of Georgia*

Disorientation, Diffraction, Deconstruction: The Role of Obstacles in the Search for Anticipatory Narratives of Change, *Melissa Freeman,*

University of Georgia

Two Hours or More Away from Most Things: Re:Writing Identities From No Fixed Address, *James Haywood Rolling Jr., The Pennsylvania State University, and Lace Marie Brogden, University of Regina*

Toward a Narrative-Postmodern Exploration of Identities, *Marco Gemignani, Duquesne University*

Narrative Analysis of the Question about "The Meaning of Life," *Yu Urata, Kyoto University*

"Moments of Articulation": Taking a Look at the Contributions of Narrative to a Critical Focus in Curriculum, *Dalene Molly Swanson, The University of British Columbia*

261   Spotlight: Emergent Knowledge in Acts of Writing: Writing Against the Grain of Dominant Discourses

1:45-3:15 p.m.   404 Union

Chair: *Bronwyn Davies, University of Western Sydney*

Writing Transgressively, *Bronwyn Davies, University of Western Sydney*

Writing into the Space of the Other, *Susanne Gannon, University of Western Sydney*

Accountability in Representation, *Elizabeth St Pierre, University of Georgia*

Striking the Right Tone: (Re)Producing Competent Research Subjectivity in Qualitative Research Writing, *Eva Bendix Petersen, Charles Sturt University*

262   Narrative Ethics: Theory, History, Vulnerability

1:45-3:15 p.m.   405 Union

Chair: *Arthur P. Bochner, University of South Florida*

The Politics of Story-Writing, -Telling, and -Listening, *Tony E. Adams, University of South Florida*

Excavating Relevance through the Experience of Irrelevance: Engaging Dachau, *Keith Berry, University of Wisconsin-Superior*

Narrating September 11: What is at Stake for Aesthetic Inquiry? *Jay*

Brower, Southern Illinois University

Home is Where the Heart Was: A Family's Stories of Foreclosure, *Andrew F. Herrmann, University of South Florida*

Narrative in the classroom: Ethically sharing, or giving them the page, *Jeanine Minge, University of South Florida*

263 Special Featured: Sport Pedagogies & Performance Ethnography

1:45-3:15 p.m. 406 Union

Chair: *Jim M. Denison, University of Bath* Discussant: *Michael Giardina*

Communicating Pain, *Jim M. Denison, University of Bath*

Getting Inside Women's Experiences in Professional Sport: A Literary Tale, *Kitrina Douglas, University of Bristol, and David Carless, Leeds Metropolitan University*

TBA, *Robert Rinehart, California State University*

Exercising Family Therapists: A Constructivist Grounded Theory Approach to Locating the Health of the Therapist, *John M. McElroy and Kathleen Burns Jager, Michigan State University*

The Tales of Conde, Zezao, Master Claudio and, Claudio, *Claudio Moreira, University of Illinois at Urbana-Champaign*

264 Higher Education: Rethinking Critical Theory

1:45-3:15 p.m. 211 Union

Chair: *Michael A. Peters, University of Illinois at Urbana-Champaign*

Enacting the Emancipatory Agenda of Critical Higher Education Scholarship: Developing Research Designs Equal to the Task, *Rozana Carducci, University of California, Los Angeles*

Investigating the Effects of Motivation and Academic Self-Perception on Gifted Students' Underachievement, *Ugur Baslanti, University of Florida*

The Culture of Performance and Knowledge Management in Higher Education, *Michael A. Peters, University of Illinois at Urbana-Champaign*

The Use of Mixed-Methods Approach in Examining Cultural Influences on the Development of Dispositions towards Critical Thinking, *Hisako Kakai, Aoyama Gakuin University*

265 Feminist Methods

1:45-3:15 p.m. 215 Union

Chair: *Mona Lena Krook, Washington University in St. Louis*

Are There Feminist Research Methods? *Mona Lena Krook, Washington University in St. Louis*

There Is No Golden Key: Problems of Data Analysis in Critical Feminist Research, *Helen Colley, Manchester Metropolitan University*

Feminist Interview Research on the US-Mexico Border: New Paradigms for Phenomenological Research, *Kirstin Ruth Bratt, Penn State Altoona*

Conversation as a Method in Feminist Research: Relationship as a Cornerstone for Engaging Each Other in Qualitative Inquiry, *carmen colin shields, Nipissing University, and nancy elizabeth fenton, Brock University*

266 Action Research & Literacy Studies

1:45-3:15 p.m. 403 Union

Chair: *Lara J. Handsfield, Illinois State University*

Reflections on the Use of Drama as an Instructional Tool for Learning: An Action Research Study in an English Classroom, *Jase L Teoh and Tom Crumpler, Illinois State University*

Awareness of Family Literacy for American Families Who Adopt Korean Children, *Jee-young Shin and Zohreh Eslami-Rasekh, Texas A&M University; and Blanca Quiroz*

A Decade of Following Former Students: A Qualitative Longitudinal Case Study, *Catherine F. Compton-Lilly, University of Wisconsin-Madison*

The Epistemological and Methodological Orientations of Second Language and Mainstream Writing Programs in the Context of U.S. Higher Education, *Anna Youngkyung Min, University of Illinois at Urbana-Champaign*

Emergent Language in Early Childhood, *Esin Acar, University of Illinois at Urbana-Champaign, and Aysegul Bayraktar, Florida State University*

267   Postcolonial Blogospheres: Examining Digital Diasporas

1:45-3:15 p.m.   137 Henry

Chair: *Radhika Gajjala, Bowling Green State University*

Recovering Chinese Women's Agency in the One-Child Policy Debate: A Postcolonial Feminist Approach, *Yahui Zhang, Bowling Green State University*

Laowai(foreigner) Archive: Critical Discourse Analysis of American, *Qi Tang, Bowling Green State University*

Gazing through the Blogosphere: The Postcolonial Female Body in Public/Private, *Shreelina Ghosh, Calcutta University*

Meeting Compatriots in LiveJournal: A Postcolonial Analysis, *Natalia Rybas, Bowling Green State University*

Queering South Asian Digital Diasporas: Blogging Generations Re-Assemble, *Radhika Gajjala, Bowling Green State University*

268   The Cacophony of Silenced Voices

1:45-3:15 p.m.   142 Henry

Chair: *Jim Paul, University of South Florida*

Intersections: When Two Cultures Collide, *Patricia Alvarez McHatton, University of South Florida and Elizabeth Shaunessy, University of South Florida*

Voices of Urban Teachers in the Midst of No Child Left Behind, *Monika Williams Shealey, University of Wisconsin, Milwaukee*

The Young Womens Leadership School: A Model of Hope, *Jennifer Madigan, San Jose State University*

The School, My Child, and Me: Parent Perspectives, *Daphne Thomas, Patricia Alvarez McHatton and Elizabeth Shaunessy, University of South Florida*

The I in Diversity, *Patricia Alvarez McHatton, University of South Florida*

269   Featured: Mediating the Body: Em(body)ing Difference Across Popular Culture I

1:45-3:15 p.m.   156 Henry

Chair: *Richard T. Rodriguez and Jillian M. Baez, University of Illinois at Urbana-Champaign*

A Tail of Two Women: Exploring the Contours of Difference in Popular Culture, *Aisha Durham and Jillian M. Baez, University of Illinois at Urbana-Champaign*

The Place of Black Beauty: A Qualitative Approach to Barber Shop, Barber Shop 2: Back in Business and Beauty Shop, *Barbara I. Abadía-Rexach, University of Puerto Rico, Rio Piedras*

Whose Body Am I Playing With? Girl Culture And Hybrid Dolls, *Angharad N. Valdivia, University of Illinois at Urbana-Champaign*

270   Featured: Critical Race Theory & Radical Pedagogy

1:45-3:15 p.m.   407 Union

Chair: *Dalia Rodriguez, Syracuse University*

Reflections of a Latina Instructor: Negotiating Colorblindness and White Racism in the Academy, *Dalia Rodriguez, Syracuse University*

Politics and Ethics of Social Justice Research in the Third World: An Ethnographic Study of Pakistani Punjabi Christians, *Ayesha Khurshid, University of Wisconsin-Madison*

Utter(ed) Blasphemy: Transposing Names and Casting Off Sires in Postmodern Discourse, *James Haywood Rolling Jr., The Pennsylvania State University*

Innocence & Victims: Sex Offender Registries in a Prison Industrial Complex and the Questions of Compassion, *Erica R. Meiners, Northeastern Illinois University*

"Pedagogy on the move": The Fluid Identities of Principals in an Urban Space in South Africa, *Aslam Fataar, University of the Western Cape*

271 Performance and Arts-Based Inquiry

1:45-3:15 p.m.   138 Henry

Chair: *David Graham Wastell, Nottingham University*

A Reflexive Evaluation of Theoretical and Methodological Premises of Artistic Research in Qualitative Inquiry, *Juha Suoranta, University of Joensuu*

Trickster as Change Agent: Reflexivity and Bricolage in Organizational Redesign, *David Graham Wastell, Nottingham University, and Susan White, University of Huddersfield*

272 Using Qualitative Inquiry for the Purpose of Assessment in Educational Settings

1:45-3:15 p.m.   212 Davenport

Chair: *Linnea L. Rademaker, Indiana State University*

Assessing Participants' Feelings and Understandings with Focus Groups: A School/University Partnership Unfolding, *Linnea L. Rademaker, Indiana State University*

Using the Delphi Method to Analyze Open-Ended Comments About Student Learning, *Sean McKitrick, Indiana State University*

Qualitative Assessment through Microthemes: A Small Step toward Pedagogical Reform, *Deborah G. Flurkey, Indiana State University*

Using Writing Prompts to Assess Preservice Teachers' Attitudes toward the First Year of Teaching for Purposes of Instructional Improvement in the Teacher Education Program, *Karen S. Hamilton, Indiana State Univ.*

Using Interviews and Vision-Prompting Questions to Cultivate the Seeds of Innovation in a Teacher Education Reform Process, *Irene F. Brock, Indiana State University*

292 Spotlight: Critical/Performative/Reflexive/Auto/Ethno/Graphy (or Writing Through the Boundaries): New Directions in Qualitative Inquiry

1:45-3:15 p.m.   214 Davenport

Chairs: *Bryant Alexander, Stacy Holman Jones, Cynthia Dillard and Sandy Grande*

273 Featured: Decolonizing Methodologies

3:30-5 p.m.   209 Union

Chair: *Mariolga Reyes Cruz, Universidad de Puerto Rico en Cayey*

What if We Just Cite Graciela? Working towards Decolonizing Knowledge through a Critical Ethnography, *Mariolga Reyes Cruz, Universidad de Puerto Rico en Cayey*

The Search for Emerging Decolonizing Methodologies in Qualitative Research: Further Strategies for Liberatory and Democratic Research, *Elsa M González y González and Yvonna S. Lincoln, Texas A&M University*

Decolonizing Research with Children, *Olga V Ivashkevich, University of Illinois at Urbana-Champaign*

(De)colonizing My Eesearch Methodology — a Mixed Race Womans Attempt, *Maria del Carmen Carrero de Salazar, York University*

The Politics of Method in a Study of School "Choice" in South Africa, *Bekisizwe S Ndimande, University of Illinois at Urbana-Champaign*

274 Representing Religion

3:30-5 p.m.   210 Union

Chair: *Klaus Gerhard Witz, University of Illinois at Urbana-Champaign*

Case Studies of Spirituality and Religion in Individuals, *Klaus Gerhard Witz, University of Illinois at Urbana-Champaign*

The Multiplicity of Meanings of Death and their Relation to Religion: Perspectives of Elderly Buddhist Monks, *Daisuke Kawashima, Kyoto University*

Ethno-Religious Variation Among Second-Generation Muslim Americans', *Christine Soriea Sheikh, University of Arizona*

An Unbeliever in the Salvation Industry, *Marco Marzano, University of Bergamo, Italy*

275　Nursing, Wellness, and Qualitative Health Research

3:30-5 p.m.   217 Union

Chair: *Carrol Smih, University of Illinois at Chicago*

Weathered by Racism: African Canadian Nurses' Worklife Experiences, *Josephine B. Etowa, Dalhousie University, and Elizabeth McGibbon, St. Francis Xavier University*

Finding the Heart:Autoethnography and the Deeper Meaning Structures of the Hospice Nurse, *Susan Mary Bardy, University of South Australia*

Neo-positivism: Why Nurses Must Resist Being Good Company Men, *Michele Janet McIntosh, University of Alberta*

The Illness Narrative in Relation to Discourses of "Get On With It, Get Over It, And Get Back To Normal": An Exploration of the Relationship Between Illness Experience and Professional Identity, *Vivienne Martin, University of Bristol*

Ethical Considerations in Preparing and Carrying Out a Qualitative Research Study on Women, Wellness And Work, *Debra Kathleen Askelson, Northern Illinois University*

276　Spotlight: Narrative environments

3:30-5 p.m.   314A Union

Chairs: *Jay Gubrium and James Holstein*

277　Writing as method

3:30-5 p.m.   137 Henry

Chair: *Hamid Akbari, Northeastern Illinois University*

The Researchers Regard, *Ruth Marilda Fricke, UNIJUI*

Quantitative vs. Qualitative Citing in Writing Jouranl Articles, *Hamid Akbari, Northeastern Illinois University*

Social Other and Subjectivity in Qualitative Texts, *Olga Borisovna Savinskaya, the Institute of Sociology, the Russian Academy of Sciences*

Students' Writing Elicited by Natural Semantic Networks: A Form of Enquiry in Educational Research, *Ma Guadalupe Rodriguez, Universidad Autónoma de Nuevo Leon*

278　Hear Me OUT!: Voices of Gay, Bisexual and Questioning Youth

3:30-5 p.m.   404 Union

Chair: *Gary W. Harper, DePaul University*

Multiple Identities, Multiple Voices: Gay Youth Speak Out, *Gary W. Harper, Jessica L. Gehle and Alejandro Rodriguez, DePaul University*

Negotiating and Redefining Traditional Masculinity Ideologies among Gay, Bisexual and Questioning Young Men, *Bianca D. M. Wilson, University of California, San Francisco*

Contexts of Condom Use Among Gay, Bisexual, and Questioning Young Men, *Marco A. Hidalgo, DePaul University*

Natural Mentoring Relationships Among GBQ Male Youth: Let Me Tell You Who Matters, *Rodrigo Sebastián Torres, DePaul University*

Melting Pot as Self: Multiple Identity Development Among GBQ Youth of Color, *Omar B. Jamil, DePaul University*

279　As Ethical as Possible Under the Canadian Circumstances*

3:30-5 p.m.   405 Union

Chair: *Donna Patterson, University of Regina*

(Un)healthy Negotiations in an Ethical Academic Life, *Donna Patterson and Lace Marie Brogden, University of Regina*

Stepping into the Quagmire of Aboriginal Research: Implications for IRB Requirements, *Marla J. Buchanan, University of British Columbia*

IRBs as Spaces of Marginalization: A Canadianized Story, *Donna Patterson, University of Regina*

Ethical Margins of Qualitative Research, *Gregory Victor Loewen, University of Saskatchewan*

280　Emotionality and Autoethnography

3:30-5 p.m.   406 Union

Chair: *Robyn Virginia Remke, Southern Illinois University, Carbondale*

My Self-Fulfilling Prophecy: An Autoethnography of My Emotional and Dichotomous Journey as a Medical Translator, *Ellis Hurd, The University of Northern Iowa*

Reconceptualizing Ethnography: "Critical Empathy" as Research Methodology, *Robyn Virginia Remke, Southern Illinois University, Carbondale*

¡Déjame Ir! [Let Me Go!], *Dionel Cotanda, University of South Florida*

He's Just a Kid: An Autoethnography of an International Adoption Experience, *Sarah J. Doehrman, University of Alberta*

The Vulnerable Observer: Emotional Implications of Qualitative Research, *Melanie Schikore, University of Illinois at Chicago*

281 Plenary: Do We need Standards for Qualitative Inquiry? A Roundtable Discussion

3:30-5 p.m.   407 Union

Chair: *Patti Lather, Ohio State University*

Discussion Paper, *Harry Torrance, Manchester Metropolitan University*

Discussion Paper, *Frederick Erickson, University of California, Los Angeles*

Response: *Pamela Moss, University of Michigan*

282 Culture and Institutions: Politics of Representation

3:30-5 p.m.   211 Union

Chair: *Chien-Ni Chang, University of Illinois*

Effectiveness of Qualitative Research Methods in Teaching Practices for Children of Diverse Cultural and Family Backgrounds, *Hyunjin Kim and Hoewook Chung, University of Wisconsin-Madison*

Constructing the Intersection of Hegemony and Locality: Consumption and Bricolage in AIDS Education and Prevention Materials Geared Towards Two Hispanic Communities, *Jillian L. Powers, Duke University*

Learning Journal: A Taiwanese Student in the American Elementary Classrooms, *Chien-Ni Chang, University of Illinois*

Through the Lens of ADHD: African American Teens and Their Teachers' Experiences with School Culture, *Pamela Williamson, Mirka Koro-Ljungberg, Regina Bussing, JeffriAnne Wilder and Fredline MCormack, University of Florida*

Institutional Ethnography and Surveillance Studies: An Outline for Inquiry, *Kevin Todd Walby, Carleton*

283 Feminist Activism

3:30-5 p.m.   215 Union

Chair: *Mona Lena Krook, Washington University in St. Louis*

A Hidden Transcript of International Feminist Collaboration, *Nandini Deo, Yale University*

Journeys Across a Province: The Interpretation of Women, Gender and Feminism in a "Regional" Context: Newfoundland, Canada, *Glynis R. George, University of Windsor*

Comparing the Political Representation of Women: Methodological Ideas for a New Research Agenda, *Mona Lena Krook, Washington University in St. Louis*

Trauma Recovery of Taiwanese Rape Survivors: Gender and Sociocultural Contexts, *Yu-Wei Wang, Southern Illinois University*

284 PAR Education

3:30-5 p.m.   403 Union

Chair: *Barbara Ann Feroz, Indiana University of Pennsylvania*

Becoming a Social Justice Educator: Six Student Teacher Case Studies, *Young Ah Lee, Ohio State University at Lima*

Participatory Action Research in a Changing Urban Appalachian Neighborhood School Community, *Yoko Miura, University of Cincinnati*

Combining Education Programs and Doing Research, *Lynet Uttal, University of Wisconsin-Madison*

Reflections on Ethical Challenges for a Doctoral Student: A Participatory Action Research Dissertation and Institutional Review Board, *Barbara Ann Feroz, Indiana University of Pennsylvania*

285 Spotlight: Global Diversity, Ethics, and Politics

3:30-5 p.m. 314B Union

Chair: *Donna M. Mertens, Gallaudet University*

Ethics, Politics, and the Changing World, *Robert Stake and Brinda India Jegatheesan, University of Illinois at Urbana-Champaign*

Transnational Ethical Considerations in Research Partnerships, *Linda Silka, University of Massachusetts Lowell*

Feminist and Critical Race Theory: Ethics and Dimensions of Diversity, *Veronica Thomas, Howard University*

Challenges in Ethical Research Practice in a Context of Global Diversity, *Clifford Christians, University of Illinois at Urbana-Champaign*

Will You Put This Epitaph on My Grave? Research Ethics in Cross-Cultural Ethnographic Practice, *Anne Ryen, Agder University College*

286 Up Close and Personal: Teaching and Learning in a Narrative, Life Story, and Race Graduate Seminar in the Department of Psychology at the University of Michigan

3:30-5 p.m. 142 Henry

Chair: *Cynthia Eileen Winston, University of Michigan and Howard University*

Participants: *Travis Tatum, Cheri Philip, Desdamona Rios, and Caramela Alcantara, University of Michigan*

287 Mediating the Body: Em(body)ing Difference Across Popular Culture II

3:30-5 p.m. 212 Davenport

Chairs: *Isabel Molina Guzman and Jillian M. Baez, University of Illinois at Urbana-Champaign*

Viewing White Hollywood Through Minority Colored Glasses: A Critical Feminist Analysis of the Film "Crash," *Kortney Ryan Ziegler, University of Illinois at Urbana-Champaign*

Somewhere over the "Charco": Struggling Identities in the Films La Guagua Aerea and El Sueño Del Regreso, *Manuel G. Aviles-Santiago, University of Puerto Rico, Rio Piedras*

Bodies of Experience: Dialogues with Vietnamese American Artists, *Diem-My T. Bui, University of Illinois at Urbana-Champaign*

288 Technology and Power

3:30-5 p.m. 214 Davenport

Chair: *Kristi Jackson, University of Colorado*

QDAS as Liberation or Constraint? *Kristi Jackson, University of Colorado*

A Critical Ethnography of Technology Use in a Democratic Alternative School, *Ming Ma, Indiana University*

Mathematics Education and Technology: The Construction of a Regime of Truth, *Rong-Ji Chen, University of Illinois at Urbana-Champaign*

The Regulatory Power of Clinical Information-Retrieval Technology, *Loes Anne Knaapen, Pierre Pluye and George Weisz, McGill University; and Lynn Dunikowsky, University of Western Ontario*

Negotiating Knowledge Building in Development Praxis, *Radhika Gajjala, Bowling Green State University, and Annapurna Mamidipudi, Dastkar Andhra*

289 Open Session III

3:30-5 p.m. 311 Davenport

Chair: *Hisako Matsuo, Saint Louis University*

Researching on Young People. Internet and Cybercafés in Barcelona: a Methodological Reflection, *Mercé Ribas; Adriana Gil; Josep Seguí; Montse Vall-llovera; and Joel Feliu, Open University of Catalonia (UOC)*

Teaching and Learning Qualitative Research through a Group Project: Perceptions toward Counseling among Racial Minority Students, *Hisako Matsuo, Sonya Herron, John Clements, Kristina Bryan and Aida Cajdric, Saint Louis Univerity*

Not a Japanese Anymore? A Japanese but "Made-in-America" Researcher Doing Research in a Japanese Cultural Context, *Fusako Yoneda, Ohio State University*

Crossing Barriers: Interviewing across Cultures, *Roberta G. Sands and Joretha Bourjolly, University of Pennsylvania; and Dorit Roer-Strier, Hebrew University of Jerusalem*

Experiences in the Use of Story Telling Approach in Researching the Implementation of Outcomes Based Education in the Rural Areas of South Africa, *Mahlapahlapana Johannes Themane, University of Limpopo*

290 **Special Featured: Re-imagining Possibilities: Honoring the work of Carolyn Ellis and Art Bochner**

3:30-5 p.m.   138 Henry

Chairs: *Patrick Michael Santoro and Robin M. Boylorn, University of South Florida*

291 **Globalizing Cultural Studies: Ethnographic Interventions in Theory, Method, & Policy**

3:30-5 p.m.   312 Davenport

Chair: *Cameron McCarthy, University of Illinois at Urbana-Champaign*

Moving Beyond the Wall(s): Theorizing Nation and Identity in Cultural Studies, *Michael Elavsky, The Pennsylvania State University*

Cultural Hybridity Goes to the Movies: Re/narrating the Racial Logics of Popular British Culture, *Michael Giardina, University of Illinois at Urbana-Champaign*

Masquerade as Methodology … or, Why Cultural Studies Should Return to the Caribbean, *Susan Harewood, University of Illinois at Urbana-Champaign*

Queer Observations on Youth Subculture, *Jennifer Logue and Cris Mayo, University of Illinois at Urbana-Champaign*

Writing Queer Across the Borders of Geography, Desire, and Power, *Miguel Malagreca, University of Illinois at Urbana-Champaign*

Screening of film 'Lenses,'
Patrick Santoro, University of South Florida

5:30 p.m.   210 Union

Saturday, May 6

300 **Indigenous Knowledge, Indigenous Episemologies**

8-9:30 a.m.   209 Union

Chair: *Kabini Sanga, Victoria University of Wellington*

Creating and Sharing Indigenous Knowledge Today: Miawpukek First Nation, NL, Tells the Story of Its Path to Self-Governance Through a Digital Repository, *Ausra Burns, Mount Allison*

By Their Very Presence: Rethinking Research and Partnering for Change with Artists and Educators from Long Islands Shinnecock Nation, *Diane Marie Caracciolo, Adelphi University*

A Painting Apprenticeship with Mayan Kaqchikel Painter Paula Nicho Cumez: Feminist Iconography and Pedagogy, *kryssi staikidis, Northern Illinois University*

"Humble Togetherness and Ubuntu": An African Contribution to a Reflexive, Critical, Narrative Journey, *Dalene Molly Swanson, The University of British Columbia*

The Ethics of Researching Indigenous Sacred Knowledge, *Kabini Sanga, Victoria University of Wellington*

301 **Ethics, IRBs, and Academic Freedom I (a)**

8-9:30 a.m.   136 Davenport

Chair: *Susan R. Boser, Indiana University of Pennsylvania*

Democratic Methodologies: The Underside of the Instituional Use of PAR in Community — University Partnerships in Poor Neighborhoods, *Susan A. Comerford, University of Vermont, and Mary J. Fambrough, Alliant University*

Power, Ethics, & the IRB: Participatory Action Inquiry, *Susan R. Boser, Indiana University of Pennsylvania*

Biker Chicks, Church Ladies, and University Feminists: The Pros and Cons of a Diverse Research Team in Participatory Action Research, *Julie Whitaker and Andrea Robles, University of Wisconsin-Milwaukee*

In Search of Defining (?) Researcher Ethics, *David Wayne Stinson, Georgia State University*

302   Women and Health

8-9:30 a.m.   217 Union

Chair: *Elizabeth A. Larson, University of Wisconsin-Madison*

How Does the Use of Multiple Methods Alter Our Findings? An Illustration from a Study of Maternal Well-Being, *Elizabeth A. Larson, University of Wisconsin-Madison*

Strong-Black-Women: Identity and the Resistance of Psychiatric Labelling, *Dawn Edge, Manchester*

"The Health Care Reform Has Completely Neglected Women": Providers' Constructions of Women's Role in Cervical Cancer Screening in Bulgaria and Romania, *Irina L.G. Todorova, Health Psychology Research Center; Adriana Baban, Babes-Bolyai University; Dina Balabanova, London School of Hygiene and Tropical Medicine; and Janet Bradley, EngenderHealth*

"Women's Bodies as the Basis of the Nation": Colonial Governmentality, Sexual Reproduction, and Health Campaigns in Japanese-dominated Korea, *Jin-kyung Park, University of Illinois at Urbana-Champaign*

Impairing Agency: Exploring the Ethics of Participatory Qualitative Health Research with "Addicted" Women, *Amy Salmon, Lorraine Greaves and Nancy Poole, BC Womens Hospital and Womens Health Centre*

303   Featured: Rewriting Cultural Methodologies

8-9:30 a.m.   314A Union

Chair: *Rasul Mowatt, University of Illinois*

Recalling the Ethnographic Displacement of Hip-Hop/Home/Bodies, *Aisha Durham, University of Illinois at Urbana-Champaign*

Tuteando a Teresa: Bilingual Belonging with my Mexican Mother-in-Law, *Alice Filmer, University of Illinois at Urbana-Champaign*

Re(membering) the Latina Body: A Discourse Ethnography of Gender, Latinidad, and Consumer Culture, *Jillian M. Baez, University of Illinois at Urbana-Champaign*

Embodying Multimedia: Autoethnographic Practices of Sight and Sound in the Spanish Caribbean, *Celiany Rivera-Velazquez, University of*

Illinois at Urbana-Champaign

Journeying from Abhor to Adore: Representational Politics within Plantation Tourism, *Christine Buzinde, University of Illinois at Urbana-Champaign*

304   Qualitative Evaluation and Adolescence

8-9:30 a.m.   164 Noyes

Chair: *Keonya C. Booker, University of Virginia*

The Meaning of Education for Adolescent Girls, *Sebnem Cilesiz, Ohio State University*

Welfare Discourse and the Everyday Lives of Urban Adolescents, *Staci T. Lowe, University of Wisconsin-Madison*

Using Mixed Methodologies in a Dissertation: Battles Fought and Lessons Learned, *Keonya C. Booker, University of Virginia*

Cultural Perceptions of Healthy Weight in Rural Appalachian Youth, *Kelli J. Williams and Richard D. Crespo, Marshall University; and Chris A. Taylor, Robert F. Lawson and Kay N. Wolf, The Ohio State University*

Stirring Dangerous Waters: "Forbidden" Topics and Other Dilemmas of Research with Youth, *Audrey Dentith, University of Wisconsin Milwaukee; Lynda Measor, University of Brighton; and Michael OMalley, Southern Illinois Edwardsville*

305   Fiction, Imagination, Dreamwork

8-9:30 a.m.   404 Union

Chair: *Susan Jeanne Wyatt, Antioch University Los Angeles*

Truth in Fiction: Ricard Huch and the Pack of Lies, *Susan Jeanne Wyatt, Antioch University Los Angeles*

Rekindling Imagination in Popular Art: Its Nature, Limitations, and Rehabilitation, *Kuk-Won Shin, Chongshin University*

Emergent Dream Perspectives, *Gillian Finocan and Roger M. Knudson, Miami University*

"If this were my dream ...": The shared experience of a dream group, *Lori E. Koelsch, Donald J. Domenici, Kathleen A. DeNardi, Carol L.*

Humphreys and Jill A. Matusek, Miami University

306   Ethics, IRBs and Academic Freedom I (b)

8-9:30 a.m.   405 Union

Chair: *Kakali Bhattacharya, University of Memphis*

Consenting to the Consent Form: What Are the Fixed and Fluid Understandings amongst the Researcher and the Researched? *Kakali Bhattacharya, University of Memphis*

Ethical and Epistemic Goodness in Qualitative Inquiry, *Svend Brinkmann, University of Aarhus*

Efficiency Meets Ethics: Audit Culture in Graduate Education, *Kari Dehli, University of Toronto*

The "Ethics" of Ethics Review: A Facilitative Approach for Qualitative Research, *Kate Mary Connolly and Adela May Reid, Concordia University*

307   Performance Ethnography: The Arts

8-9:30 a.m.   406 Union

Chair: *Mary Byrnes, Wayne State University*

Room with a View, *Christian Charles Blickem, University of East Anglia*

Working Ectropion Modes: A Performative Anti-Manifesto on Limitation(s), Value, and Scrapping, *Mary Byrnes, Wayne State University; Michael Peter, University of Iowa; and Scott Hocking, Center for Creative Studies*

A Life in Poetry: Constructions of Gender, Class, and Age, 1959-2005, *Jackie Goode, University of Nottingham*

Exposed: Self and Other in the Process of Mixed Genres, *Alexis Shoemate, Alliant International University*

Three Minute Wisdom? The Potential of Folk Music to Communicate Alternative Understandings of Other's Lives, *David G. Carless, Leeds Metropolitan, and Kitrina Douglas, Bristol*

308   Culture, Rhetoric, Reflexivity

8-9:30 a.m.   407 Union

Chair: *Richard William Cummins, Columbia Basin College*

Culture War Metaphor Reconsidered, *Kuk-Won Shin, Chongshin University*

Heroism, Justice, and the Browning of America, *Richard William Cummins, Columbia Basin College*

Insights of Rhetoric in Cultural Studies, *Kim McCann, Bowling Green State University*

Home Again (?): Considerations for an Ethnographic Study of a Hometown Community, *Tanya Avasha Brown, Duquesne University*

Grrrl Power as Method?: Third Wave Feminism & New Qualitative Research, *Sarah L. Rasmusson, University of Illinois*

309   Teacher Centered Critical Pedagogy

8-9:30 a.m.   211 Union

Chair: *Todd Stevenson Hawley, University of Georgia*

Reflexivity as a Ground Clearing Exercise, *Liz Jones, Manchester Metropolitan University*

Qualitative Inquiry and Teacher Education: Lessons Learned from Experiece in Israel, *Bracha Alpert, Beit Berl College*

Awareness to Gender Equality in the Kindergarten: Research as Development of Feminist Pedagogy in Teacher Education, *Bracha Alpert, Beit Berl College*

Making the "Implicit" Explicit: Writing as a Means to Expose and Critique Pedagogical Decision Making , *Todd Stevenson Hawley, Jason Ritter and Dave Powell, Univeristy of Georgia*

310   Feminist Narratives and Narrative Method

8-9:30 a.m.   215 Union

Chair: *M. Carolyn Clark, Texas A&M University*

Creating Spheres of Freedom through Narrative, *M. Carolyn Clark and Carolyn L. Sandoval, Texas A&M University*

Tell Me An/Other Story, Not Those Patriarchal Myths, *Phoenix de Carteret, University of New England*

Research as Transitional Space, *Mindy Legard Larson and Donna Kalmbach Phillips, George Fox University*

A Model for Interpreting the Relations Between Story and Situation: The Case Study of Teacher Education, *Rakefet Shachar, Vered Tohar and Anat Kainan, Kaye College of Education*

311   Featured: Action Research Issues

8-9:30 a.m.   403 Union

Chair: *Sheila M Katz, Vanderbilt University*

Gray Areas: Marginal Participants as Researchers in Their Own Communities, *Barbara Garii, SUNY-Oswego*

There Is No Place "Out Of Harm's Way": Towards Reframing Ethics in Action Research, *Susan E. Noffke, University of Illinois at Urbana-Champaign, and Marie Brennan, University of South Australia*

Ethics, Politics, and Research Issues in Participatory Action Research with Formerly Incarcerated Women, *Mickey Lee Parsons, University of Texas Health Science Center at San Antonio, and Carmen Warner-Robbins, MAT, MSN, FAAN*

Participatory Research Through Difference for Justice: Bridging Selves and Experience, Across History, Policy and the Arts, *Maria Elena Torre, The New School*

Buying In: Participatory Action Research for Social Justice by CalWORKs Mothers and Supporters, *Sheila M. Katz, Vanderbilt University*

312   Reflecting on Difference, Performance Ethnography & Auto/ethno/graphies as Performative Praxis

8-9:30 a.m.   137 Henry

Chairs: *G. Keilan Rickard and Kristen Marie Hennessy, Duquesne University*

Performing Difference, *Shane S Chaplin; Diana Cuello; Ryan A. Mest; and G. Keilan Rickard, Duquesne University*

The Performing Experience of Performance Ethnography, *Kristen Marie*

Hennessy, Duquesne University

Kite Strings of Fictional Realities: Palettes Dark and Light, *Cynthia Marlene Morawski, University of Ottawa*

Auto/Ethno/Graphies On Assignment: "House"work As Bricolage & "Home"Work For Bricoleurs, *Patricia Adele Palulis, University of Ottawa*

313   Arts-Based Inquiry

8-9:30 a.m.   162 Noyes

Chair: *Jane Speedy, University of Bristol*

Discord and the Academy: An Interdisciplinary Dialogue on Art, Academic Research, Idenity, and the Next Generation of Scholars Discovering Qualitative Inquiry, *Janel Nikol Beckham, San Diego State University and Thomas J. Condon Jr., Virginia Commonwealth University*

Arts-based Research and Ethical Self-Consciousness, *Candace Jesse Stout, The Ohio State University*

Magical Realism: An Undervalued Method in Social Sceince Research, *Jane Speedy, University of Bristol*

"Talking in Writing": A Collaborative Journal Between a Researcher and a Student, *Alice Carla Pennisi, Buffalo State College*

314   Deleuze and Postcolonial Methodologies

8-9:30 a.m.   143 Henry

Chair: *Pirkko Helena Markula, University of Bath*

By Their Own Hand: Irreconcilable Difference, *Carol A. Isaac, University of Florida*

Sensible Concepts: Dance, Movement and Transformation, *Pirkko Helena Markula, University of Bath*

Performing an Enquiry into Writing (2 of 2), *Jonathan Wyatt, Oxford, and Ken Gale, University of Plymouth*

315   Chinese Identity in a Global perspective

8-9:30 a.m.   149 Henry

Chair: *Ai Zhang, University of Maryland*

Chinese Children and Mothers: Stories About Their Immigration to the US and Primary Language Maintenance, *Shujun Chen, University of Illinois at Urbana-Champaign*

Chinese Experience in Japan Through Discourse Analysis, *Xiao Rui Zhang, Meisei University*

An Identity Inquiry: The Shaping of Who-Am-I in a Global Context, *Ai Zhang, University of Maryland*

Away From Home — Parents' Literacy Practices in Chinese Immigrant Families, *Ivy Haoyin Hsieh, University of Florida*

316   Developments in Qualitative Case Studies

8-9:30 a.m.   142 Henry

Chair: *Elizabeth Mary Ursic, Arizona State University*

The Meaning of Leadership and Learning: The Case of Lebanon, *Win OToole, American University of Beirut*

Post-Soviet Immigrant Women Domestics in Turkey, *Nihal Celik, University of Georgia*

Building Cases from Telephone Interviews in Qualitative Research, *Beverley Ann Searle and Nicole Therese Cook, Durham*

Explaining Contradictions in Religious Behaviors and Attitudes: A Preliminary Examination of Commitment and Identity in Third Order Dominicans, *Elizabeth Mary Ursic, Arizona State University*

A Research Proposal: How Perceptions of Violence Affect the Ethnic Identities of the Jewish American and Palestinian American Diaspora, *Julianne Melissa Weinzimmer, Duke University*

Featured: Using Qualitative Research in Expand
317   Nursing's Horizon

8-9:30 a.m.   314B Union

Chair: *Carrol Smith, University of Illinois at Chicago*

Women Who Formerly Abused Their Female Intimate Partners, *Carrol Smith, University of Illinois at Chicago*

Methodology in a Time of Siege: War and a Nursing Response, *Geraldine Gorman, University of Illinois at Chicago*

Artful Expressions of Young Women with Disabilities, *Liesel da Mota, University of Illinois at Chicago*

Extending the Boundaries, *Sarah Katula, University of Illinois at Chicago*

Feminism and Nursing at Odds, *Bruce M. Kahn, University of Illinois at Chicago*

318   Building an International Action Research Community

8-9:30 a.m.   154 Henry

Chairs: *Susan E. Noffke, University of Illinois at Urbana-Champaign, and Mary Brydon-Miller, University of Cincinatti*

319   Indigenous Knowledge and Ethics

9:45-11:15 a.m.   209 Union

Chair: *Tim Begaye, Arizona State University*

Consumer Researchers: Indigenous Experts in Mental Health, *Karin F. Brockelman, University of Illinois at Urbana-Champaign*

Tracing Roots: Using Conjure to Explore Researcher Subjectivity, *J. Sean Callahan, University of Georgia*

Defining Culture: Native Teachers Understanding of Culture as a Concept for Curricular Inclusion, *Tim Begaye, Arizona State University*

Ideology and Life Experience: A Biographical Study of Argentinean Workers' Ideas of Democracy, *Rodolfo Gaston Elbert, University of Wisconsin-Madison*

The Ethical Challenges of Conducting Research in "One's Own" Community, *Irene Shankar, University of Alberta*

320 Contending with IRBs

9:45-11:15 a.m.   162 Noyes

Chair: *Michelle K. McGinn, Brock University*

Research Participants Perspectives on Research Ethics Issues, *Michelle K. McGinn, Brock University, and Ted Palys, Simon Fraser University*

Grounded Theory: A Challenge for IRB Oversight, *Mary Katherine Oconnor and F. Ellen Netting, Virginia Commonwealth University*

Ethical Considerations and the Institutional Review Board: A CBPR Perspective, *Nancy Shore, University of New England*

"You Can't Do That!" The Ethics and Pragmatics of Ethnographic Approaches To New Media Research, *Mary L. Gray, Indiana University*

Cultural Assumptions in Standard Informed Consent Forms, *Melita M Vaz, University of Michigan*

321 Qualitative Health-Methodological developments

9:45-11:15 a.m.   217 Union

Chair: *Charlotte Bates, University of Cambridge*

Qualitative Evidence in Evidence-Based Practice, *Bente Hoeck, University of Aarhus*

Qualitative Work Challenges in PHD Research, *Addis Abeba Salinas, Universidad Autónoma Metropolitana Xochimilco*

Integrating Disciplines and Methods: Towards Transformative Research, *Charlotte Bates, University of Cambridge*

322 Rewriting Cultural Studies

9:45-11:15 a.m.   314A Union

Chair: *Rasul Mowatt, University of Illinois*

Narrated Landscape:Re-visioning Place Theory in Contemporary Everyday Urban Landscape, *Sungkyung Lee, University of Illinois*

Aesthetic Strategies:Interventions in Cultural Production by Vietnamese American Artists, *Diem-My Bui, University of Illinois at Urbana-Champaign*

Transacting the Contradictions of Experience, Identity and Nation in the Places We Call "Home," *Carmen Ocon, University of Illinois*

Violence as a Form of Leisure: Reflections on the Visual and Textual Analysis of Lynching in American History, *Rasul Mowatt, University of Illinois*

323 Children's Subjectivity

9:45-11:15 a.m.   314B Union

Chair: *Patricia A.L. Ehrensal*

Focus Groups and Preschool Kids, *Len Peterson, Texas Tech, and Mary Wood, 1919 Tech Str*

Believing is Hearing: Problematizing Children's Voice in Educational Policy Research, *Patricia A.L. Ehrensal*

Children as Participants in Qualitative Inquiry: Practical and Ethical Complexities, *Gladys McPherson, University of British Columbia*

324 Ethics and Reflexivity: Social Scientists Working in Indigenous Communities

9:45-11:15 a.m.   405 Union

Chair: *Cesar Antonio Cisneros-Puebla, UAM Iztapalapa, and Karen Andes, Emory University*

Doing Qualitative Research from the Institutional Perspective: What Side Do You Belong? *Cesar Antonio Cisneros-Puebla, UAM Iztapalapa*

Elusive Truths: Archival Texts, Local Indigenous Administrators and the French Colonial State in Tunisia, *Karen Andes, Emory University*

The Idea of Democracy Among Members of Indigeneous Communities, *Ruth Sautu and Pablo Dalle, Gino Germani Institute*

Ethical Concerns for Mexican Researchers Working with Indigenous Children, *Graciela Cortes-Camarillo, Normal Normal, and Gisela Leo-Peraza, Escuela Normal*

Social Organizations, Public Agencies and Political Clientelism: Rethinking the Ethical Implications in a Complex Relationship, *María Mercedes Di Virgilio*

325 Performance Ethnography: Method

9:45-11:15 a.m. 406 Union

Chair: *Michelle Ann Miller-Day, Pennsylvania State University*

Orchids: A Case Study in Developing Appropriate Methods for Assessing Audience Engagement in the Development of Health Policy, *Susan M. Cox, University of British Columbia; and Magdalena Kazubowski-Houston and Jeff Nisker, University of Western Ontario*

Ethnodrama as a Tool for Social Reform, *Michelle Ann Miller-Day, Pennsylvania State University*

Portfolios as Performance Assessment: Explorations into the Nature of Representation, *Thomas Perry Crumpler and Cynthia Schairer-Kessler, Illinois State University*

It Takes Guts [colon] Spelling (with) Dis-ease, *Nicole Lynn Defenbaugh, Southern Illinois University*

TBA, *Carolyne J. White, Rutgers University; David Syring, University of Minnesota-Duluth; and Mary R. Hermes, University of Minnesota-Duluth*

326 Plenary: Evolving Ethical Systems, Human Subjects Protection, and Transnational Research Contexts

9:45-11:15 a.m. 407 Union

Chair: *Rhadika Viruru, Texas A&M University*

Researching with/in Indigenous Communities: From Postcolonial Toward Anticolonial Projects, *Beth Swadener, Arizona State University*

Research Ethics: Principals for Involving Native American Populations, *Marie Battiste, University of Saskatchewan*

Research Regulation (IRB's as Examples), Marginalized Peoples, and Constructing Ethical Systems, *Yvonna Lincoln, Texas A&M University, and Gaile Cannella, Arizona State University*

Cultural Continuity as an Ethical Imperative, *Clifford Christians, University of llinois at Urbana-Champaign*

327 Student Centered Critical Pedagogy

9:45-11:15 a.m. 211 Union

Chair: *Otrude N. Moyo, University of Southern Maine*

Student Tutorials. Building from Student's Personal Experiences for the Definition of their Research Question about No Personal Realities, *Consuelo Chapela, Universidad Autónoma Metropolitana Xochimilco*

"Creating a Path by Walking It," Critical Dialogue about Social Justice as a Concept in Social Work Education, *Otrude N. Moyo, University of Southern Maine*

Autoethnography as Service Learning Pedagogy, *David E. Weber, University of North Carolina Wilmington*

Differences: The Educational Experiences of the Black Students of the 1954 Era and the Realities of Contemporary African American Student, *Donald R. Collins, Prairie View A&M University*

Argumentative Discourse in a High School Chemistry Classroom: An Exploratory Study, *Issam H Abi-El-Mona and Fouad S Abd-El-Khalick, University of Illinois at Urbana-Champaign*

328 Mothers and Performance Politics

9:45-11:15 a.m. 215 Union

Chair: *Tessa Muncey, Homerton School of Health Studies*

Acculturation of the Spouses of African International Students to America, *Wairimu Wanjau Mutai, Kent State University*

Memory, Truth and Metaphor, *Tessa Muncey, Homerton School of Health Studies*

"You Don't Want Kids?": An Exploration of Women Communicating about Being Childfree by Choice, *Jillian Ann Tullis Owen, University of South Florida*

Narrating Violence: The Performative Politics of Transnational Feminist Research, *Radha S. Hegde, New York University*

329   Community & Participatory Action Research

9:45-11:15 a.m.   403 Union

On a Clearer Day: The Focus Group in Autoethnographic Inquiry, *Jack Sinnott, Queens University*

Community Research, Action and Development: Three Cases Studies, *Richard Timothy Huggins, Oxford Brookes University*

Participatory Action Research and Mental Health Consumer Survivors: Imagining a New Future, *Joanna Ochocka and Rich Janzen, Centre for Research and Education in Human Services*

330   Featured: A Need To Know: The Clandestine History of a CIA Family — Honoring the Work of Harold Lloyd (Bud) Goodall Jr.

9:45-11:15 a.m.   404 Union

Chair: *Hal Goodall, Jr.*

Panelists: *Ronald J. Pelias, Southern Illinois University; Arthur P. Bochner, University of South Florida; Carolyn Ellis, University of South Florida; Stephen J. Hartnett, University of Illinois at Urbana-Champaign; and Norman K. Denzin, University of Illinois at Urbana-Champaign*

331   Active Interviews and Photo Elicitation Methods

9:45-11:15 a.m.   136 Davenport

Chair: *Linda Liebenberg, Saint Marys University*

Listening for Transformative Learning: Theorizing Transformational Behavior Change, *Wilma E Waithe*

Photo Elicitation Using Participant Produced Photographs, *Roland Hauri-Bill, Bern*

The Use of Image-Based Methods to Enhance Communication in Border-Crossing Research, *Linda Liebenberg, Saint Mary's University*

Envisioning the Voices of Homeless Youth: A Photovoice Project, *Bart W. Miles, Wayne State University*

Using Photovoice: Pict/oral Data in Participatory Indigenous Research,

Heather E. Castleden, University of Alberta; and Jane Peters and Andy Clappis, Huu-ay-aht First Nation

332   Psychoanalysis and Counter-Narrative

9:45-11:15 a.m.   137 Henry

Chair: *James Salvo, University of Illinois at Urbana-Champaign*

Researcher Subjectivity: The Broken Mirror of Lacan, *Tony Brown, Manchester Metropolitan University*

Reflective Engagement in Cultural History: A Lacanian Perspective on Pasifika Teachers in New Zealand, *Tony Brown, Manchester Metropolitan University; Nesta Devine and Emilie Sila ila i, University of Waikato*

Ethical Consequences of Psychoethnoetics, *Lloyd J. Baker II, Claremont Graduate University*

Narrative Analysis as a Means to Qualitative Ends, *Tina A. Besley and Michael A Peters, University of Illinois at Urbana-Champaign*

333   Interpretive Concerns in Qualitative Methods

9:45-11:15 a.m.   143 Henry

Chair: *Rachel Joffe Falmagne, Clark University*

Critical Social Sciences and the Value of Epistemological Tensions: A Feminist Analysis, *Rachel Joffe Falmagne, Clark University*

Specters of Silence in Discourse Based Research, *Lisa A. Mazzei, Ohio Dominican University*

Methodological and Ethical Concerns Researching Unlikely Coalitions, *Katrina C Hoop, Loyola University Chicago*

Learning to Research With Knitting Needles and Beer: Re(examining) Participant Observation in a Study with Germans from WWII, *Kenneth James Fasching-Varner, The Ohio State University*

Spoken, Written, and Silent Narratives, *Karen M. Sheriff Levan, Independent Scholar-Special Care Incorporated, and Joy V. Goldsmith, Young Harris College*

334   Developments in Active Interviews

9:45-11:15 a.m.   149 Henry

Chair: *Jonathan Wyatt, Oxford*

Opinions of the Teachers about Applying Process of New Curriculum in Primary Education (Turkey Sample), *Haluk Unsal, Gazi University, and Ihsan Seyit Ertem, University of Florida*

Performing an Enquiry into Writing (1 of 2), *Jonathan Wyatt, Oxford, and Ken Gale, University of Plymouth*

The Freedom Tree: Communicating Redemption for the Nontraditional Student, *Lia Watters, San Diego State University*

Shifting Expertise: When the Researcher Becomes the Researched, *So Jin Park and Marcia Zisserson Buell, University of Illinois*

Interviewing between Method and Craft, *Steinar Kvale, Aarhus University*

335   Post 9/11 Feminist Cultural polit*lc*s

9:45-11:15 a.m.   142 Henry

Chair: *Angharad Valdivia and Amy Hasinoff, University of Illinois at Urbana-Champaign*

Ann Coulter: Feminazi, *Kelly Gates, Queens College, CUNY*

Cindy Sheehan: Stepping into the pregnant sign of mother, *Angharad N. Valdivia, University of Illinois at Urbana-Champaign*

More of the Same/Same of the More: Feminist Theory in a Post-9/11 World, *Kumi Silva, Northeastern University*

Boys Will Be Boys: The Use of Sociobiology to Legitimate Gender Essentialism and Women's Subordination in Cosmopolitan, *Amy Hasinoff, University of Illinois at Urbana-Champaign*

336   Border Crossings

11:30 a.m. to 1 p.m.   209 Union

Chair: *Eunyoung Kim, University of Illinois at Urbana-Champaign*

Redefining Transcultural Identity in Cross-Cultural Interviews,

Eunyoung Kim, University of Illinois at Urbana-Champaign

Capturing the Essence of "Crossing Cultures": Writing as an Epistemological Tool, *Ellen Kathleen DeLuca, Lynchburg College*

Cerita Pontianak: A Ghost Story (Hantu) as a Narrative that Makes Sense of Patriarchal Hegemony and Cultural Paradigmatic Contradictions in Malaysia, *Cheryl L. Nicholas and Kimberly N. Kline, Southern Illinois University*

Queer Italy: In the Borders Between the Personal and the Political, *Miguel Andres Malagreca, University of Illinois at Urbana-Champaign*

Racial Identity Development and Socialization: The Elders Speak, *Jan Carter-Black, University of Illinois at Urbana-Champaign*

337   Human Subject Issues

11:30 a.m. to 1 p.m.   136 Davenport

Chair: *Marcia Collins Shelton, Prairie View A&M University*

IRBs, Ethics and Qualitative Research: What is Being Protected? Who cares? *Marcia Collins Shelton, Prairie View A&M University*

We're All Vulnerable People, *Liz Cunningham, University of Brighton*

"Ready-to-Recruit" or "Ready-to-Consent" Populations? Informed Consent and the Limits of Subject Autonomy, *Jill A Fisher, Arizona State University*

IRB and Privacy: Protection at All Costs? *Monica Leisey, Virginia Commonwealth University*

338   Re-Evaluating Qualitative Health Care

11:30 a.m. to 1 p.m.   217 Union

Chair: *Debra Ann McLachlan, Texas Christian University*

Power Dimensions in Doctor-Patient Relationships. Study of Four Cases of Mexico City Health Services Users, *Juan M. Mendoza and Edagar C. Soto, Universidad Autónoma Metropolitana Xochimilco*

Understanding the Patients and Doctors Power Relationships: Patients Representations About Doctor's Office Space, *Juan M Mendoza, Edgar C. Jarillo and Roselia A. Rosales, Universidad Autónoma Metropolitana Xochimilco*

The Measurement Agenda in Health Care: Opportunities and Challenges for Marginalised Groups, *Angela Sweeney, Institute of Psychiatry, Kings College London*

The Impact of Globalization on Internationally Mobile Fathers and Their Children, *Debra Ann McLachlan, Texas Christian University*

339   Featured: Globalizing Cultural Policies and Practices

11:30 a.m. to 1 p.m.   314A Union

Chair: *Cameron R. McCarthy, University of Illinois at Urbana-Champaign*

Cyberculture and (Trans)National Roma Identity, *Cathryn Teasley, University of A Coruña*

Creative Intervention through Arts Based Living Pedagogy, *Rebecca Plummer Rohloff and Maria Lovett, University of Illinois at Urbana-Champaign*

Policy as Journey: Reconfigurations of Educational Policy Production in Catalonia and Spain, *Laura C. Engel, University of Illinois at Urbana-Champaign*

Resistant Presences: Configuring Intervention in Auto-Ethnographic Movement Performance Art, *Desiree Yomtoob, University of Illinois at Urbana-Champaign*

Categories of Ethnographic Analysis Reconfigured: Youth Subcultures and Conceptual Calamity, *Jennifer Logue, University of Illinois at Urbana-Champaign*

340   Child Development: Case Studies

11:30 a.m. to 1 p.m.   314B Union

Chair: *Mustafa Cinoglu, University of Illinois at Urbana-Champaign*

Difficulties in Parent-Child (P-C) Interactions around Bilingual Education, *Hye Young Park, University of Illinois at Urbana-Champaign*

The Role of the School Leaders for School Improvement, *Mustafa Cinoglu, University of Illinois at Urbana-Champaign*

A New Home — a New Identity? *Elsa Sigridur Jonsdottir, Iceland University of Education*

Does He Know He's Black?: Re-Producing Racism in Family History, *Amy Marie Smith, Bowling Green State University*

The Impact of Globalization on Internationally Mobile Fathers and Their Children, *Debra A. McLachlan, Texas Christian University*

341   Performative Writings on the Ethics and Politics of Militarism and Masculinity

11:30 a.m. to 1 p.m.   405 Union

Chair: *Lesa Lockford, Bowling Green State University, and Ronald J. Pelias, Southern Illinois University*

Jarheads, Girly Men and the Pleasures of Violence, *Ronald J. Pelias, Southern Illinois University*

The Making and Re-Making of a Hero: Honor, Pat Tillman, and Me, *Lesa Lockford, Bowling Green State University*

Finding a Balanced Woman Warrior: A Disidentification of Hyper-masculinity, *A. Lynn Zimmerman, Southern Illinois University*

Fathers, Sons, and Protest at the School at the Americas: Countering Hegemonic Narratives of Masculine Might and Militarism, *Tami L. Spry, St. Cloud State University*

342   Performance Ethnography

11:30 a.m. to 1 p.m.   406 Union

Chair: *Kelly Ann Clark/Keefe, Appalachian State University*

Go to the Head of the Class: Social Mobility, Subjectivity, and the Role of Class-Passing in American Education, *Kelly Ann Clark/Keefe, Appalachian State University*

Stripped and Teased: Scandalous Stories with Subversive Subplots — an excerpt, *Kimberly S. Dark, Cal State San Marcos/University of Hawaii, Hilo*

Under the Radar: Urban Youth, Ethnography, and The Search for Alternative Research Sites, *Jen Weiss, City University of New York*

The Road to Chimayó: Pilgrimage and Healing in a Social Construction of Compassion, *Larry Russell, Hofstra University*

Death Penalty: The Performative Reality of the Social Structure of Complicity(?) in a Democracy(?), *Desiree Rachel Yomtoob, University of Illinois at Urbana-Champaign*

343 Plenary: Qualitative Inquiry, Ethics and the Politics of Evidence: Working within These Spaces Rather Than Being Worked Over by Them

11:30 a.m. to 1 p.m.   407 Union

Chair: *Pat Sikes, Sheffield University*

The Back of Beyond: New Indirections for Qualitative Inquiry, *Ian Stronach, Manchester Metropolitan University*

Qualitative Inquiry Between Scientistic Evidentialism and Subjectivist Ethicism, *Steinar Kvale, University of Aarhus*

Qualitative Inquiry, Ethics and the Politics Of Evidence: Working Within These Spaces Rather Than Being Worked Over by Them, *Julianne Cheek, University of South Australia*

Discussant: *Janice Morse, University of Alberta*

344 Pedagogy: Theory/Method

11:30 a.m. to 1 p.m.   211 Union

Chair: *Pam Ironside, University of Wisconsin-Madison*

Cultivating Student Engagement in the Learning Process, *Mandy Rae Schleifer and Ryan Mest, Duquesne University*

The Hermeneutics of Thinking and Questioning in Educational Contexts: Toward a Narrative Pedagogy, *Pam Ironside, University of Wisconsin-Madison, and Martha Scheckel, Viterbo University*

Co-creating Social Justice in the Classroom: A Gadamerian Approach to Teaching, *Michael Lee Howell, Monica Rene Leisey and Carol Grace Hurst, Virginia Commonwealth University*

Public Practices, Public Spaces: Pedagogy, Autoethnography, and Blogging, *Heather McIntosh, The Pennsylvania State University*

345 Narratives of Motherhood

11:30 a.m. to 1 p.m.   215 Union

Chair: *Jennifer Lynn Metz, Northern Illinois University*

Re-Framing the Terms of Social Justice and Inclusion in a Primary Pupil Referral Unit (PRU), *Deon M Edwards-Kerr, University of Manchester*

"I Mourned His Loss Many Years Ago": Buried Guilt and the Cycle of Secrets in the Love of a Father/Grandfather, *Lisa Jayne Brown, San Diego State University*

Playing Ball: An Auto/Ethnography of Professional Motherhood, *Jennifer Lynn Metz, Northern Illinois*

I'm Not a Person, I'm Your Mother, *Jennifer Campbell Matlock, San Diego State University*

Discussant: *Janice Morse, University of Alberta*

346 Collaboration: New Borderlands

11:30 a.m. to 1 p.m.   403 Union

Chair: *Michael Humphreys, University of Nottingham*

Relatio-graphy, Relatio-ethnography and Collaborative Practices, *Steve Lawler, Washington University*

Negotiating Consent:Ethical Considerations in Cross-Cultural Research, *Alexandra Victoria Pittman, Boston College*

Researching and Supervising by Storying Around: An Autoethnographic Trio, *Michael Humphreys and Thomas Thornborrow, University of Nottingham; and Andrew Douglas Brown, University of Bath*

Accreditation and Panopticism: Whose Gaze? Whose Power? *Rosemary Steinbaum, Rutgers University-Newark*

Conducting Research in the International Milieus: Fieldwork in the Global-Professional Milieus: The Case of Scientists (Physicians) and Virtuosos (Violinists), *Izabela Wagner, Ehess-Université Paris 8*

347 Featured: Diaspora: A Performative Investigation in Three Movements

11:30 a.m. to 1 p.m. 404 Union

Chair: *Mariolga Reyes Cruz, Universidad de Puerto Rico en Cayey*

Living the Border, *Mariolga Reyes Cruz, Universidad de Puerto Rico en Cayey*

Not Here& Not There& It's Nowhere, *Claudio Moreira, University of Illinois at Urbana-Champaign*

Suitcases: Hybridity and Dislocation in the Lives of Two Women, *Desiree Yomtoob, University of Illinois at Urbana-Champaign*

348 Qualitative Case Studies of Disability

11:30 a.m. to 1 p.m. 137 Henry

Chair: *Audrey A. Trainor, University of Wisconsin-Madison*

"We Have No Word for Disability": Different Views of Learning Differences, *Robin Lovrien Schwarz, Lesley*

Qualitative Research in Special Education, *Audrey A. Trainor, University of Wisconsin-Madison*

Discourse as a Normative Instrument: Analysis of a Disability Services Discussion List, *Barbara G. Willis, University of Missouri at Columbia*

Supporting Families of Children with Disabilites in the Home, *Mary Jane Brotherson and Christine C. Cook, Iowa State University*

Holding the Keys: Understanding Consent in Research. Learning Together in a Forensic Setting for Men with a Learning Disability, *Tina Cook and Pamela Anne Inglis, Northumbria University*

349 Power, IRBs, and Silence

11:30 a.m. to 1 p.m. 143 Henry

Chair: *Shannon M. Calderone, University of California, Los Angeles*

Do You Have Permission to Do This? Resistance, Constraint and Denial in Conducting Controversial Research, *Sue Saltmarsh, University of Western Sydney*

Historical Genealogy as Method: Reclaiming Queer Womens Lives, *Shannon M. Calderone, University of California, Los Angeles*

IRB and the Normalization of Eesearch Participants, *Mirka Elina Koro-Ljungberg, Jennifer Jacobs, Cheryl Kmiec and Cheri Brodeur, University of Florida*

Faculty and Early Career Qualitative Scholars: Creating a Language for Transformative Research, Teaching and Learning, *Penny A. Pasque, University of Michigan, and Aaron M. Kuntz, University of Massachusetts Amherst*

350 Qualitative Social Work & Family Health and Care

11:30 a.m. to 1 p.m. 149 Henry

Chair: *Kathleen Burns Jager, Michigan State University*

Family Therapists and Nutritionists in Parks and Recreation: A Qualitative Response to Regional Risk for Childhood Overweight, *Kathleen Burns Jager, Marsha T. Carolan, Lorraine Weatherspoon and Amy K. Smith, Michigan State University*

Understanding the Experience of Living with Alzheimer's: Implications for Social Work Practice, *Yujin Kim, Loyola University Chicago*

Finding Ibasho: Japanese Maltreated Children's Peer Relationships and Well-Being, *Sachiko Bamba, University of Illinois at Urbana-Champaign*

Children and Parents Perceptions of After School Programs and the Experience of Homelessness, *Claire Marie Seryak, University of Illinois at Chicago*

Cluttered Hearts, Heads, and Homes: Life with an Obsessive-Compulsive Parent, *Tracy D Sullivan and Joan Eldridge, University of South Florida*

351 Discourses on the Subject

11:30 a.m. to 1 p.m. 142 Henry

Chair: *Consuelo Chapela, Universidad Autónoma Metropolitana Xochimilco*

The "Essence" of Black Womanhood, *Malinda Nicole Rhone, American University*

Qualitative Research under Scrutiny: What Are The Limits? *Consuelo Chapela and Edgar Jarillo, Universidad Autónoma Metropolitana Xochimilco; and Alejandro Cerda, Universidad Autónoma de la Ciudad de México*

The Subject and the Idea of History. A Methodologic Approach for the Study of the Speeches in the Field of the Public Health, *Juan M Mendoza and Edgar C. Jarillo, Universidad Autónoma Metropolitana Xochimilco*

A Gadamerian Inquiry as an Alternative to Critical Theory, *Patricia McGrath Morris, Virginia Commonwealth University*

352 Featured: Journalism's Challenge: IRBs, Ethics and the First Amendment

11:30 a.m. to 1 p.m.   162 Noyes

Chair: *Amy Gajda, University of Illinois at Urbana-Champaign*

A Hidden Story: When Children Want Children, *Leon Dash, University of Illinois at Urbana-Champaign*

Utilitarian Ethics And Its Consequences, *Clifford Christians, University of Illinois at Urbana-Champaign*

Ethics, Professionalism and Regulation, *C. Kristina Gunsalus, University of Illinois at Urbana-Champaign*

353 Democratic Methodologies & Models of Citizenship and Home

1:45-3:15 p.m.   209 Union

Chair: *Deon M. Edwards-Kerr, University of Manchester*

Qualitative Methods and Democratic Practice, *Sari K. Biklen, Syracuse University*

The Co-Construction of Contemporary Black British Male Identity in a Focus Group, *Deon M. Edwards-Kerr, University of Manchester*

Space, Citizenship and the Secondary School Geography Curricula in México: The Absence of Qualitative Thinking, *Rebeca Consejo and Georgina Calderón, Universidad Nacional Autónoma de México*

Making Sense of Landscape Change: Combining Photo-Elicitation and

Narrative Inquiry to Engage Citizens in the Planning Process, *Troy Daniel Glover, University of Waterloo, and William P. Stewart, University of Illinois at Urbana-Champaign*

Understanding Identity Formation of Queer Diaspora, *Ahmet Atay, Southern Illinois University*

354 Negotiating Insider/Outsider Boundaries in Critical Health Professions Research

1:45-3:15 p.m.   217 Union

Chairs: *Maria Athina (Tina) Martimianakis and Linda Muzzin, University of Toronto*

A Critical View of Pharmacy Education and Practice in the 1940s, *Linda Muzzin, OISE-University of Toronto*

Interdisciplinary Research and Paradigmatic Differences: Exploring the Career Trajectories of Ph.D. Research Faculty in Psychiatry, *Maria Athina (Tina) Martimianakis, University of Toronto*

Gender Differences in Academic Advancement in Canadian Medical Schools: A Mixed-Methods Approach to Investigating Contributing Factors, *Janet M. de Groot, University of Calgary*

From 'Tools' to Engaged Educators, *Nancy McNaughton, University of Toronto*

The Path to Legitimacy: A Critical Examination of Nascent Pharmacists Perceptions of Professional Maturation and Training, *Jennifer D. Beales and Zubin Austin, University of Toronto*

355 Child Development II

1:45-3:15 p.m.   314B Union

Chair: *Sandra Lea Faulkner, Syracuse University*

Constructing Shared Realities: Interdisciplinary Collaboration of the International Adoption Clinic, *Hisako Matsuo, Deborah Hwa-Froelich, James Douglas Pettinelli, Christine Pryor and Linda Sessions, Saint Louis University*

Gandules and Rice: Sexual Talk in Latina Families, *Sandra Lea Faulkner, Syracuse University*

The Effects of the "Common School Movement" on the Community, *Mustafa Cinoglu, University of Illinois at Urbana-Champaign*

Dilemmas of Practice in Research of African American Children in High Poverty Urban Schools, *Audrey Dentith, Floyd Beachum, Tina Boyle and Carroll Bronson, University of Wisconsin Milwaukee*

Lost in the System: The Plight of Homeless Children and Families, *Susan Finley, Washington State University*

356   Ethics, IRBs and Academic Freedom II

1:45-3:15 p.m.   405 Union

Chair: *Martin Dennis Meeker, University of California, Berkeley*

Ethics, Bureaucracy and Collegiality, *Roland K. Hawkes, Southern Illinois University, Carbondale*

The Berkeley Compromise: Oral History, Human Subjects, and the Meaning of, *Martin Dennis Meeker, University of California, Berkeley*

Applying Ethical Principals in Research Design, *Mechthild Kiegelmann and Dorian Ron Woods, University of Tübingen, Germany*

Can the Ethical Code Guarantee against Organizations Ominous Practices? *Arnaldo Luiz Ryngelblum, Paulista*

357   Autoethnography as method

1:45-3:15 p.m.   406 Union

Chair: *Barbara J. Jago, University of New Hampshire at Manchester*

Sicilian Family Monologues, *Mary Jo Ann Shane, California Lutheran University*

Reconstructing Relationships in the Classroom: An Autoethnography of Learning, *Barbara J. Jago, University of New Hampshire at Manchester*

"It Takes More Than a Net to Catch the Universe?" In Search of an Elevator Speech in Defense of Autoethnography, *Mary Catherine Poole, University of South Florida*

Redesigning a Training Course for Costume Artists: An Ethnoclinical and Autoethnographic Approach, *Claudia Piccardo, Univerity of Turin, and Angelo Benozzo, Università della Valle dAosta*

The Issness of Then & Now: Haecceic Reflections on Publishing Auto/Biographical Research, *Pat Sikes, University of Sheffield*

358   Teaching Pedagogies in Difficult Situations

1:45-3:15 p.m.   211 Union

Chair: *Kathleen T. Nolan, University of Regina*

Where is the eye/I in a Mathematics Classroom? Focusing on Secondary Mathematics Teacher Identity Formation, *Kathleen T. Nolan, University of Regina*

Teacher Sexuality/AIDS Discourses in Cape Town: Emerging Themes and Patterns, *Mogamat Noor Davids, University of Western Cape, South Africa*

Detecting Turkish High School Students' Misconception about Nature of Science through Roundhouse Diagram, *Nihal Dogan Bora, University of Illinois, and Orhan Arslan, Gazi University*

Come Out, Stay Out, Stand Out: The School Experiences of Eight Gay and Lesbian High School Students, *Nicholas John Pace, University of Northern Iowa*

359   Queer Identity

1:45-3:15 p.m.   215 Union

Chair: *Robert Max Biddulph, University of Nottingham*

Queerly Research! *Rachael D. Goss, Indiana University of Pennsylvania*

Research as Bricolage: Taking Inspiration from Visual Imagery in the Public Domain to Create Methods for Analysing Text and Researcher Positioning, *Robert Max Biddulph, University of Nottingham*

From the Windows to the Living Room: Transgendered Sex Workers in the Netherlands, *Katherine A. Gregory, University of Wisconsin-Parkside*

Confessions of a Queer Ethnographer: Disrupting the Role(s) of Reflexivity in Critical Inquiry, *R. Evely Gildersleeve, University of California, Los Angeles*

360　Action Research

1:45-3:15 p.m.　　　　　　　　　　　　　403 Union

Chair: *Sonia M. Ospina, New York University*

Interweaving and Borrowing from Diverse Traditions: The Dilemmas of Mixing Methods Within Qualitative Traditions, *Sonia M. Ospina, Jennifer Dodge, Erica Foldy, Amparo Hofmann and Marian Krauskopf, New York University*

Power, Policy, and Politics: Reflections of Three Visual Ethnographers, *Bart W. Miles, Mary Byrnes and Stephen J Sills, Wayne State University*

Business Ethics Research Using Socially Shared Inquiry: Its Transformative Power for Organizational Development, *Maria Nenette Geibig Barrios, e La Salle University*

Consultation as a Research Tool in Action Research, *Margaret Trotta Tuomi, University of Jyväskylä*

Working Within the Confines of Qualitative Research, *Nicole Lise Rosen, Indiana University of Pennsylvania*

361　Japanese Identity in a Global Context

1:45-3:15 p.m.　　　　　　　　　　　　　314A Union

Chair: *Brent M. Allison, University of Georgia*

Role of the Fictitious Character in Adolescent Personality Development: What Influence Has the University Student in Japan Received from MANGA and ANIME? *Akihiko Iehsima, Kyoto University*

A Pedagogical Investigation of a Japanese Animation Fan Using Inductive, Narrative, and Ethnodramtic Analysis, *Brent M. Allison, University of Georgia*

Popular Cultural Capital and Cultural Identity: Young Korean Women's Cultural Appropriation of Japanese TV Dramas, *Dong-Hoo Lee, University of Incheon*

362　Cultural Politics and Family Studies

1:45-3:15 p.m.　　　　　　　　　　　　　210 Union

Chair: *Brinda India Jegatheesan, University of Illinois at Urbana-Champaign*

Lifting the Veil: Research Etiquette, Fieldwork Anxieties and South Asian Islam in USA, *Brinda India Jegatheesan, University of Illinois at Urbana-Champaign*

A Hermeneutic Phenomenological Study of the Lived Experience of Daughters-in-law in Taiwan Caregiving Families, *Yu-Ling Hsieh and Michael Hsiao-Ping Chen, National Chung-Cheng University*

Doing Global Ethnography: Dispatches from Eastern Europe, *Maya Miskovic and Kate Zilla, National-Louis Unoversity*

363　Institutional Ethnography and Surveillance Practices

1:45-3:15 p.m.　　　　　　　　　　　　　404 Union

Chair: *Grant Kien, University of Illinois at Urbana-Champaign*

Teachers' Pedagogical-Simulation-Reasoning: Theoretical Considerations for Inquiry into Pedagogical Illusions and Other Accountability Fabrications, *P. Taylor Webb, University of British Columbia*

Locating Televisual and Non-Televisual Textual Sequences with Institutional Ethnography: A Study of Campus and Apartment CCTV Security Work, *Kevin Todd Walby, Carleton*

364　Democratic Methodologies

1:45-3:15 p.m.　　　　　　　　　　　　　407 Union

Chair: *Julie Mae Boddy, Library of Congress*

The Fullness of Containment: Le Story Testimony at the Public Comment Sessions of the Advisory Committee on Human Radiation Experiments the Ad, *Julie Mae Boddy, Library of Congress*

Choose Electoral: Coercion or Liberate Decision?, *João Teodoro Bourscheid and João Suimar Bressam, UNIJUI*

Death Penalty: The Performative Reality of the Social Structure of Complicity(?) in a Democracy(?), *Desiree Rachel Yomtoob, University of Illinios at Urbana-Champaign*

The Day That I Learned That I am Not White: An Auto-Ethnographic Performance, *Meltem Yilmaz Sener, University of Illinois at Urbana-Champaign*

365 Uses of Narrative in Qualitative Inquiry

1:45-3:15 p.m. 162 Noyes

Chair: *Li Xiong, University of Illinois at Urbana-Champaign*

The "Abused-Abuser Hypothesis" in the Narrative Accounts of Sexually Abusive Young Women, *Diane Lynn Miller, University of Michigan*

How Do Schools Improve? Analysis of the Improvement Processes and Their Incidence in the Quality of Education, *Paulino Murillo Estepa and Mariana Altopiedi, Sevilla*

A Baby Boomer Feminist Meets Fundamentalism, *Mary Catherine Poole, University of South Florida*

Professional Life Stories of Veteran College Lecturers, *vered tohar, Anat Keinan and Erga Heller, Kaye College of Education*

Authentically Speaking: Writing About Trust in Participatory Action Research Processes Using Vignettes, *Laurie Vasily, Cornell University*

Contesting Definitions: Rape and Violence in the Lives of Women in Lahaul, India, *Himika Bhattacharya, University of Illinois at Urbana-Champaign*

366 Issues of Risk in Qualitative Inquiry

1:45-3:15 p.m. 136 Davenport

Chair: *Janice Morse, University of Alberta*

Problematics of Anonymity in IRB Approval, *Suzanne K. Damarin and Jane T. Evans, Ohio State University*

Researchers Perceptions of Risk and Benefits for Participants in Qualitative Interviews, *Linda Niehaus and Janice Morse, University of Alberta*

Conceptualizing Risk in Qualitative Interviews, *Janice Morse, Linda Niehaus and Michele McIntosh, University of Alberta*

Learning Qualitative Methods: As Innocuous as Discussing Religion and Politics, *Lynn Eldershaw, Maria Mayan and Ruth Wolfe, University of Alberta*

384 Internet Research Ethics: A Review of Perspectives, Methods and Regulatory Bodies

1:45-3:15 p.m. 312 Davenport

Chair: *Annette N. Markham, University of the Virgin Islands*

Educating IRBs About Internet Research Ethics, *Elizabeth Buchanan, University of Wisconsin-Milwaukee*

Beyond Narrative Ethics, *Clifford Christians, University of Illinois at Urbana-Champaign*

On Never Leaving the Field: Boundary Issues in Online Research, *Lori Kendall, University of Illinois at Urbana-Champaign*

Ethic as Method, Method as Ethic, *Annette Markham, University of the Virgin Islands*

367 Borders, Nations and Nationalism

3:30-5 p.m. 209 Union

Chair: *Denise Adele Ségor, Fielding Graduate University*

Living the Unimaginable in Mizo Country: Women's Stories of How They Survive Independence Movement, Counter-insurgency and Forced Village Groupings in the State of India, *Denise Adele Ségor, Fielding Graduate University*

The Impact of Transnationalism on the Study of Race, Class, Gender, and Nation: Exploring New Territories and Methodological Terrains, *Emily Noelle Ignacio, University of Washington*

Turn Up the Dutch Noise: Islamic Youth, Hip Hop, and Cultural Resistance, *Katherine A. Gregory, University of Wisconsin-Parkside*

Denying History: The Role of Black Educators in the De-Colonization of Mexican-American Students, *Violet R. Johnson Jones, The University of Texas at El Paso*

368 The Ethics of Embodiment

3:30-5 p.m. 210 Union

Chair: *Barbara F. Sharf, Texas A&M University*

Boolean Logic and Qualitative Research, *Kristi Jackson, University of*

Colorado, and Mitchell J. Nathan, University of Wisconsin-Madison

Our Bodies, Our Wisdom: Engaging Black Men who Experience Same-Sex Desire in Afrocentric Ritual, Embodied Epistemology, and Collaborative Inquiry, *Hameed (Herukhuti) Sharif Williams, Fielding Graduate University*

An Ethics of Embodiment Through A/R/Tographical Inquiry, *Lisa M. LaJevic, Mary M. Wolf and Stephanie S. Springgay, The Pennsylvania State University*

As Black Paper Resolved into Evening Skies, *Cynthia Marlene Morawski and Claire Smith, University of Ottawa*

Storied Research: A Methodological Continuum, *Barbara F. Sharf, Antonio LaPastina and M. Carolyn Clark, Texas A&M University*

369 Featured: Talking and Thinking about Qualitative Research

3:30-5 p.m. 314A Union

Chair: *Carolyn S. Ellis, University of South Florida*

Panelists: *Arthur P. Bochner, University of South Florida; Norman Denzin, University of Illinois at Urbana-Champaign; Yvonna Lincoln, Texas A&M University; Janice Morse, University of Alberta; Ronald Pelias, University of Southern Illinois; and Laurel Richardson, The Ohio State University*

370 Questioning Marriage, Family, and Parenthood

3:30-5 p.m. 314B Union

Chair: *Mark Steven Gianino, Boston Unversity*

Questioning Heterosexual Marriage Using Ethnomethodology and Poststructural Discourse Analysis, *Briana Michelle Weadock, American University*

Adaptation and Transformation: The Journey to Adoptive Parenthood for Gay Male Couples, *Mark Steven Gianino, Boston Unversity*

Children of Divorce: Communication Competence through the Poetry of Empathy, *Gino Anthony Giannini, San Diego State University*

Coping Responses to Maternal Guilt in the Mother-Daughter

Relationship, *Carla L Fisher, The Pennsylvania State University*

The Heterosexualization of Marriage: The Affect of Discourse on Public Policy and Same-Sex Couples' Relationships, *Catherine Lynn Brooke, Univeristy of Windsor*

371 Ethics, IRBs and Academic Freedom III

3:30-5 p.m. 405 Union

Chair: *Nikki C. Townsley, University of Colorado at Boulder*

Human Research Ethics Committees: Insider and Outsider Views, *Jane Stein-Parbury, University of Technology, Sydney*

From, "Does This Mean I Can't Sue You Now?", to "Do I Have to Sign Another Paper?": Constructing Informed Consent Across Time and Place, *Nikki C. Townsley, University of Colorado at Boulder*

Ethics Review of Qualitative Research: Institutional Oversight and REBs, *Susan Tilley, Brock University*

Cultural Assumptions in Standard Informed Consent Forms, *Melita M. Vaz, University of Michigan*

372 Online Ethnography

3:30-5 p.m. 406 Union

Chair: *Katherine A. Gregory, University of Wisconsin-Parkside*

Weblogs and Narratological Methodology: Exploring Lived Experiences Through the Use of Anonymous Online Support Groups, *Dimitrios Jason Price-Stalides, Southern Illinois University*

Me and My Virtual 45: Identity Display in a Pro-gun Chat Room, *Katherine A. Gregory, University of Wisconsin-Parkside*

Computer-Mediated Narratives: Chinese Perspectives on the New Media in English Language Teaching, *Alannah Teresa Dysart Fitzgerald, Concordia University*

Ethnographic Research in Internet Communities: What's Public, What's Private? *Montana Miller, Bowling Green State University*

Flaming the Room: Methodological Constraints, Lurking, and Ethnographic Findings in Chat Room Research, *Katherine A. Gregory, University of Wisconsin-Parkside*

373 Featured: Global Perspectives on Feminist Research on Poverty

3:30-5 p.m.   407 Union

Chair: *Leslie Bloom, Iowa State University*

Trying My Hardest: Using Focus Groups in the UK to Study Smoking Mothers and the Exposure of Their Children to Environmental Tobacco Smoke (ETS), *Jude Robinson, University of Liverpool*

The Emotional Implications of Qualitative Inquiry with Poor Urban Women: An Experience from Mexico, *Carolina Martínez-Salgado, Universidad Autónoma Metropolitana Xochimilco*

Women, Welfare Reform, and Community-Based Organizations in the U.S.: An Institutional Ethnography to Understand Social Policy as Lived Experience, *Leslie R. Bloom, Iowa State University*

From Personal Knowledge to Political Platform: Inclusive Debate Methods for Social Change in Israel, *Michal Livia Krumer-Nevo, Ben-Gurion University*

374 Classroom Ethnography

3:30-5 p.m.   211 Union

Chair: *Kenneth N. Ehrensal, Kutztown University of Pennsylvania*

A Look to Young Childrens Socialization and Academic Attainment in a Classroom Context, *Esin Acar, University of Illinois at Urbana-Champaign*

The IRB and Me: Activist IRBs and Ethnographic Research, *Kenneth N. Ehrensal, Kutztown University of Pennsylvania*

Teachers Beliefs About Reading Comprehension and Their Practices — Case Studies of Three Elementary Teachers, *Eunhyun Kim, University of Illinois at Urbana-Champaign*

Grateful: Reflections of a First-Semester Teacher, *Patrick Michael Santoro, University of South Florida*

375 Critical Ethnography/Queering Sexual Autoethnography

3:30-5 p.m.   215 Union

Chair: *Kevin Todd Walby, Carleton*

Narrative Analysis, Photo-elicitation and Transgressive Data: Expanding the Heteronormative, *Jodi Kaufmann, University of Georgia*

Fainting for a Tampax. An Autoethnographic Tale, *Virginia Romano, University of Bergamo, Italy*

Performativity and Masculinities: At the Gay Bar with Male Erotic Dancers and Their Bodies, *Kevin Todd Walby, Carleton*

376 Interrogating The Sociopolitical Context of Health and Health Care: Engaging in Participatory Action Inquiry

3:30-5 p.m.   403 Union

Chairs: *Patricia Anne Rodney and Sabrina Wong, University of British Columbia*

Mixed Methods in Participatory Action Research: A Political Vehicle? *Patricia Anne Rodney and Sabrina Wong, University of British Columbia*

Negotiating the In-Between Space: Research in Partnership with Aboriginal Communities, *Victoria Louise Smye and Annette Jo Browne, University of British Columbia*

Trust and Respect in the Seemingly "Mundane": Participatory Action Inquiry in Aboriginal Communities, *Colleen Marie Varcoe and Betty Calam, University of British Columbia; Helen Brown, University of Victoria; and Vera Newman*

Enhancing Equity in Access to Health Care for Those who are Street Involved, *Bernadette Madeline Pauly, Dalhousie University*

377 Qualitative Research, Abortion, and Women's Health Issues

3:30-5 p.m.   136 Davenport

Chair: *Christina M. Smith, Arizona State University*

Abortion in México City: the Women's Meaning in Poor Regions, *Andrea Angulo, Universidad Autónoma Metropolitana Xochimilco, and*

Laura Verónica Nájera, Escuela Nacional de Antropología

Mutedness of Young Women in the Abortion Debate, *Christina M. Smith, Arizona State University*

From W.O.M.E.N. to Women: A Local Abortion Fund and the Pro-Choice Fight, *Lisa Kuchta, University of South Florida*

378   Dialogism and Democratic Methodologies

3:30-5 p.m.   137 Henry

Chair: *Steinar Kvale, Aarhus University*

Dialogical Oppression in Qualitative Interview Research and in Human Management, *Steinar Kvale, Aarhus University*

Research with Asian Ethnic Families: Striving for Ethics, Autonomy, and Authenticity, *Susan Matoba Adler, University of Illinois at Urbana-Champaign, and Janice Kroeger, Kent State University*

Rethinking Collaboration: Working the Indigene-Coloniser Hyphen, *Alison Jones, University of Auckland, and Kuni Jenkins, Te Whare Wananga o Awanuiarangi*

379   Academic Freedom and IRBs

3:30-5 p.m.   143 Henry

Chair: *Magda Lewis, Queens University*

Violated in the Classroom: Negotiating Personal Selves in Institutional Spaces, *Sara B. Dykins Callahan, University of South Florida*

New Strategies of Control: Academic Freedom and Research Ethics Boards, *Magda Lewis, Queens University*

At the Eye of the Storm: An Academic(s) Experience of Moral Panic, *Pat Sikes, University of Sheffield*

The IRB Monologues, *Katie Hickey Snyder, Jamila Coney Appleby and Kimberly Nicole Parker, University of Illinois at Urbana-Champaign*

380   Education Issues

3:30-5 p.m.   162 Noyes

Chair: *Ian Stronach, Manchester Metropolitan University*

Using Mixed Research Methodologies in a Case Study of Four Public Primary Schools in Northern Mexico, *Louise Gormley, University of Toronto*

Sex, Science and Educational Research, *Ian Stronach, Jo Frankham and Sheila Stark, Manchester Metropolitan University*

Qualitative Content Analysis: Its Applicability and Suitability for Social Science Research, *Omer Avci and Anindya Sen, Northern Illinois University*

381   Qualitative Inquiry and Educational Practice

3:30-5 p.m.   217 Union

Chair: *Patrick J. Lewis, University of Regina*

Repetition & Recollection: Storying Teachers' Past(s), *Patrick J. Lewis, University of Regina*

Research as Three-fold Yeongi(??, ??): A Case of Qualitative Research on Homeschooling Movement in South Korea, *Deok-Hee Seo, Seoul National University*

Students Written Evaluation of a Course: An Application of Qualitative Content Analysis, *Anindya Sen and Omer Avci, Northern Illinois University*

The Ways of Words: A Critical Postcolonial Reading of "Ways with Words," *Marcia Collins Shelton, Radhika Viruru and Patricia Larke, Texas A&M University*

Engaging Minds Through Inquiry: A Photoethnography of the "Sands Point Project," *Joanne Marie Robertson, St. John's University*

382 Whiteness Studies

3:30-5 p.m.   404 Union

Chair: *Daniel Mark Welliver*

White Guy Plans Autoethnographic Dissertation Relating to Collaborative Research on White, Anti-Racist Identity: Can You Say, Ethical Labyrinth? *Daniel Mark Welliver*

Blinded by the White: Method, Mess and (Mis)interpretation in Researching "Ethnicity," "Race" and "Nation" in the Field, *Alice Pettigrew, University of the West of England*

Questioning the Relationship Between Critical Race Research and Whiteness, *Elizabeth Anne McGibbon, St. Francis Xavier University*

Talking Across the Divide: Dialoguing Race and Gender, *Robin M. Boylorn and Tony E. Adams, University of South Florida*

383 QI2006 General Meeting

5:30-7 p.m.   200 Union Ballroom

Panel abstracts

200 Neoliberalism: Discourses and Practices; Subjection and Subjectivities.

Chairs: Peter Bansel and Bronwyn Davies, University of Western Sydney

The discourses and practices of neoliberalism have been at work in western capitalist societies since at least the 1980s. The sites of our studies are Australia and New Zealand where they have been taken up with great enthusiasm, and in the case of New Zealand, unprecedented speed and scope. Through the qualitative studies assembled here, we theorise the constitutive effect of neoliberalism through close attention to the particular discourses and practices through which individuals and institutions are subjected and subject themselves within particular private and institutional settings; the university, the school, the school field trip, the workplace. We attempt to understand and unravel the practices through which neoliberalism as a mode of government has come to be seen as necessary, inevitable and ubiquitous. We challenge the dominance of discourses of equity, freedom and choice by addressing the multiple and contradictory effects of these discourses in and on the lives of subjects.

201 Featured: Performing Methodologies [and/or/is/of/in/...] Performing Cultures

Chairs: Ronald J. Pelias, Southern Illinois University-Carbondale, and Tami Spry, St. Cloud State University

These performances are reflections on the practice of performing cultures as a method of qualitative inquiry. The goal of each of these performances is to make a reflexive turn, foregrounding methodological issues that have emerged in creating these particular performances. What is at stake when ethnographers and autoethnographers perform? How do compositional strategies empower and constrain performance ethnography? How might "performance ethnography" be usefully distinct from "performed ethnography?" What about autobiography? What about history, oral or otherwise? These performances foreground what we, as artist-scholars (scholar-artists?) come to know and question about methodology when we perform cultures. The first performance considers the methodological significance of the practice of "revivals" in music theatre. The second performance offers a bodily metaphor of "methodological limitations/opportunities" that are playful and deeply meaningful. The third performance considers positionality in archival research. Together, these performances assert multiple possibilities for performing methodologies [and/or/is/of/in/...] performing cultures.

203 Special Featured: Lessons Learned from the American Evaluation Association/Duquesne University Building Diversity Internship Program Experience

Chair: Maurice Samuels, University of Illinois at Urbana-Champaign

Over the past decade or so, the evaluation profession has recognized the importance of social justice in evaluation through social advocacy models that emphasize culturally responsive, deliberative democratic, and other approaches that lift notions of equity and access. However efforts to promote social justice in evaluation have been limited due to limited numbers of evaluators of color and/or evaluators with credibility working with racially and ethnically diverse communities. As part of the effort to address this deficit, The AEA/DU Graduate Education Diversity Internship program was launched in the fall of 2004 and continues this year. Considering the increasingly racially, ethnically and linguistically diverse American Society, it is important for evaluators to take into consideration the diverse cultural contexts of the programs we evaluate and remain sensitive and responsive to it throughout the evaluation process. This leads to better understanding of programs, especially those serving populations that have been traditionally marginalized in society, and better interpretation of results. This panel will present the experiences of four AEA/DU interns conducting culturally responsive evaluations.

205 Ethical and Political Dimensions of Qualitative Evaluation in Education Studies

Chairs: Mustafa Yunus Eryaman, University of Illinois, and Hakan Dedeoglu, University of Florida

This session aims to explore the moral and political dimensions of understanding qualitative evaluation in education studies. Major evaluation theories and methodologies are examined to explore the issues of narrative representation and case evaluation in qualitative evaluation studies. The session offers an extended analysis of power relationships among evaluator, client and evaluand in educational evaluation studies.

206 Negotiating Identity- Conversations with Self, Country and Culture

Chairs: Gayatri Moorthi and Meltem Yilmaz-Sener, University of Illinois at Urbana -Champaign

Within the remains of a lifetime, a day or a moment a revelation, an insight or an awareness can sometimes transform the relationship between the "self" and the "other." Yet, these daily life experiences in their difficult negotiations with race, gender, class, caste or nationality get left behind in the memories of our childhood, in the diaries of our parents and in the language of our bodies. This panel seeks to capture this essence, through powerful, experimental, perfor-

mance-based, auto-ethnographic texts, that lyrically create montages of such personal epiphanic moments. These texts weave seamlessly our inner conversations with symbols from popular culture or ideas from academic literature. They are stirring accounts of how our identity is challenged and shaped within a dynamic, postmodern, contested and critical reality. The effect is provocative, resistance-based narratives that attempts to write our stories of heightened consciousness into the history and politics of the world that we inhabit.

208 Education and Work: The View of Excluded People

Chairs: Ruth Marilda Fricke and João Teodoro Bourscheid, UNIJUI

The discourse of the relation between Education and Work had many faces in the real world. We speak from formal and informal work, from included and excluded workers, from children, teens and elderly who needs some work for survival. Actually, the job market intend to admit workers with high degree of education because in this sense is easier to do the work. In another way, they discard a great number of people who don't can support this exigency. So, the excluded people of the formal work, looks by construct a space for survival with any form of income. Among these excluded people are children, excluded from school, they makes activities in the street, continued the same way of exclusion from his parents.

209 Qualitative Inquiry and Quality of Life

Chairs: Ruth Marilda Fricke and João Carlos Lisboa, UNIJUI

Social policies pretend to promote a better world for everybody. The importance of qualitative inquiries is based in the fact that they reveal the view constructed by life experience of the population who is the objective of the social policies. In this sense different aspects that contribute to quality of life are investigated through qualitative inquiries. Quality of life is being approached by the bias of sexuality in the elderly in the perspective of doctor and patient relationship; the degree of satisfaction with the life because the paradigm of longevity with quality aggregates the vision of life as source of pleasure and satisfaction and the social and cultural references in the urban migration.

210 Spotlight: The Yin and Yang of Participatory Arts-Based Research: Creating Documentary Films in Communities of Difference

Chair: Susan Finley, Washington State University Vancouver

This session looks at the use of media-based action tools for social change, utilizing two community-made documentary films created by coalitions of homeless people, activists, filmmakers and university researchers as catalysts for discussion. Within the context of arts-based inquiry as a site for performing revolutionary pedagogy, we will open discussion of the potential and limitations of documentary filmmaking as a collaborative, interdisciplinary approach to per-

formative, visual research and representation. Presented papers are interspersed with visual-texts selected to demonstrate issues encountered in making the films, the important roles of activist groups in the production and distribution process, and the potential uses of these films beyond opening discussion and motivating interest in homeless issues for people who are housed. We will discuss their usefulness as research texts that rethink the politics of homelessness and poverty in America and guide systemic change.

211   Qualitative inquiry In the Business and Management Field

Chairs: Catherine Maria Cassell, University of Manchester, and Gillian Symon, Birkbeck, University of London

The aim of this panel session is to draw attention to the issues around qualitative inquiry currently confronting those in the field of management research specifically. The first two papers consider the positioning of qualitative research within management research, illustrating some of the difficulties of pursuing qualitative inquiry in our field. The third paper specifically explores differences between presenting qualitative inquiry in a management research environment as compared to that of this conference. The final two papers provide examples of some of the methodological debates currently confronting management researchers, but which are also of broader relevance in the social sciences. The papers in this symposium illustrate the relevance of qualitative inquiry to the management discipline but also highlight the difficulties we experience as qualitative researchers in a largely quantitatively-dominated field.

212   Defining the Subject: Examining State Level Policy Intentions

Chair: Cheryl A Hunter, Indiana University

State level policy analysis continues to draw upon quantitative methodology, failing to fully represent the complexity of any given policy context while also failing to meet the burden set out by Bhola (1997) to assess whether the policy is principled. This challenge calls for qualitative methods to overcome the limitations of traditional quantitative means of policy analysis. This panel uses a variety of qualitative methods to probe state defined concepts, which themselves underscore specific policy contexts. In particular, this panel will explicate the tacit concepts associated with natural history interpretation, pluralistic citizenship, birth education, and the internationalization of the U.S. educational system, which underscore the particular state-level policies. This in turn contributes to an implicit as well as explicit understanding of policy intentions. These studies draw on a variety of critically informed methods, ranging from curricular analysis to naturalistic observation. Together these individual papers probe vastly different contexts, citizenship in Germany, environmental education in a Midwestern state, state implementation of a birth education program, international education in India and the United States, but taken together offer an important commentary on the use of qualitative methodology for state level policy analysis.

213   COB INSTALLATION and INTERACTIVE COBBING: Daylong installation and interactive performance

Chair: Jeanine Marie Minge, University of South Florida

Though it is still being used today, cob is essentially a way of the past. This process of building has proved to be self sustaining and viable with structures standing for over five hundred years in some cases. Industrial cartels, the building industry and the government have all conspired to prevent most people from building their own housing (Evans, Smith, & Smiley, 2002). Our consumer,-based housing movement has taken us further away from the body, community, and the earth as viable tools for living. When we look around at the architecture and materials we use today, it is difficult not to wonder, what is progress? Techniques that use human labor and creativity produce a different social dynamic than those that depend on processed materials, capital, and corporate codes and regulation. How do we, as scholars, activists artists, and community members connect to each other? What is ethical inquiry into community building?

214   Portraiture: Culturally and Contextually Relevant Methodology

Chair: Mark A. Earley, Bowling Green State University

In this panel, the presenters will elucidate on their research processes through six uses of voice as explained by Sarah Lawrence-Lightfoot and Jessica Hoffman Davis (1997). According to them, "the portraitists voice is everywhere -overarching and under-girding the text, framing the piece, naming the metaphors, and echoing through the central themes." Voice as autobiography regards the researcher's explicit use of personal history in designing the inquiry. Voice as pre-occupation is the disciplinary lens through which the researcher perceives reality in context. As witness, voice necessitates a discerning observer stance-taking note of action in context. Voice as interpretation is the researcher's role in analyzing and making sense of data. In dialogue, the researcher posits herself in the middle of the action, to bring both her voice and that of her participants into the meaning-making process. In discerning other voices, the researcher captures the participant's voice through selected quotes.

217   Improving Outcomes for Students with Disabilities through Qualitative Research

Chair: Christi Carnahan, University of Cincinnati

To improve outcomes for students with disabilities, intervention specialists and general education teachers alike must use evidence-based practices. The purpose of this symposium is to disseminate information that leads to the use of evidence-based practices in schools. The papers presented below seek to improve outcomes for students with disabilities by incorporating principles of effective instruction at the teacher candidate, practicing teacher, and community level.

219 Spotlight: Desperately Seeking Organic Intellectual Praxis: Decolonizing?

Chairs: Corrine Glesne, deprofessionalized intellectual, and Carolyne J. White, Rutgers University

Less than 15 years ago, qualitative was seen as the "alternative paradigm (Guba, 1990);" today we see that it too can be colonizing and that we have to make evident the colonial and neo-colonial epistemologies that form the basis of not only many theories, but also how we go about doing western science. Within this session we re-search ourselves and explore the ethical and epistemological tensions we encounter and navigate in our work to engage decolonizing neo-colonial research methodologies. Across all of the papers that constitute this panel we ask the following questions: What do we mean by decolonizing methods? Are we engaging differently, co-searching on questions of interest and use to all participating? Do important theoretical assumptions remain unchallenged? What have we learned and how can we inform the journeys of doctoral students beginning their process?

222 Using/Constructing Qualitative Research to Unmask our Academic Practices and Policies

Chair: Gaile S. Cannella, Arizona State University

We are historically located at a time in which research is critiqued from the right and the left, from the margin and the center. Poststructural, feminist, criticalist, and postcolonial research perspectives/methodologies have been used to deconstruct their own forms of practice and representation, as well as positivist views of knowledge. However, we are also embedded within a political context that would use these critiques to discredit research in ways that lead to further control for those who would dominate all of us (whether using the language of poor quality or relativism). Research as construct and practice in our contemporary world is profoundly dangerous. The papers in this session use critical qualitative research perspectives and methods to unmask ways that our academic practices and policies continue to construct the "Other." Yet, these papers also generate research methods that are anti-oppressive and would envision "transborder social and economic justice" (Mohanty, 2003).

224 Telling Out Tales of School, or What I Would Tell My Students About My Sexuality If Heteronormativity Wasn't So Damn Hard to Subvert

Chair: Scott William Gust, Bowling Green State University

This interdisciplinary panel is composed of teacher-scholars who represent multiple sexual identifications and a singular (although not uniform) political will to subvert and resist the perpetuation of heteronormativity as it emerges from traditional notions of sexuality. As teachers, we seek to embody a peda-

gogy that asserts sexuality is present in the classroom regardless of whether or not it is explicitly acknowledged; as scholars, we seek to embody an ideology that asserts heteronormativity fosters discursive and material violence against persons who are sexually othered. This panel will offer theoretically-infused, methodologically diverse narratives of what we experience in our ongoing attempts to transform cultures of sexuality within, beyond, and against the historically-prevalent, institutionalized constraints of schooling.

225 Epistemic and Ethical Issues in Active Interviewing

Chairs: Svend Brinkmann, University of Aarhus, and Claus Elmholdt, University of Aarhus

This session consists of three papers about different epistemic and ethical issues in active interviewing. After the presentations, a discussant (Steinar Kvale) will comment on the papers. The presentations aim to show the strenght of different forms of active interviews in contrast to more conventional interview forms such as the empathic and warm research interviews, but some problematic points related to active interviews are also pointed out.

227 Plenary: Doing and Troubling Policy Science

Chairs: Michael J. Feuer and Elizabeth Adams St.Pierre

Michael Feuer at the National Academy of Sciences and Elizabeth St.Pierre at the University of Georgia will continue the dialogue across differences they began last year at this conference, this time with a focus on Dr. Feuer's area of expertise, policy science. Feuer explores the relation between cognitive science, rationality, and education policy; and St.Pierre responds with a discussion of how Feuer's work has challenged her to pay attention to educational policy even as she deconstructs it.

228 Featured: Understanding Educational Evaluation and Policy Analysis in International Context

Chairs: Mustafa Yunus Eryaman, University of Illinois, and HO Kwok Keung, Hong Kong Institute of Education

This session aims to explore diverse perspectives on the primary purpose and methods of qualitative evaluation and policy analysis in an international context. The session will allow international educational policy makers and evaluators to communicate their methods and approaches in sufficient detail to allow others to understand, interpret and critique their perceptions of educational policy and evaluation. Evaluators will discuss their diverse values, assumptions, theories, methods, and results which significantly affect the interpretation of the evaluation and policy studies. Representing multiple ways of perceiving educational evaluation and policy analysis in the field of education and social sciences in this session would help educators produce an alternative voice against the invasion and domination of Eurocentric and Euro-American scholarship which

aims to establish an intellectual, cultural, and political hegemonic identity in academia as superior to the rest of the world.

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229 Women and Critical Inquiry: Methodological, Theoretical and Substantive Explorations

Chair: Elizabethe C. Payne, Syracuse University

The papers presented in this panel provide substantive explorations into the social and subjective lives of women and the methodological contributions of critical qualitative feminist inquiry. The dual purposes of the panel include (1) contributing to the substantive body of knowledge on women's social and personal lives with a discussion of invigorating studies and (2) engaging in theoretical and practical explorations of critical methodology in feminist social research.

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230 Participatory Action Research and Needs Assessment: Mobilizing Culturally Diverse Communities

Chairs: Joanna Ochocka and Rich Janzen, Centre for Research and Education in Human Services

The purpose of this panel is to demonstrate how a participatory action research (PAR) approach to needs assessment can be used as a means of mobilizing culturally diverse communities towards positive social change. The panel will begin with a paper providing a theoretical overview of utilizing needs assessments within social interventions. This will be followed by four case examples of needs assessment done within multicultural contexts. Each case study will feature one unique aspect of the PAR approach: 1) engaging multiple stakeholders with divergent interests towards a common goal, 2) engaging immigrant youth as co-researchers, and 3) engaging ethno-racial communities in research on sensitive mental health issues, and 4) engaging participants from diverse ethno racial backgrounds in qualitative interviewing on child protection issues.

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231 Qualitative Inquiry in Population Studies: Five Perspectives from Mexico

Chair: Carolina Martinez-Salgado, Universidad Autónoma Metropolitana Xochimilco

Demography is essentially a quantitative discipline but the complexity of its subject has led it to incorporate the knowledge of disciplines such as sociology, anthropology and even psychology. In this manner, Population Studies have developed into a multidisciplinary field in which qualitative inquiry has become a suggestive possibility to deepen in the understanding of the multiple elements involved in the behavior of the population. Since late '80s, qualitative methodologies resulted in great enthusiasm among a small group of Latin American scholars. Although its scientific prestige is smaller than the one which is granted

to quantitative tools, the interest has not decreased. In this panel the authors discuss the value of the qualitative methodologies in the field of Population Studies as the main procedure for micro-approaches or as a combination of qualitative and quantitative techniques in mixed designs, and they offer some illustrations from their own research experience.

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232 Spotlight: Evidence Based Practice, Qualitative Inquiry, and Social Work Practice

Chair: Karen M. Staller, University of Michigan

Each of the following three papers offers a different perspective on the neglected role of social work practitioners in the evidence-based practice (EBP) discussion. How do you go about generating "good" science using qualitative methods of inquiry in a manner consistent with EBP but still useful to practitioners? Gilgun makes a case for the significance of the practitioner and the centrality of qualitative inquiry to providing evidence. Gioia asks and answers how real-world clinicians feel about the mandate to deliver evidence-based services in their agency. Finally Staller wonders if social work practitioners and qualitative researchers should attempt to reframe the debate as one of "practice-based evidences" (PBE) thereby returning the practitioner to her central role in evaluating evidence. Together we hope these topics will provoke an interesting discussion on the impact of evidence-based practice on social work practitioners and the role qualitative inquiry should play in this debate.

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233 Loss and Grief: An Exploration of Personal Narratives

Chair: Julia Barnhill, University of South Florida

Death is inescapable and will affect each one of us during the course of a lifetime. This panel explores the experiences of loss and grief through the eyes of children, adults and the elderly. Using a variety of qualitative methods, including autoethnography, narrative inquiry, participant observation and interviews, this insightful panel delves into the issues of death denial, mourning, widowhood and anticipatory grief.

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236 Using Developmental Theory Without a Developmental Measure: Is There Substance Without a Score?

Chairs: Deborah Helsing, Harvard Graduate School of Education and Kathleen Rimer

These four studies employed Robert Kegans theory of adult development as an analytic lens without the explicit use of his developmental measure. Kegans theory identifies the epistemic commitments fundamental to adult meaning making and is therefore useful in depicting how adults construct experience and can evolve over time. The measure is an interview and analysis procedure that allows researchers to identify the capabilities and limitations in an adult's meaning making and arrive at a single developmental score for each participant.

While using the measure is appropriate for some research purposes, it also can lead to undesirable consequences. The complications and restrictions involved conducting and evaluating this measure can easily distract from the larger purpose of a study intended to focus on the content and context of participants experiences and ideas. Furthermore, the scoring of participants essentially sorts and ranks them, emphasizing how some research participants appear inherently "better than" others.

238   Decolonizing the Classroom

Chair: Mary J Fambrough, Alliant International University

A professor and two doctoral students explore the decolonizing of the qualitative research methods classroom in the social sciences. Though a social justice agenda exists within the fields of organizational psychology and behavior, the dominant discourses on methodology that permeate graduate education support a traditional managerial perspective. Alexis Shoemate will present a neo-ethnography of an exotic dancer using mixed genre representations focusing on the emergence of a unique self-other relationship. Nanette Cowardin-Lee's uses an ethno-story to probe the life of an illegal Mexican immigrant in a restaurant kitchen in suburban California. The final paper, by Mary Fambrough, investigates the development of qualitative researchers. How is the qualitative methods classroom colonized, and how can decolonization occur? What are the dilemmas as a faculty member caught between teaching the rules, while encouraging greater depth, development, and rigor by breaking them? The panel will conclude with a discussion among participants and attendees.

242   Featured: Relationship Stories: Co-Constructed Narratives of Commitment and Change

Chair: Arthur P. Bochner, University of South Florida

Three different couples explore the stories of their relationships using co-constructed narratives. Different methodologies are used. In one, the writer analyzes transcripts of conversations with her partner of twelve years, often reflecting difficulties and hurtful patterns. In another, the writer presents emails that document the initiation and development of a relationship, forged in infidelity. In the third, the partners reflect upon commitment and issues in their marriage formed in the shadow of previous divorces.They write and then respond to their partner's writing. As different as the methodologies, so too are the couples. They span different generations and histories, reflecting communication issues common to many relationships. All of the participants agreed that the process involved a "metacommunicaton" that was helpful in resolving communication and relationship problems.

243   The Social Construction of Research Ethics in Kyrgyzstan

Chair: Mehrigiul Ablezova, American University-Central Asia

The panel proposes to discuss how research ethics is constructed and negotiated at different stages of the research process in Kyrgyzstan, formerly part of the Soviet Union. The proposed panel papers challenge the fact/value split in research, and suggest that values shape research questions and design. Kyrgyzstan provides an interesting case study to explore the emergence of post-soviet ethics in qualitative research in the absence of ethical research codes during the Soviet period. In this respect, the ethics of research is not a matter of following prescribed rules, but deliberating on what is appropriate and fair. The proposed papers provide invaluable insights into the lives of young researchers as they deal with ethical dilemmas in their research projects, and by what criteria they judge what appropriate conduct is. The panel aims to show that Western models of ethics cannot be imposed without local _translation' that recognises the Kyrgyzstani culture.

246   School Organizations in Action. Capturing the Complexity of Micro-Practices in Educational Contexts

Chair: Julián López Yáñez, University of Seville (Spain)

The inherent complexity of the organizing process demands us new and deep-rooted conceptual frameworks to understand it. In this panel session, an historical point of view about organizational complexity will be adopted. Complexity will not depend on the number of members, but rather on the quantity of past events that can be taken as a reference in order to make sense of the new events that these members are faced with. Therefore, methodologies of inquiry have to be prepared to manage and to grasp this kind of complexity. In this way, the common target of the research projects presented here is social interaction inside organizations in any of its forms. From the point of view of the papers presented here, organizing is the emergent and complex process of the social construction of the organization which cannot be reduced to the instrumental or technical features.

248   First Person Action Research Student Poster Session

Chair: Mary Leanoir Brydon-Miller, University of Cincinnati

This poster session presents the work of students currently taking part in a year-long action research sequence. In the first term students complete a first-person action research project focused on some aspect of their professional or personal practice they wish to critically examine in order to initiate change. The projects focus on a variety of issues and are presented in innovative and engaging formats.

249 Plenary: New Feminist Poststructural Analytics and Practices

Chair: Patti Lather, Ohio State University

This session will focus on recent feminist reinscriptions of practices of critique and analysis in qualitative inquiry. The goal of the panel will be to combine our recent re-thinking of feminist practices in order to begin to grasp what is on the horizon in terms of new analytics and practices of inquiry. As Wilson (1998) argues in Neural Geographies, if feminist work is not to become routinized, static and predictable, it must interrogate the enabling limits of its own practices, not to junk them but to shake them up. This is a sort of "faithful transgression" that is not so much self-correction as negotiation with complexity where feminist practice is "always already rewriting itself." The goal is a generative undoing of a certain orthodoxy that is a necessary part of feminism making itself coherent and authoritative. Displacing fixed critical spaces enacted in earlier practices to which we are indebted, we move toward an "iterative productivity" that is open to permanent dynamism.

250 Featured: Gilles Deleuze and Qualitative Inquiry

Chair: Elizabeth Adams St. Pierre, University of Georgia

The work of Gilles Deleuze, the French philosopher, is increasingly being used to help qualitative methodologists think differently about their work. Deleuze wrote that philosophy is the creation of new concepts, and throughout his work, Deleuze (with Felix Guattari) created concepts including the nomad, the rhizome, line of flight, body-without-organs, faciality, assemblage, and so forth that have opened up qualitative inquiry. The researchers in this session will describe their adventures with Deleuze in their very different qualitative projects.

251 From the Margins: Student Voices, Teacher Solidarity

Chair: William Ayers, University of Illinois, Chicago

We are researchers pursuing projects based on principles of critical and emancipatory inquiry. Our inquiries share several common edges: they are each rooted in a hope that marginalized groups and communities will develop tools and capacities to change their circumstances; they are explicitly advocating a form of participatory research that engages people in a pursuit of visibility and access; they are necessarily genre-blurring; each researcher is positioned as student of her informants, a partner and a coworker, a person striving for solidarity rather than service. We ask: What are the issues that marginalized or disadvantaged people speak of? How can I enter a dialogue in which I will learn from a community itself about problems and obstacles they face? What endogenous experiences do people already have that can point the way toward solutions? What is missing from the "official story" that will make the problems and possibilities more understandable? How can the public space for discussion, problem-posing, and problem-solving be expanded? These questions are not easily

answered or settled, but they offer a frame for forward motion, and a force against forgetfulness.

254 Off the Page: Auto/ethnographic Performance as Engaged Pedagogy and Alternative Assessment

Chair: Mary Elise Weems, John Carroll University

This interactive, panel presentation will share ways in which Mary Weems and her colleagues have implemented auto/ethnographic performance as a form of engaged pedagogy and as a form of alternative assessment in university classrooms. Building upon Weems (2003) work that argues for the importance of imagination-intellectual development for fostering social consciousness and academic success among students at every level in the educational system, members of this panel will illuminate their encounters with the use of inquiry-driven, timed auto/ethnographic performances in place of conventional midterm exams. Panel members will discuss why they chose to experiment with this form of engaged pedagogy, their interpretations and critique of the results, and students interpretations and critique of the results. This multimedia presentation will also include video segments of student performances, and time for sharing and Q&A.

256 Decolonizing Qualitative Research with the Sacred

Chair: Riyad Ahmed Shahjahan, OISE/University of Toronto

So far there is scant literature on the interconnection between spirituality and qualitative research. While there has been discussion around spirituality as a form of meaning and interconnection, little discussion exists on spirituality as a subjugated form of knowledge in the academy. For many people knowledge production moves beyond the secular social-materialistic realms and involves their spiritual worldviews and epistemologies. This panel will try to render answers to the following questions: How does one's spirituality inform qualitative research? How would centering spirituality in our research practices lead toward very different insights/relationships/methods etc in qualitative research? What would the purpose of our work be? What are the challenges of doing qualitative research on spirituality? This panel consists of papers from scholars of colour who are researching on the "topic of spirituality" and/or those who are doing qualitative research and are informed by their spiritual ontologies and epistemologies.

257 Featured: Telling Secrets/Revealing Lives: Ethical Issues in Autoethnography, Memoir and Memory

Chair: Carolyn S. Ellis, University of South Florida

This session deals with ethics in writing about intimate others in autoethnographies, memoirs, and ethnographies of intimate situations. We discuss how we made decisions about what to reveal in our memoirs and autoethnographies, how we negotiate consent and represent moments of intimacy and vulnerability

in writing about end-of-life, how we invoke narrative conscience — a knowing together with the people in our stories, how we instruct students writing about intimate others when there isn't a set of rules to follow, and how memory works in our stories, particularly in the act of making claims about intentions of past actions with language and classifications from the present.

261 Spotlight: Emergent Knowledge in Acts of Writing: Writing Against the Grain of Dominant Discourses

Chair: Bronwyn Davies, University of Western Sydney

This session will focus on writing as a way of coming to know. Deconstructing the binary opposition between speech and writing, in which writing is regarded as "derivative, lifeless and artificial, in contrast to living speech with its seeming proximity to presence as thought, consciousness or intention" (Maclure in Burman and MacLure, 2005: 285), we examine ways to make writing live, to give it an immediacy that brings the author to life in the text, that brings the reader into the text as one who both knows and comes to know differently, against the grain of old ways of knowing. In this session we ask what are the strategies that enable a writer to write against the grain of what is already known, of what is laid down in the body (of the writer, of the reader) as tacit knowledge that doesn't bear inspection?

262 Narrative Ethics: Theory, History, Vulnerability

Chair: Arthur P. Bochner, University of South Florida

As homo narrans, we learn from stories. We benefit from telling them as well. Ethical issues become tangled in this learning and telling which often makes critical discernment and discussion difficult. In this panel, we work to synthesize common themes affiliated with narrative ethics, themes dealing with narrative theory, history, and vulnerability. Contributors specifically interrogate stories absent from canonical narratives of the Holocaust, 9/11, and family contexts. We examine narrative ethics metatheoretically, and address the ethics of "narrative vulnerability," the impact our stories may have on ourselves as narrators and readers. Engaging these contextualized discussions, along with welcomed dialogue with panel attendees, would seem to create a necessary conversational space for scholars to "advance the goals of social justice and progressive politics," as suggested by the conference call for papers and panels.

267 Postcolonial Blogospheres: Examining Digital Diasporas

Chair: Radhika Gajjala, Bowling Green State University

This panel examines issues related to postcolonial networks (economic, mediated, digital and so on) and diasporic circuits that are technologically mediated in various ways. Various methodological and ethical dilemmas not covered by a western Knowledge-formation centric IRB system emerge in these encounters. Contributors thus examine (directly and indirectly) issues related to technologi-

cally mediated diasporic spaces. Issues of voice and voicelessness as well as of marginalization, ventriloquizing and Othering based on gender, race, class, sexuality, nationa and geography emerge as some central concerns. We Problematize "virtual" and "real," "transnational" and "diasporic" in relation to the politics of online/offline production of presences and absences which are situated in unequal power relations framed by specific discourses of corporatized globalization and Modernity. Specifically, we attempt to examine "blogs" by engaging questions that point to the contradictions that emerge when issues raised in postcolonial theory are put in conversation with "digital" and related technological environments.

268 The Cacophony of Silenced Voices

Chair: Jim Paul, University of South Florida

This session provides multiple perspectives of school experiences from teachers, youth, and parents. Fingings address how stakeholders make meaning of these experiences and interactions. Perspectives were gleaned from personal narratives and the shared research process based on the interaction between the researcher and the researched. Data are presented through critical readings and performance. Audience members are invited to become part of the presentation through co-performance of selected text. Method was chosen due to the power of performance to engage both the audience and the researchers/performers emotionally through the shared experience. The goals of the session are for participants to experience the data, reflect on new meanings, and engage in a social critique of school as lived by various stakeholders.

269 Featured: Mediating the Body: Em(body)ing Difference Across Popular Culture I

Chairs: Richard T. Rodriguez and Jillian M. Baez, University of Illinois at Urbana-Champaign

Popular culture is a porous site where it has become increasingly difficult to mark distinctions. In fact, ambiguity has become commercially viable. The hybridization of genres and the crosspollination of icons in popular culture mandate we incorporate methodological approaches that account for textuality and corporality. This panel is primarily concerned with deconstructing how identity is constructed and mapped onto gendered bodies of color in popular culture such as film, music, art, and dolls. The panel offers comparative qualitative methodologies for studying difference within popular culture through studying gendered bodies of color in relation to one another, as opposed to only whiteness. Each paper serves as a case study of textual and/or ethnographic ways of analyzing and seeing the racialized and gendered body within popular culture. Our approaches examine bodies represented in popular culture to illuminate the ways the racialized, gendered body is marked by constructions of physicality, language and citizenship.

272   Using Qualitative Inquiry for the Purpose of Assessment in Educational Settings

Chair: Linnea L. Rademaker, Indiana State University

Comprehensive changes in our educational system, the No Child Left Behind initiative, and accreditation agencies, such as NCATE, have prompted universities and K-12 schools to proactively evaluate student competencies and accountability. Traditional definitions of assessment often revolve around quantitative methods. However, qualitative methods can provide reliable, practical, contextual data with which to accurately assess student progress, and with which to gauge understanding of concepts. In another educational assessment setting, we describe how qualitative data provided a clearer assessment of participants' feelings and understandings of a university/school collaboration to reform teacher education. In this session each panelist describes unique methods for assessing understanding in educational settings — whether it's university students, K-12 students, or school administrators.

278   Hear Me OUT!: Voices of Gay, Bisexual, and Questioning Youth

Chair: Gary W. Harper, DePaul University

Gay, bisexual and questioning (GBQ) young men in the U.S. face a multitude of developmental, interpersonal and health-related challenges associated with various facets of their culture and identity. This is due to pervasive oppressive forces and heterosexism that negatively impacts healthy development and well being of these young men. There is a paucity of research that has explored the lives of GBQ young men; thus, little is known about the array of factors that impact both risk and resiliency within this population. This panel features five different presentations of qualitative data from a multiethnic community sample of GBQ young men. Each will explore various topics related to GBQ young men's masculine-, ethnic- and sexual-identity development, health-risk behaviors, and affirming mentor-relationships. Implications for health promotion intervention development will also be discussed.

279   As Ethical as Possible under the Canadian Circumstances*

Chair: Donna Patterson, University of Regina

This panel is a follow up to Session 221, Ethics,IRBs and Academic Freedom, which occurred at last year's conference. Our intention is create a space for further dialogue around ethical issues emerging within a Canadian context around qualitative research. As such, panel members consider ethical issues arising in negotiating with IRBs, within aborginal communities and in using interpretative frameworks. The proposed panel consists of the following four papers and a moderator.

281   Plenary: Do We need Standards for Qualitative Inquiry? A Roundtable Discussion

Chair: Patti Lather, Ohio State University

This session grows out of discussion at last year's Congress in terms of whether qualitative research needs standards and, if so, of what sort and by what process. Frederick Erickson and Harry Torrance will present short discussion papers. Pam Moss will serve as discussant for their remarks. Patti Lather will chair the session and help open up the discussion to the audience. Our hope is that we "get somewhere" in terms of understanding 1) the context in which such issues are raised, 2) the possibilities and dangers of standards for qualitative research, 3) what standards might make sense, and 4) what process for delineating standards might make sense and how might such standards be used (and abused). The panel's hope is to set the stage for a broad based discussion of such matters that includes a high degree of audience participation.

285   Spotlight: Global Diversity, Ethics, and Politics

Chair: Donna M. Mertens, Gallaudet University

As social science research has grown in importance, it has, of necessity, begun to develop a history of applied research ethics and a challenging agenda for the future. This panel will provide an understanding of that history from feminist, critical race, and transformative theorists as a means of expanding the frontiers of the political and ethical issues that confront social scientists in the new millennium. It will emphasize understanding those ethical issues that arise in the theory and practice of research within the technologically advancing and culturally complex world in which we live. In addition, ethical dilemmas that arise in the relationship between research practice and social justice issues will be examined. Our intent is to explore the topic of social research ethics in a way that acknowledges the evolving understandings and questions about the relationship between ethics and research. This panel is intended to clarify the role of ethics within the research community and the constituencies we serve, as well as to encourage debate about issues that are not yet resolved.

286   Up Close and Personal: Teaching and Learning In a Narrative, Life Story, and Race Graduate Seminar in the Department of Psychology at the University of Michigan

Chair: Cynthia Eileen Winston, University of Michigan and Howard University

The field of psychology is witnessing an explosion of interest in studying whole persons in context. Some of the leading narrative psychologists have described this as a period of renaissance that is keeping pace with a similar trend in other social science fields (Josselson, Lieblich, and McAdams, 2002; Denzin and Lincoln, 2001). What are the implications of this renaissance for the train-

ing, learning, and teaching of graduate students interested in understanding people as constructors of experience? This symposium is designed to engage critical self reflection about teaching and learning within researchers in the Department of Psychology at the University of Michigan who participated in a narrative, life story, and race seminar. A range of topics related to teaching and learning in this seminar will be discussed including the following: cultivating a new research identity, conducting narrative research in the context of the University of Michigan Psychology department, constructions of race within a multiracial classroom, and graduate education in psychology.

287   Mediating the Body: Em(body)ing Difference Across Popular Culture II

Chairs: Isabel Molina Guzmán and Jillian M. Baez, University of Illinois at Urbana-Champaign

This panel is a continuation of the panel "Mediating the Body: Em(body)ing Difference Across Popular Culture I." See the description of the first panel.

290   Special Featured: Re-imagining Possibilities: Honoring the work of Carolyn Ellis and Art Bochner

Chairs: Patrick Michael Santoro and Robin M Boylorn, University of South Florida

This panel celebrates the work and lives of Carolyn Ellis and Art Bochner. Through the years, Carolyn and Art have shared themselves through evocative, compelling, and sometimes controversial stories that have inspired others to confront their life narratives. Co-editors of two collections of alternative qualitative writing and the Ethnographic Alternatives book series, they have jointly impacted, changed, and reshaped the possibilities and capacity for qualitative research and scholarship. Re-Imagining Possibilities is a tribute from their students to their dedication to creativity, individuality, performativity, honesty, integrity, poetry, and expression. Interweaving their voices and re-envisioning their work, we follow their lead, stretching the possibilities of our mind's eye and the opportunities they created.

291   Globalizing Cultural Studies: Ethnographic Interventions in Theory, Method and Policy

Chair: Cameron McCarthy, University of Illinois at Urbana-Champaign

This panel is positioned as a many-sided intervention in the study of culture in cultural studies across the broad spectrum of diversified social relations. Presented against the Anglo-centric ethnographic gaze that has saturated various cultural studies projects to date, contributors to this panel maintain that the deeply nationalist, localist and particularistic-beyond-a-knowing-fault subcultural project of study undertaken by proponents such as Richard Hoggart, Paul

Willis, Dick Hebdige and others has now been exhausted, rendered archaic by the monumental shifting of paradigmatic conditions and multiple diasporic figurations that exist in the contemporary moment. … We write to overcome the anthropological "monumentalism" that Renato Rosaldo maintains hangs over the study of culture and has privileged objectivism, empiricism, reductionism and the authority over knowledge all these years — methodological habits of the heart that have followed around proponents of Cultural Studies as a cloudy trail of associations to the dominant discourse they insistently but ambivalently reject. And we write to instantiate a project of social justice that can help us imagine a radical progressive democracy based on the universal values of love, care and equality for all humanity.

292   Spotlight: Critical/Performative/Reflexive/Auto/Ethno/Graphy (or Writing Through the Boundaries): New Directions in Qualitative Inquiry

Chairs: Bryant Alexander, Stacy Holman Jones, Cynthia Dillard and Sandy Grande

This plenary session explores the promises and possibilities in approaches to qualitative research that bleed and blend the boundaries of categorical distinctions such as critical ethnography, performance ethnography, autoethnography, reflexive ethnography and what might be considered "traditional" ethnography — to take the best of each; enhancing each as a perspective on the other and productively exposing the tender vulnerability and culpability of researchers using sympathetic and empathic methods of humanistic research in performance, communication and educational research.

303   Featured: Rewriting Cultural Methodologies

Chair: Rasul Mowatt, University of Illinois

Seeking to present the standpoint of ourselves in writing and our identities as global subjects, these nine essays will challenge notions of language, place, mobility, history, identity and power. The focus is on autobiographically founded and theoretically grounded critically reflexive, textual analyses and ethnographic case-study research on the contradictory experiences at the intersection of language, identity and power in modern life in the new century. The essays are masterful narratives that analyze culture against the impact that culture has placed upon ourselves as researchers.

312   Reflecting on Difference, Performance Ethnography and Auto/ethno/graphies as Performative Praxis

Chairs: G. Keilan Rickard and Kristen Marie Hennessy, Duquesne University

This panel begins with a performance piece that grew out of a graduate class experiences of diversity. Students perform their experiences with one another as

culturally situated individuals while encountering theories of difference. To complement their performance, our panel includes a theoretically oriented paper calling for further reflexivity on the part of the ethnographer through focus on the performing experience itself. Inspired by a previous experience of performing ethnography in the same graduate class, this piece highlights the need for rigorous reflection regarding the performing experience to further the ethnographic project. Together, the pieces highlight the rich understanding that is possible through performance ethnography as both participant and observer.

317 Featured: Using Qualitative Research in Expand Nursing's Horizon

Chair: Carrol Smith, University of Illinois at Chicago

Like other oppressed and marginalized groups, nurses often imitate the dominant culture-in this case, Medicine. Historically, nursing research followed the scientific model, which emphasizes distanced empiricism and methodological rigor. Evidence-based practice is the current gold standard; only quantifiable research can serve as the impetus for improvement of nursing practice. This panel will provide an overview of our attempts to broaden the qualitative research horizons within our College of Nursing. Because nursing is a practice profession stressing the importance of relationship, advocacy, and empathy, qualitative methods that interweave narrative, feminist, and political perspectives hold promise for greater exploration and agency. Our panel of faculty, graduate and undergraduate students at the University of Illinois at Chicago will report on efforts to utilize qualitative methods to illuminate themes within the politics of war, disability, violence, relationships, and the disconnect between feminism and nursing.

318 Building an International Action Research Community

Chairs: Susan E. Noffke, University of Illinois at Urbana-Champaign, and Mary Brydon-Miller, University of Cincinatti

Action research is a very visible, if contested, form of social research. Its roots and frameworks in many contexts have varied greatly. It is, arguably, closely articulated with social movements toward agendas of social justice, but is also marketed by large publishing concerns and administrative organizations. The 2005 congress brought together action researchers who have been working through various "strands" and contexts, initiate dialogue about their differences, but also instituted plans for mutual work to maintain a core of principles. Given the current context of market-driven, conservative politics-oriented political policies, this was indeed a timely occasion. While PAR groups have existed in many areas and field, there has been no cross-disciplinary PAR group for North America. In this 2006 Town Meeting, we will report back on activities to institute such an organization. We will start with a reporting back session on the first North American Summit on PAR, using this as an example to discuss the means and ends of such regional and eventually global coalitions. Through discussion with participants, it is hoped that relationships will be formed around issues, allowing for collaborative efforts, perhaps beginning with plans for mutual communication and support and coordination of efforts. Particular emphasis will be placed on the ways in which current action research efforts could include a range of social justice coalitions.

322 Rewriting Cultural Studies

Chair: Rasul Mowatt, University of Illinois

Seeking to present the standpoint of ourselves in writing and our identities as global subjects, these nine essays will challenge notions of language, place, mobility, history, identity and power. The focus is on autobiographically founded and theoretically grounded critically reflexive, textual analyses and ethnographic case-study research on the contradictory experiences at the intersection of language, identity and power in modern life in the new century. The essays are masterful narratives that analyze culture against the impact that culture has placed upon ourselves as researchers.

324 Ethics and Reflexivity: Social Scientists Working in Indigenous Communities

Chairs: Cesar Antonio Cisneros-Puebla, UAM Iztapalapa, and Karen Andes, Emory University

In this panel qualitative researchers will discuss about specific experiences working from ethnographical perspectives with indigenous people. Ethical and validity issues are relevant here to analyze the problems qualitative inquiry had to deal with in the context of projects conducted in Tunisia, Argentina and Mexico. Social organizations, policy makers, nations and institutions are the meaningful actors to be taken in account to evaluate the researcher's participation.

335 Post 9/11 Feminist Cultural Politics

Chairs: Angharad Valdivia and Amy Hasinoff, University of Illinois at Urbana-Champaign

Despite apocalyptic predictions of doom, life and feminism post-date 9/11. The terrain, however, is charged. Feminist politics are both similar and drastically different. The "homeland security" discourse that so pervades U.S. culture, and therefore its imperialist tentacles, precludes certain discussions and opens up spaces for others. Certainly, conservative pundits, especially when one of these is an attractive white blonde woman, find their voice amplified if not entirely centralized. To enter the representational space of the mainstream as a war opponent, one has to have very particular reasons for doing so. Recent history suggests that the sign of "mother" opens up such a space. Science and medicine continue to be legitimating discourses while feminism, in an era that hallucinogenically foregrounds postfeminism, continues to be disparaged. This is the cultural terrain that presenters in this panel want to discuss.

339 Featured: Globalizing Cultural Policies and Practices

Chair: Cameron R. McCarthy, University of Illinois at Urbana-Champaign

The collective focus of the session is to consider the dynamics of globalization, the influx of new subjectivities, and their various pedagogical and policy implications. The six essays represent interdisciplinary and multidisciplinary approaches seeking to focus on and challenge educational and public policy dilemmas in the area of language, culture, place, identity and governance that have been precipitated by global transformative developments in modern life and the implications of these dynamics for cultural studies as a practice of cultural interventions. The panel essays represent a reflexive, self-questioning about connections between ourselves as researchers and the simultaneously integrating and fracturing world of which we are participants.

341 Performative Writings on the Ethics and Politics of Militarism and Masculinity

Chairs: Lesa Lockford, Bowling Green State University, and Ronald J. Pelias, Southern Illinois University

By means of autoethnographic and performative writing the panel participants explore sites of ideological conflict where the normative equation coupling masculinity and force coalesce. The participants expose and resist the personal, political, moral, and social costs resultant of aggressive masculinity.

343 Plenary: Qualitative Inquiry, Ethics and the Politics of Evidence: Working within These Spaces Rather Than Being Worked Over by Them

Chair: Pat Sikes, Sheffield University

The papers in this panel cast critical eyes upon qualitative inquiry as it is performed, perceived and presented in the current international climate. Those who use qualitative approaches seem unable to escape the legacy and continuing influence of paradigm conflicts (if not wars), and of the consequences of polarized conceptualisations of research, both as philosophical endeavour and as it is enacted. Panellists (from the UK and Australia) ask some searching and unsettling questions concerning the tensions and contradictions qualitative researchers face and experience as a result of, inter alia,: pressures towards the enforcement of essentially positivistic and scientific notions of valid ethical practice (e.g. through IRBs and ethical review committees); the increasing value being placed on quantitative evidence; the wider uses of, and the social consequences of, the types of knowledge they produce; and, implication, if not complicity, in the continuance of these tensions and contradictions. Opportunities offered by, and ways of working within, the spaces between the tensions will also be explored.

347 Featured: Diaspora: A Performative Investigation in Three Movements

Chair: Mariolga Reyes Cruz, Universidad de Puerto Rico en Cayey

In this three bodied panel we will discuss different aspect of Diaspora. From a performative space grounded in the intersection of gender/race/sexuality/social class/nation/ethnicity, our pieces will illuminate the affects/effects of diasporic railways on culture and ourselves.

352 Featured: Journalism's Challenge: IRBs, Ethics, and the First Amendment

Chair: Amy Gajda, University of Illinois at Urbana-Champaign

Oversight of the work in campus journalism departments by IRBs raises many troubling issues, including the chilling effect on First Amendment press freedoms. Why are some IRBs reaching into journalism, is such a reach appropriate at all, and what can be done about it? Members of review boards, for example, likely have little practical experience with journalism and, therefore, know little of its ethics codes and practices. This panel, made up of experts in ethics, journalism, and law, will explore those issues and discuss both practical and theoretical answers to journalism's big chill brought about by IRBs.

354 Negotiating Insider/Outsider Boundaries in Critical Health Professions Research

Chairs: Maria Athina (Tina) Martimianakis and Linda Muzzin, University of Toronto

While a few medical health professions such as nursing and midwifery have strong qualitative traditions, most have historically informed their teaching and practice by research using quantitative methods; rarely drawing from the rich qualitative traditions in the humanities and social sciences. Recently, qualitative research has gained a footing within most health professional communities, allowing researchers opportunity to impact directly on education and practice. However, qualitative researchers choosing to work within these communities must constantly negotiate for legitimacy not only within the health professions but also within their traditional disciplines, especially researchers engaged in critical scholarship; ultimately raising the question, "does the end justify the means?" Authors present aspects of health professional education and practice and in the process highlight the challenges associated with navigating the insider/outsider border of health professional research. Presenters discuss methodological decisions in the context of broader philosophical questions related to the feasibility of bridging paradigmatic differences.

369 Featured: Talking and Thinking about Qualitative Research

Chair: Carolyn S. Ellis, University of South Florida

This session features scholars talking and thinking aloud about qualitative research now and in the next decade. They will discuss their participation in qualitative research, their identities as qualitative researchers and how they view some of the issues in qualitative research now and for the future. Participants include: Arthur Bochner, Norman Denzin, Yvonna Lincoln, Jan Morse, Ron Pelias, Laurel Richardson. Carolyn Ellis will moderate. Panelists will respond to questions such as: What qualitative book or article/chapter has most influenced you? Have you most enjoyed? How would you describe your role/position/identity in terms of qualitative research? Has it changed considerably over time? How? What metaphor best represents qualitative research today and why? How would you characterize the current state of qualitative research? What are its strengths and tensions? What would you most like to see happen in qualitative research politically, practically, and/or academically in the next decade? What are the major challenges qualitative researchers face in the next decade? Should qualitative inquiry seek higher status as a science? Should it become more firmly attached to humanities and the arts? Is there a schism between the two? Do you think that fragmentation in our field is a problem? If so, what would you propose to do about it, if anything? After the question/answer session, there will be time for audience participation.

373 Featured: Global Perspectives on Feminist Research on Poverty

Chair: Leslie Bloom, Iowa State University

In this session, we come together as feminist qualitative researchers who are deeply concerned about the global crisis of poverty, the continued and increasing feminization of poverty, and the responsibilities that we each have for conducting ethical research that contributes, in some way, to alleviating poverty at our research sites. Each paper in this session focuses on a methodological issue relevant to researching women and poverty.

376 Interrogating the Sociopolitical Context of Health and Health Care: Engaging in Participatory Action Inquiry

Chairs: Patricia Anne Rodney and Sabrina Wong, University of British Columbia

This panel of four papers is from researchers affiliated with the University of British Columbia School of Nursing's Culture, Gender, and Health Research Unit. The papers are based on participatory action research studies, and all reflect the researchers' shared commitment to critical reflection on the sociopolitical context of health and health care. The substance of the research studies includes analysis of the difficulties experienced by nurses in constrained practice environments, people from Aboriginal communities, and people who are street involved. Of particular significance is the researchers' critical reflection on methodology as well as substance. Each paper includes an analysis of the methodological challenges and opportunities inherent in participatory action research with their population of focus. The panel will be moderated by two Co-Chairs, and dialogue with the audience will be included after each paper and at the end of the panel session.

384 Internet Research Ethics: A Review of Perspectives, Methods and Regulatory Bodies

Chair: Annette N. Markham, University of the Virgin Islands

Panelists will addresses the issue of ethics in Internet research at three distinct levels: the theoretical (how do we approach ethics generally or how do we think of ethics in internet research specifically); the methodological (how do we think of ethics in qualitative research, using a review of the extensive guidelines developed by the Association of Internet Researchers Committee on Research Ethics); and the practical (how to survive within the boundaries of IRBs or proactively change IRBs). This panel provides an overview of the major ethical issues and ongoing debates in qualitative Internet research. Panelists will discuss ongoing efforts to clarify and educate researchers and IRBs about the ethical dimensions of human subjects. The goals of the panel are to provide a historical and contemporary approach to ethical issues in ICT research, complemented by a systematic discussion of how IRBs are functioning (or failing) in light of mediated research environments that push their regulatory boundaries and theoretical tenets.

Individual abstracts

Abadía-Rexach, Barbara I., *University of Puerto Rico, Rio Piedras*
The Place of Black Beauty: A Qualitative Approach to Barber Shop, Barber Shop 2: Back in Business and Beauty Shop

Cornell West argues that "the myths offer distorted, dehumanized creatures whose bodies — color of skin, shape of nose and lips, type of hair, size of hips — are already distinguished from the white norm of beauty and whose fearful sexual activities are deemed disgusting, dirty, or funky and considered less acceptable" (2001, p.120). The films Barber Shop (2002), Barber Shop 2: Back in Business (2004) and Beauty Shop (2005) present these myths. But also, beyond the racist spectrum historically attached to black bodies, I try to view from Calvin Palmer's (Ice Cube) and Gina Norris' (Queen Latifah) perspectives how racialization takes place in mass communication media. As such, this paper explores how blackness is represented in these three films. The author uses critical race theories as a framework to: (1) investigate how black men and women are constructed in those films, (2) explain the self-representation, exclusion, marginalization, stereotypes perpetuation and other racist manifestations, and (3) through racialization, a discursive procedure, describe the social and cultural map of the African American ghetto.

Abd-El-Khalick, Fouad S, *Univiersity of Illinois at Urbana-Champaign*
Argumentative Discourse in a High School Chemistry Classroom: An Exploratory Study

See Abi-El-Mona, Issam H

Abellán, Iván Jorrín, *University of Valladolid*
Formative Portrayals Emerged from a Computer Supported Collaborative Learning Environment: A Case Study to Establish Experiential Generalizations

Computer Supported Collaborative Learning has emerged as a new field among researchers and practitioners in social sciences, computer sciences and information technologies engineering; thus, it constitutes a new trans-disciplinary field. After having carried out a case study during four years in an undergraduate computer architecture course at the University of Valladolid (Spain), formative portrayals of the process have emerged. In this paper we describe the case study and perform a deep analysis of the main understandings that shape the formative portrayals. The results are three-fold: student and teacher portrayal; educational design portrayal; and technological resources portrayal. As a result, a set of situational practices are derived to guide practicioners, designers and evaluators involved in CSCL processes in order to improve their own practice. This paper illustrates how Qualitative Case Studies can contribute to make generalizations based on a thorough reflection upon a particular situation, yielding a number of "lessons learned" during the process that can be transferred to other practitioners in real CSCL environments. It emphasizes the value of studying educational technologies with qualitative methods.

Abi-El-Mona, Issam H, *Univiersity of Illinois at Urbana-Champaign*
Argumentative Discourse in a High School Chemistry Classroom: An Exploratory Study

This study aimed to identify the types of arguments promoted in various contexts. Guiding research questions were: (1) what types of argumentation are promoted and engaged by students within various contexts in the participant classroom? (2) What similarities and differences among these types of arguments exist? (3) What factors tend to inhibit or promote student argumentation within the investigated contexts? Participants were 73 students enrolled in three sections of a grade 10 high school chemistry classroom. Data sources were videotape and semi-structured interview transcripts, and field notes. Student arguments were found to be limited in number and mostly incomplete especially in terms of warrants within all three target contexts. Student reasoning schemes varied with the most developed ones evident in the inquiry-based context.

Ablezova, Mehrigiul, *American University - Central Asia*
Problems of Informed Consent in Research Projects in Kyrgyzstan

The paper proposes to discuss the problems of obtaining voluntary consent in Kyrgyzstan. Based on several research projects, the paper explores the actual process of getting human subjects to participate and to ensure their ethical rights are protected. The paper addresses two key points. First, the combination of government control and patriarchy inhibits directly contacting research informants, so many researchers have to approach government authorities and family members to legitimize the research and persuade informants to give their consent. In effect, the authoritative and patriarchal forms of governance make informed consent difficult to use. Second, the paper considers the ethics of paying poor research informants when they have no realistic financial option but to agree to give their consent despite their ill ease and distrust about the research aims and design.

Acar, Esin, *University of Illinois at Urbana-Champaign*
Emergent Language in Early Childhood

The study investigated the emergent language development of young children. A six year-old child was observed by two researchers while the child composed two texts: letter and a story. The researchers examined her behaviors in three session; before, during and after she composed her texts. The results proved that she was beyond the prephonemic stage of spelling with the knowledge of basic rules such as, having title for the story and greeting for the letter; writing first letter of sentences and people's names in upper cases; putting full stop at the end of each sentence, living enough space among words and writing from left to write and from top to bottom. Also, she produced some mistakes due to overgeneralizations of rules. The child preferred to draw pictures before writing, wrote more on the second paper (story writing) in which she chose and mentioned that she liked writing it.

Acar, Esin, *University of Illinois at Urbana-Champaign*
A Look to Young Children's Socialization and Academic Attainment in a
Classroom Context

This ethnographic study was performed to understand the young children's
relationships with their friends and with the adults in a classroom atmosphere.
Also, the study investigated how socialization in the classroom environment
affects academic learning. Data were gathered by observing the classroom
through eight weeks. Observation process was not completely passive, but
sometimes was active by talking and playing with the children in a natural class-
room context. The participants were all class members including the reading
specialist, two assistant teachers,and the teacher as well as the children.The find-
ings suggested that classroom is a social context and good relationships are very
helpful for being social, learning new knowledge and repeating the existing one.
However, for some children, interaction with their peers and the adults in the
classroom didn't affect their academic achievement a lot, although there was a
positive relationship between socialization process and academic achievement.

Adame, Alexandra L, *Miami University*
The Politics of Recovery

This paper seeks to explore and deconstruct traditional notions about the
process and possibility of recovery from severe psychopathology. The medical
model of "mental illness," as well as Western ideals of health and wellness tends
to dominate the recovery research, literature, and practice of clinical psychology.
However, alternative constructions of recovery exist that transcend the individ-
ual and reconnect the recovery process to the realms of the social, political, and
spiritual. A group of human rights activists who identify themselves as "psychi-
atric survivors" is one such community that recognizes that the personal is polit-
ical, and also conceives the recovery process in such a way. The current study
examines the phenomenon of recovery from the perspective of the psychiatric
survivor movement, which emphasizes the importance of community, peer-sup-
port, consciousness-raising, and political activism in the healing process.

Adams, Tony E, *University of South Florida*
Talking Across the Divide: Dialoguing Race and Gender

See Boylorn, Robin M

Adams, Tony E., *University of South Florida*
The Politics of Story-Writing, -Telling, and -Listening

If, as Kenneth Burke suggests, we use stories as "equipment for living," as
tools for understanding, negotiating, and making sense of the situations we
encounter, then a discussion of narrative ethics seems like a relevant, if not
required, endeavor. That is, if we learn how to think, feel, and interact with
society via narratives, we also learn ethical ways of being with others, "correct"
and "appropriate" ways that serve as the foundations for many of our interac-
tions. This latter epistemological assumption guides my project. In this paper, I
do not wish to provide a comprehensive typology of narrative ethics or develop
a set of ethical criteria; rather, I help synthesize some of the common themes
dealing with ethics and story-writing, story-telling, and story-listening. I also
discern how these themes can impact and/or enhance our narrative practices.

Adler, Susan Matoba, *University of Illinois at Urbana-Champaign*
Research with Asian Ethnic Families: Striving for Ethics, Autonomy, and
Authenticity

Two Early Childhood qualitative researchers interrogate the construction of
Asian and Asian American families in qualitative research from a postmodern,
critical perspective. We will share dilemmas and contradictions encountered
while utilizing critical social justice ethnographic methods and multiple feminist
interpretivist methods. The first author considers dimensions of ethical intent
while constructing an authentic "voice" within a dialogic process between her-
self, an Asian American researcher and her co-participants Hmong Urban par-
ents. The second author considers the benefits and justice to participants and
informants within a comparative ethnographic study of second and third gener-
ation refugee Hmong children and parents and a more recently immigrated
Mandarin Chinese American family. The authors conclude that the ways in
which different Asian groups experience constructions of themselves as "other"
within pedagogic settings reduces the complexity of daily existences encountered
as pedagogic subjects.

Aitieva, Medina, *American University - Central Asia*
The Development of Research Ethics and its Challenges to Researchers in
Kyrgyzstan

The paper proposes to provide an overview of research ethics during and after
the Soviet period, and in particular to stress how research ethics relates to Kyr-
gyzstani social sciences. The paper addresses important questions about the poli-
tics of research during the Soviet period: What was the official attitude of the
Soviet scientific nomenclature towards ethical research? What was their concep-
tion of personhood? The paper also discusses how Western models of research
ethics have influenced older and younger generations of researchers in Kyrgyzs-
tan. Furthermore, it suggests what are the current constraints and opportunities
facing independent and company researchers as they strive to conduct 'good'
research.

Akbari, Hamid, *Northeastern Illinois University*
Quantitative vs. Qualitative Citing in Writing Journal Articles

In this paper, I will argue that most writings of social science journal articles
on both quantitative and qualitative research and topics follow a quantitative
method of citing the literature. The basic argument is that the dominant mode
and view on citing previous literature is quantitative. I will argue that this quan-
titative view is based on two main practices, a) the more the number of the cita-
tions, the better, and, b) the less recent the citations in terms of the year, the less
worthy the article and the writer. Differently put, a quantitative mode of citing
the literature in writing an article requires that a) many researchers and writers
to artificially cite a larger number of articles than in fact they have read, and b)
forces them to look for newer (e.g., from 2005 or 2006) articles vs. older ones
(e.g., from 2004 or before) for their articles, even though they may not be rele-
vant or critical to their arguments or ideas. In turn, I will propose a method of
qualitative citing, which should be more based on the quality of the arguments
and insights, rather than the number of citations and how recent they are. This
alternative method of qualitative citing will be presented and discussed. I will

argue that a qualitative method of citations will liberate and expand the scholarly community of the social science writers in general, and the critical scholarly social science in particular.

Alcantara, Caramela, *University of Michigan*
Up Close and Personal: Teaching and Learning in a Narrative, Life Story, and Race Graduate Seminar in the Department of Psychology at the University of Michigan

The NLR seminar taught at the University of Michigan can be characterized as one of those rare yet welcomed exceptions where the boundary dynamics separating students from professors were blurred, and engaging in knowledge production and critical reflection became a collaborative endeavor with fluidity among who were designated teacher and learner. The interactive and personal nature of participating in this narrative seminar demanded students like myself, to turn the analytic gaze inward and examine forthright their multiple identities and science epistemologies. The process of turning the investigative lens inward rather than outward-to statistical output or transcribed data- represents a monumental moment in conceptualizing pedagogy at the University of Michigan. Ultimately, I have realized that narrative research extends beyond a method, but rather narrative research teaching, learning, and participation is a personal engagement evoking identity exploration within all persons involved, with subsequent fundamental epistemological, conceptual, and methodological shifts taking place.

Allison, Brent M, *University of Georgia*
A Pedagogical Investigation of a Japanese Animation Fan Using Inductive, Narrative, and Ethnodramtic Analysis

Located within unique junctures between race, nationality, gender, local production and global consumption, U.S. Japanese animation, or anime fandom acts as its own pedagogical agency to remake "Japan" as a cultural construct. This essay utilizes three qualitative methods to analyze an interview transcript of one anime fan to arrive at comparative interpretations of how she interacts with others to form her fandom-specific life-world. Inductive analysis demonstrates its utility in finding interconnections within the data while allowing the researcher to narrow or widen the focus. Narrative analysis restructures the interview as a tale with complications and resolutions. Finally, the ethnodramatic approach summarizes and contextually constructs the data as a performance. These analyses indicate relationships between the participant's knowledge of Japan and her self-efficacy as well as how she resolves conflicts about anime with attractive homosexual males' romantic relationships.

Almjeld, Jen, *Bowling Green State University*
Research in New Media: Ethical Considerations for Removed Subjects

As a graduate research project in linguistics, we did a close examination of a MOO (Multiple Object Oriented) discussion of gender and technology between college educators in the field. The study considered a 32-page transcript of an online discussion published in an online journal. This proposal, however, is not concerned with the subject matter of our linguistics project, but instead would be a meta-analysis of our inquiry process with special attention to the ethical

implications of researching with new media technologies. In particular, we will focus on the problems of using a transcript as a main means of inquiry. How does the complete removal of the subject in a study impact the researcher and the final project? What safeguards do we owe to subjects and do they surrender their rights once participating in new media exchanges? The topic will inspire discussion about the evolution of researching in today's technology-rich culture.

Alonso, Jesús Gómez, *Universidad de Barcelona*
Critical Communicative Approach

See Beltrán, Antonio Latorre

Alpert, Bracha, *Beit Berl College*
Awareness to Gender Equality in the Kindergarten: Research as Development of Feminist Pedagogy in Teacher Education

Studies in the area of feminist pedagogy in teacher education present curricula and courses that aim at advancing feminist pedagogical criticism and awareness (e.g.:Sikes Scering, 1997; Candace, 2002;Maher, 1991 Hulsebosch & Koerner,1994;Knopp Biklen and Pollard, 2001).The paper proposes to advance equal socialization in relation to gender, through the examination of two qualitative case studies that were carried out in kindergartens: one study describes a socialization that reflects the teachers awareness to gender equality. The second case study presents attitudes and behaviors that indicate confusion and ambiguity in this area. The paper examines how the teachers awareness is expressed in their pedagogical activities and interactions with the children in the kindergartens. The case studies were carried out by student teachers during a seminar in a teacher education college in Israel. I would like to claim that student teachers research of the views and behaviors of teachers in schools and classrooms in relation to gender may enhance their understanding, and that the involvement in doing qualitative research by itself is a process that advances critical feminist pedagogy in teacher education. The students reflections on the effects of their involvement in qualitative research indicate that its may also influence their stand as teachers in relation to gender equality.

Alpert, Bracha, *Beit Berl College*
Qualitative Inquiry and Teacher Education: Lessons Learned from Experiece in Israel

The present paper presents a review of the use of qualitative research in teacher education from two perspectives:1. personal — a teacher educator's experience directing students in carrying out qualitative and action research studies in schools. 2. general — an overview of the development of this area in teacher education colleges in Israel over the past 15 years. The paper is based on various reports and papers that have been published in Hebrew as well as the author's own experience in the last two decades in teacher education programs in Israel. First, I will describe my experience with student teachers as well as with experienced teachers (e.g.: Alpert, 1991; Alpert, 1998; Alpert, 2000; Alpert and Bachar, 2004). The paper will show how developing in teachers qualitative inquiry skills helps to strengthen their critical perspective on pedagogy and educational processes. Second, the various developments of using qualitative research in teacher colleges institutions in Israel will be described: Introducing

qualitative and action research in the practical training of students, studies carried out by teacher educators.

Altopiedi, Mariana, *University of Seville (Spain)*
How Do Schools Improve? Analysis of the Improvement Processes and Their Incidence in the Quality of Education.

See Estepa, Paulino Murillo

Amezcua, Socorro, *Universidad Autónoma Metropolitana Xochimilco*
Understanding Exogen Depression Through Deep Interviewing Collaborating to Public Health

As a posgraduate student in Social Medicine in a Mexican university, I wanted to better understand how to explore subjective aspects of exogen depression transcending quantitative traditional approaches and at the same time looking for screening ways with middle and small groups and at individual level keeping in mind the demands of public health planning that needs information about groups of population. I carried out four deep interviews looking for a better and more precise way of asking about this problem. In the search of understanding I found that the question: "What means to you to live well?" as interview departure point opened way to informants to reach deep answers in a short time.

Andes, Karen, *Emory University*
Elusive Truths: Archival texts, Local Indigenous Administrators and the French Colonial State in Tunisia

This paper examines ethical considerations that arose during a study of archival texts housed in the personnel files of local indigenous administrators, or Cheikhs, during the French colonial occupation of Tunisia (1881-1956). These archival files contain numerous letters of complaint written by local inhabitants against their Cheikhs, letters that were addressed to the highest of colonial officials demanding investigations of wrong-doing and ultimately justice. The letters typically targeted the central functions of local administrators: collecting taxes, conscripting young men, and distributing seed loans to constituents. Clearly, the complaints were motivated more by local indigenous power struggles than by a desire for effective governance. Yet they contributed to state-construction by placing colonial officials in the position of legitimate arbiter of the Truth. In this contemporary reading of the texts, the Truth remains elusive but suggestive of patterns abuse and complicity within the colonial regime that underlie current inequities in the local political economy.

Angulo, Andrea, *Universidad Autónoma Metropolitana Xochimilco*
Abortion in México City: The Women's Meaning in Poor Regions

Aim: To identify the meaning of practicing an abortion in women as a reproductive right Methology: Semi structured collective interviews focusing in their family relationships, pregnancies, childbirth and abortions. Context: Women in Mexico practice illegal abortion for economic reasons. There is a lack of direct work with the women about what they think or feel in respect to abortion. There exists a great number of studies that show figures on the number of abortions and possible causes, but there is less talk about what happens in the life of women after the decision is made and the pregnancy is interrupted, with themselves, with their families, and with their plans. Working with this issue would entail recording the woman's personal story, review how the abortion has affected her, how she came to make her decision, how she feels now and how she would proceed if she found herself in the same situation.

Appleby, Jamila Coney, *University of Illinois at Urbana-Champaign*
The IRB Monologues

See Hickey Snyder, Katie

Aragona, Jennifer, *Michigan State University*
Deconstructing Family Therapy Approaches to Anorexia/Bulimia: Applying Creative Analytical Processes

This paper offers a crystallization (Richardson & St. Pierre, 2005) of the voices of four developing family therapists facilitating therapy with clients who present with disordered eating. Psychotherapy literature locates evaluative and treatment processes at levels of the individual, family, social network, and larger socio-cultural discourses. Through creative analytical processes ethnography (Richardson & St. Pierre, 2005), we have explored our own voices, reflections and observations in relation to disordered eating, and layered therapist case note descriptions of therapy sessions with eight clients. We consider our methods of "knowing" through the influence of the psychotherapy field and the recursive interaction between our selves, society, and our discipline that beckon us to examine and conceptualize disordered eating practices from varying and often conflicting perspectives. We examine intertwining layers of information, power and privilege that relate to feminine ideals in our society and how these relate to psychotherapy practices with disordered eating.

Armstrong, Luanne, *University of British Columbia*
The Weight of a Story: Ethics and Memoir

The ethics of memoir and autobiographical writing are complex and multifaceted. The memoirist brings material that may have previously been held in a family or community space, or even in private, into a publicly available space. This can result in feelings of betrayal by people who have now become material or characters within a narrative, The memoirist faces a triangulated sense of responsibility and must eventually choose whether to prioritize her responsibility to the created artifact that is her work, or to her family and other people with whom she is in relationship. Her third responsibility is to the reader who trusts the writer's integrity to tell, as closely as possible, what the writer believes is 'true' or 'real'. This piece outlines what I discovered in writing a memoir and how I came to terms and made decisions about relational and ethical complexities I wrote my text.

Armstrong, Mary, *University of South Florida*
When One Size Does Not Fit All: Analytic Challenges in a Multisite Study on Resilience

See Brown, Marion I

Arras, Rita Elaine, *Southern Illinois University Edwardsville*
Tobacco Use, Perceptions, and Policy on a Midwestern University Campus

See Boyd, Roger E.

Arslan, Orhan, *Gazi University*
Detecting Turkish High School Students' Misconception about Nature of Science through Roundhouse Diagram

See Dogan Bora, Nihal

Ashford, Valerie Anne, *Queens University*
Academic Responsibility and ESL E-mail: What Do We Think Were Reading?

Anecdotal evidence suggests there are potentially disturbing implications of the fact that all Canadian academics (both faculty and students) must use E-mail, in English, in the course of their work, even though Canadian universities are typically inhabited by a substantial international population, of which thousands communicate in English as a Second Language (ESL). There is a curious dearth of research or analysis into the question "Are the now-embedded practices of E-mail exchange in any way discriminatory to students and faculty whose first language is not English?" Tim Jordan (1999) points out that "embedded in cyberspace's technology is a bias towards English [which has] led to the cultural domination of cyberspace by English languages?" There is a great deal of research devoted to how E-mail sent by ESL writers may be improved to enhance communication, but again, curiously little on how we native English speaking academics might turn policy toward the challenge of requiring greater sophistication and knowledge in our 'reading' of ESL E-mail.

Askelson, Debra Kathleen, *Northern Illinois University*
Ethical Considerations in Preparing and Carrying Out a Qualitative Research Study on Women, Wellness, and Work

This study will investigate wellness concerns and gains of a group of women government employees who have practiced yoga for five years. Does yoga impact wellness? The six aspects of wellness considered in this study are: physical, intellectual, emotional, social, occupational, and spiritual health. A main tier of yoga encourages nonviolence and good ethics, so it is a good philosophical partner in research. How can the researcher prepare to ensure respect of the members of the class involved in a research study? Communication between all participants must be as clear and honest as possible. This study will investigate the process of mindfully deciding how to set up and carry out a qualitative study that is respectful to those studied, maintain ethical standards, and create a dynamic study that contributes to the world of academia.

Aston, Shaughney Elizabeth, *University of South Australia*
What Do They Know? Rural Women Living with Addiction/s

This doctoral research investigates rural women's experiences of living with addiction, to better understand their constructions of their situated knowledges, and to inform progressive policy and practice. The presentation outlines a hybrid methodology designed to suspend ontological certainties pertaining to the categories of addiction, gender and rurality, and to facilitate a more capa-cious understanding of the participants' experiences as expressed in their own voices. Butler's theorizations of interpellation, injurious and excitable speech, contingency and exclusion are utilized to interrogate constructions of participants' subject positions. Deploying Agamben's notion of tensional spaces sidesteps polarized debates and locates the inquiry in a zone of undecidability where the three discursive fields connect and intersect, allowing the analysis to move beyond taken-for-granted knowledges of addiction, gender and rurality. Data samples illustrate discursive effects of participants' engagement with rural addiction treatment services and 12-Step community support programs.

Atay, Ahmet, *Southern Illinois University*
Understanding Identity Formation of Queer Diaspora

In this paper, I will examine identity formation of queer diaspora and interrogate the notion of home. I believe living in-between cultures, experiencing constant in-betwenness, and dealing with hybridity is already difficult for diaspora, cosmopolitans, immigrants, and post-colonial nations. However, I argue that life becomes even more challenging and difficult for queer diaspora because they not only deal with their national, racial, and ethnic aspects of their identity, but they also have to deal with their sexuality and gendered identities at the same time. They experience otherness both in mainstream culture and in their own diasporic communities. In this paper, I will use Touch of Pink as a visual text to analyze and question the lived experiences of queer diaspora. Therefore, I use visual and textual analysis to understand not only representation of queer diaspora but also identity formation of post-colonial individuals within the western context.

Athens, Lonnie, *Seton Hall University*
Who's Better Than Who: White Dominance Engagements in the Twilight of the Jim Crow Era

People fight dominance engagements to improve or maintain their positions in a local pecking order. To understand dominance engagements, at least, three bits of critical information are always needed: (1) the time and place of the engagement, (2) the relative rank of the combatants, and (3) the pecking order in which they seek to raise or protect their status. To illustrate this, two tales about dominance engagements that took place in Manchester, Virginia during the twilight of Jim Crow era are told here. In the first, "A Mad Greek Comes to Rebeldom," Whitey Pimpling, a factory foremen and white native southerner, and Pete Aegean, a Northerner whose parents are Greek immigrants, confront one another in the café where Pete works as a counterman. After Whitey and Pete trade ethnic slurs, the confrontation between them quickly turns physical. In the second tale, "Pete the Greek Goes Berserk," Pete and Bubba McGinnis, a white native Southerner and the superintendent of Manchester biggest factory's brother, become embroiled in a conflict at the cafe. As in the case with Whitey, the conflict between Pete and Bubba quickly becomes violent soon after they exchange ethnic slurs. Although Pete decisively wins his violent dominance engagements against both Whitey and Bubba, it creates a serious dilemma for Pete. On the one hand, Pete maintains his pride and gains the begrudging respect of the Southern white factory workers who patronage the cafe. On the other hand, the café's owner who is also Greek fires Pete for placing his false sense of ethnic pride not only above his personal, but also above his boss' economic interest.

Atkinson, Joshua D., *Syracuse University*
Understanding Confrontation Presented by Zapatista "Masks" of Nonviolent Insurgency

The proposed paper will explore the confrontation presented by the different "masks" of the Zapatista nonviolent insurgency in Chiapas, Mexico. My past research explored the different rhetorics or "masks" of insurgency presented in oral histories of the Zapatista social movement (Withdrawn Name, 2005). Past research by Windt (1972), Cathcart (1978), Gustainis and Hahn (1988), Kowal (2000), Stewart, Smith, and Denton (2001), and Owens and Palmer (2003) demonstrated confrontational forms presented by different Western social movements in their efforts to make changes in society. Are the case of the Zapatista movement and their rhetorical masks different from the Western confrontational forms in past research? I conducted interviews and a focus group with members of an activist "delegation" that visited Chiapas, Mexico who confronted the Zapatistas. Using thematic analysis, I will examine the interviews and focus group to understand the form of confrontation that the delegation experienced when they visited the Zapatistas.

Austin, Zubin, *University of Toronto*
The Path to Legitimacy: A Critical Examination of Nascent Pharmacists Perceptions of Professional Maturation and Training

See Beales, Jennifer D.

Avci, Omer, *Northern Illinois University*
Qualitative Content Analysis: Its Applicability and Suitability for Social Science Research

This paper discusses the basic elements of qualitative content analysis and how this methodology can be applied to research in the social sciences and humanities (including education). In the first part of the paper the basic tenets of this methodology are discussed, including the rules of analysis, the importance of categories and themes, issues pertaining to reliability and validity, and also the history of the development of this methodology. The second part of the paper discusses some sample research projects where qualitative content analysis has been used in order to make the case that this methodology is indeed a powerful tool for conducting research in the social sciences and humanities.

Avci, Omer, *Northern Illinois University*
Students Written Evaluation of a Course: An Application of Qualitative Content Analysis

See Sen, Anindya

Avdor, Shlomit, *Achva - Teacher Education College*
The Role of Qualitative Methods in Establishing the Professional Integrity of Evaluators in a Responsive-Participatory Evaluation Model

This paper relates to a teacher education project for graduated students in which I played two parts. In the first, I was part of the planning team; in the second, I became its evaluator. While being in the evaluation phase I confronted myself with three questions, which Ill discuss in my presentation: A. How to bridge over the different parts I played in the project namely, the different relationship with its management and staff? B. How to provide reliable data and interpretation on an issue I opposed to in the planning phase, which, as I have predicted, became the main obstacle of the project? C. How to keep my respect to the original idea of the "participatory approach", which emphasizes close professional partnership with projects key members and yet be able to provide a fair summative evaluation of the objectives achieved?

Avi, Bartolomé Rubia, *University of Valladolid*
Formative portrayals emerged from a Computer Supported Collaborative Learning environment: A case study to establish experiential generalizations

See Abellán, Iván Jorrín

Aviles-Santiago, Manuel G., *University of Puerto Rico, Rio Piedras*
Somewhere over the "charco": Struggling identities in the films La Guagua Aerea and El Sueño del Regreso

In 1993, Luis Molina Casanova directed the film, La Guagua Aérea (A Flight of Hope), the story of those Puerto Ricans who left the island in search of better jobs, and headed mostly towards New York, during the 1950s. The film recreates one of the hundreds of flights departing from the capital city of San Juan packed with families, crossing "el charco" -the Atlantic Ocean- in "la guagua aérea" (the air bus). More than a decade later, the same director offered us El Sueño del Regreso (2005), the story of ten Puerto Ricans living in New York, who had not returned to their homeland in many years and by a stroke of luck had the chance of returning to Puerto Rico. The historian Silvia Álvarez-Curbelo (2001) noted the fact that the cultural industry breaks traditional migratory routes in that inverted sense towards the lustful lands of origin, establishing new identity challenges. With this in mind, the aim of this research is to focus on the emergence of these new identities through the negotiations of ideologies of nationhood, cultural identity and assimilation proposed in each of the round trip routes and establishes a contrast between both of them.

Baban, Adriana, *Babes-Bolyai University*
"The health care reform has completely neglected women": Providers' constructions of women's role in cervical cancer screening in Bulgaria and Romania

See Todorova, Irina L.G.

Badruddoja, Roksana, *Rutgers, The State University of New Jersey*
From Research to Process to Non-oppression to Negotiation of Power

In this paper, I attempt to explore the process of my dissertation research. As the "data collection" progressed, I became acutely aware that literally, the testimonies of the women are coming from their hearts and bodies, and the testimonies are living proof of history. And as I write about and circulate these testimonies, I begin to grapple with some of the problems of not only my role as a story-teller but also how narratives get told by other academics. My concern here is with knowledge-production. I am apprehensive about how I may impact the subjectivities and identities of the women. How are the women's subjectivities summoned and then dissipated? How can I tell their stories within the con-

text of theory and without causing violence to their words? By asking such questions, I am implicating myself with the women's telling of history.

Bae, SungAh, *University of Illinois at Urbana-Champaign*
Portraits of undergraduate students finding their life directions

The college years are an essential period in which many of students seriously look into their values, aptitudes, and interests, and try to find a direction in life and decide on their careers. This study attempts to look deeply at this process and asks how their ultimate decisions by the current philosophy of education and system of schooling — mostly at the secondary level -help them go through this process. The author interviewed 12 participants who are sophomore through senior undergraduates using Ed Psych subject pool by conducting two or three sequential in-depth interviews ("participant as an ally" Witz, in press.) In order to give readers a deeper level of understanding of individuals, the results are presented by portraits, which were developed on the basis of essential inner aspects of persons and their development over their personal history.

Baez, Jillian M., *University of Illinois at Urbana-Champaign*
Re(membering) the Latina Body: A Discourse Ethnography of Gender, Latinidad, ad Consumer Culture

Representations of the Latina body permeate contemporary mainstream popular culture from Hollywood film to music to advertising campaigns. The Latina body has been paradoxically constructed as an "authentic" body that signifies a homogenous Latinidad (with origins in Latin America), and Latinidad as a pan-ethnicity that acknowledges difference within the U.S. context. As such, Latinidad is a complex terrain with competing notions of how this identity is defined as both homogenous and heterogeneous, and used internally by Latina/os as a political strategy for solidarity and externally by media institutions as a market. Latina/o Studies and Theater Studies scholar Deborah Parades (2002) argues that "the Latina body was often and variously [throughout the 1990s] celebrated both as a means through which hegemonic forces sought to occlude and thereby to ignore the political economic plights of Latina/os and as the site upon which Latina/o communities attempted to state their presence within the nation."

Baez, Jillian M., *University of Illinois at Urbana-Champaign*
A Tail of Two Women: Exploring the Contours of Difference in Popular Culture

See Durham, Aisha

Bagley, Carl Alexander, *Durham*
(Re)Telling the Qualitative Tale:The Use of Multi-Media Performance in the Presentation of Ethnographic Research Data

This paper/DVD presentation reports — through showing as well as telling — the author's attempt at using multi-media arts-based performance as a way of (re) presenting ethnographic research data. The author took ethnographic research data and worked with a group of community-based artists (music, sound, video, visual and performing arts) to represent the data as an integrated multi-media performance. The performance was staged in a theatre in front of an arts-based research conference audience. The aim of the session was to explore through showing the holistic way in which educational research and the visual and performing arts can embrace each other to engender a culture of feeling and meaning and in so doing evoke new ways of critical knowing. The performance was videoed and followed by an audience and performer discussion of the opportunities and challenges posed. The author proposes in this paper/DVD presentation, to share and show this work.

Baker II, Lloyd J., *Claremont Graduate University*
Ethical Consequences of Psychoethnoetics

Qualitative inquiry never happens in a vacuum. It necessarily transpires within an ideological narrative. Psychoanalytic researchers like to think that in our processes of identification with our ideological narratives, we are situated into a given role. By nature of our location in a narrative, we find ourselves restricted to a particular view of our world that defines who we are and what we can know. Ethnographers, meanwhile, resist the psychoanalytic assumptions. They argue that our agency is a significant factor in the process of identification. It is we, not our narratives, who have the ability to define who we. My presentation advances a theory first formulated by Kimberly Chabot Davis for understanding the process of identification. This theory is a mixture of psychoanalytic and ethnographic methodologies that has ethical implications for our methods of research, processes of identification, and the inclusion of underrepresented voices in the wider cultural narrative.

Balabanova, Dina, *London School of Hygiene and Tropical Medicine*
"The health care reform has completely neglected women": Providers' constructions of women's role in cervical cancer screening in Bulgaria and Romania

See Todorova, Irina L.G.

Bamba, Sachiko, *University of Illinois at Urbana-Champaign*
Finding Ibasho: Japanese maltreated children's peer relationships and well-being

Ibasho is a Japanese term that originally means "whereabouts" and connotes "a place where a person feels accepted, secure, belonging, and/or cozy." This presentation will introduce the Japanese concept of Ibasho, and how Japanese adults and children understand and attempt to achieve children's Ibasho as part of child well-being. The presented results were gathered as part of an ethnographic study conducted in Japan that examines peer relations and school adaptation of maltreated children who are involved in Japanese child welfare system. The concept of Ibasho emerged during discussion with educators and caregivers of maltreated children. Despite differences in culture, patterns of interaction and family norms, all children must have the opportunity to grow and develop in a stimulating, healthy and safe environment. This presentation will provide opportunities for U.S. and other countries' professionals to generate new, possibly innovative ways of thinking and approaches to support the well-being of maltreated children.

Ban, Ruth, *University of South Florida*
Building a Research Community of Practice: Five novice researchers' experience

This presentation describes the study of five novice researchers as they strive to build a research community through the application of their theoretical knowledge of qualitative inquiry to the practice of qualitative research. These five Ph.D. students initiated their transformation into qualitative researchers through the formation of a research community focused on completion of one research project as a course assignment in 2004. The present study seeks to narrate these researchers' journey as they assume the role of mentors to other Ph.D. students who are enrolled in another qualitative research course and embarking on their first qualitative research project. This autoethnographic study examines the transformational nature of community engagement in the shared enterprise of development of skills in qualitative inquiry.

Ban, Ruth, *University of South Florida*
Online Tools for Data Collection: What does it mean for qualitative research?

This presentation seeks to shed light on the use of computer mediated communication (CMC)as a tool for qualitative research. Emerging from a semester long study of thirteen Mexican Foreign language teachers in ten different states in the USA, the researcher will reflect on the use of an electronic discussion board, voice over Internet protocol (VoIP), instant messaging and telephone interviews to collect data. The objective of this presentation is to discuss the impact of the use of computer mediated technology in this study and highlight the potential challenges and conflicts that its use implies for qualitative inquiry.

Bangi, M.A., Audrey K., *DePaul University*
Creating Mechanisms for Multiple Voices to be Heard in Trans-disciplinary Multi-Site Community Research

See Harper, Gary W.

Bansel, Peter, *University of Western Sydney*
Subjects of choice

This paper addresses the discourses and practices of neoliberal government through which the subject is constituted as a subject of choice; a subject whose life trajectory is shaped by the imperatives of a labour market in which they are required to understand themselves as mobile and flexible worker/subjects with multiple careers and jobs. The paper specifically addresses the ways in which neoliberal discourses of choice are mapped onto discourses of the (free, global) market and the subject constituted in relation to practices of consumption. Drawing on life-history narratives of interview participants aged between 18 and 65, the paper explores the discourses of choice through which financial and social capital, freedom and mobility are constituted and negotiated by subjects in their biographical accounts of working lives.

Barbieri, Barbara, *Cattolica of Milan*
Evaluating training effectiveness: a narrative approach

See Scaratti, Giuseppe

Bardy, Susan Mary, *University of South Australia*
Finding the Heart:Autoethnography and the Deeper Meaning Structures of the Hospice Nurse

This presentation forms a part of a Ph.D. study in progress in Australia,revealing the autoethnographic story of my fathers death in a post WWII refugee camp — without medical or nursing help- as an event motivating me to join the profession of nursing and work with terminally ill people. Constant contact with anothers pain and suffering needs special motivation and emotional skill to travel that path. The decision to choose hospice nursing as a long-term career choice signals not only competency in a caring model but a desire to travel the distance with the terminally ill patient. For this reason an autoethnographic methodology is appropriate as it underpins and values the contribution of personal life experience.

Barnes, Donelle M., *Texas Christian University*
Mexican American Family Caregivers of Cancer Patients: A Journey Toward Understanding*

See Bradley, Patricia J.

Barnhill, Julia, *University of South Florida*
Elderly Women's Experiences with Loss and Grief

According to many statistics, women are living longer than men. I found this to hold true in a recent study conducted with a group of eight elderly women living in a retirement village. Each participant told her story of loss and grief after the death of her husband. In this paper, I explore the identity transformation these women have experienced during and after the entrance of widowhood. Using a participant observation method, I encouraged each participant to freely share her story and anything surrounding her husband's death that has changed, shaped, or transformed her into who she is today. I am strongly convinced that society as a whole can learn a great deal from the elderly and because almost no one will escape the touch of loss and grief on his or her life, the elderly have much to give in the way of guidance, advice, and empathy.

Barnhill, Julia, *University of South Florida*
Alternative Methods of Studying Dying

See Johnston, Brian

Barrientos, Tonatiuh
De-constructing the learning spaces in medicine as a possibility of construction of the subject.

See Mendoza, Juan M.

Barrios, Maria Nenette Geibig, *e La Salle University*
Business Ethics Research Using Socially Shared Inquiry: Its Transformative Power for Organizational Development

The study was embarked upon for the purpose of finding suitable social change frameworks for the continuous improvement of performative outcomes in business corporations. The focus on ethics research was chosen because of the

potential power of an ethical culture for quality programs for global competitiveness. The study investigated the research applications of socially shared inquiry, ertswhile used in developmental studies, to the field of ethical practices in corporations, comparing outcomes in Filipino companies and multinational corporations operating in the Philippines. The key research question focused on ethical research actions and their effects on persons and the organizational dynamics. The hypothesis tested is whether the ethics researcher and her presence and activities in the participating organization and its employees pose a potential impact for organizational change and transformation. The study considered the following key variables in ethics research in organizations: 1) centrality of the demonstrated core values to the business, 2) organizational expansiveness of involvements, and 3) the overall social impact of ethical breach in question.

Baslanti, Ugur, *University of Florida*
Investigating the effects of motivation and academic self-perception on gifted students' underachievement

The study aims to investigate the effects of motivation and academic self-perception on gifted students' underachievement at the university level. This study reports the findings from an interview conducted with 30 students who have already demonstrated their intellectual ability and high academic performance in a selective university entrance examination. It is a follow-up to a quantitative study in which the School Attitude Assessment Survey-Revised (SAAS-R) instrument was administered to 91 underachievers. 30 out of 91 underachievers volunteered to participate in the interview. An analysis of students' responses to twenty items dealing with motivation/self-regulation and academic self-perceptions is reported. The implications of this study for gifted students in higher education settings are discussed.

Bates, Charlotte, *University of Cambridge*
Integrating disciplines and methods: Towards transformative research

The effects of being a research participant are normally defined through ethical considerations in an attempt to protect individuals from harm. Contrary to this negative conception of research participation, there is emergent evidence that research can be beneficial to the individual as participant in the research process. In this paper, I will present evidence from empirical health research showing the transformative potential of research. This evidence will be combined with principles from a pragmatic philosophy, social inclusion and arts for health projects, and the field of documentary studies in order to redefine how knowledge is created and disseminated, how it impacts on the individual and who it is ultimately for.

Bautista, Maria Nonantzin Martínez, *Universidad Autónoma Metropolitana Xochimilco*
Appearance, Subculture, and Narrative Identity in Punks, Darks and Rockabillies in México City

The extremely visual appearance in the subcultural groups knew as urban tribes is a phenomenon show in the main industrialized cities of the world. México city show this phenomenon too. In this work I analyze the visual appearance of the urban group knew as Dark whit the purpose of reading and interpret this appearance as a design of an identity. For this purpose I support my research in the qualitative inquiry, in specific whit the ethnography method and the participating observation Malinowsky´s technique.

Bayraktar, Aysegul, *Florida State University*
Emergent Language in Early Childhood

See Acar, Esin

Beachum, Floyd, *University of Wisconsin-Milwaukee*
Dilemmas of Practice in Research of African American Children in High Poverty Urban Schools

See Dentith, Audrey

Beales, Jennifer D., *University of Toronto*
The Path To Legitimacy: A Critical Examination Of Nascent Pharmacists Perceptions Of Professional Maturation And Training

In this study we explore how pharmacy students understand their professional socialization, maturation and education in the current academic environment. A self-administered survey was followed-up with six semi-structured group interviews, conducted with students (n=82) attending a prominent Canadian university. Interviews were audio recorded, transcribed, read, coded and analyzed for emergent themes using a grounded theory approach. Students navigate their personal "outsider" identities alongside their imminent professional "insider" identities, which sometimes collide. Interviews show that education is a vehicle for which students become indoctrinated into a profession, and acquire professional identity; however, identity does not evolve in a vacuum. This paper reports that professional socialization and education at times are in opposition, and that this conflict is heightened by social variables, which shape interpretations of training and future career aspirations. Our results suggest that intersections of race, class and gender must be critically examined in order to understand the complexity of professional identity formation.

Beauboeuf, Tamara, *DePauw University*
Investigating the First-Person Plural in Feminist Research

The voice-centered method (VCM) is a feminist listening tool that frames social psychological phenomena in relational terms, realizing the layers to utterances, the polyvocality of speech, and the complexity of human social reality. Despite significant strengths and insights, we find the method limited when applied to groups that typically speak of themselves not simply as unique individuals but as members of collectivities (in the first person plural). With regard to our research with African American women and Turkish youths in Germany, we add a reading for cultural identification (to trace knowledge of the us and the not-us?) into the VCM guided reading rubric. Doing so, we seek to prevent the attribution of a particular cultural normativity to dominant forms of gender and race. Thus, as we decolonize the voice-centered method, we resist its methodological tendency to provide a hypervisibility to the individual or first-person singular side of social reality.

Beckham, Janel Nikol, *San Diego State University*
Discord and the Academy: An Interdisciplinary Dialogue on Art, Academic Research, Idenity, and the Next Generation of Scholars Discovering Qualitative Inquiry

Through the use of dialogic personal narratives and a critical presentation of juxtaposed photographic and poetic artwork; the authors engage in speculative criticism of traditional methodologies from the perspective of newcomers to academe, discuss what they consider to be the invaluable inclusion of arts-based inquiry in academic research, embrace the questioning of identity as a paradigmatic frame of reference, and offer this essay as a glimpse into the potential for radical interdisciplinary collaboration. The essay aspires to foster a collaborative discord that is, above all, true to the "outsider" approach to knowing through which the authors have discovered qualitative scholarship. They have allowed their voices to remain in states of discord where the narrative requires, rather than privileging the singular, groomed academic voice that so often rings from the pages of collaborative research. To the same end, the authors have privileged artistic forms of discourse as an innovative approach to performing collaborative research from two distinctly different fields of study, photography and communication.

Begaye, Tim, *Arizona State University*
Defining Culture: Native Teachers Understanding of Culture as a Concept for Curricular Inclusion

The culture of Native people is changing rapidly in today's society. And many Native educators see this as a loss of language and culture forever. For most the loss is vast: the change means being unable to pass on knowledge, stories, and ways of knowing, customs, values, rituals, religion and other traditions to children who play a critical role in preservation. This study uses a series of case studies to explore ways Native teachers with formal western education are applying their knowledge and perspectives in Native communities where the local knowledge systems are being lost as a result of past and current federal policies and other assimilative forces. The participants are primarily teachers and community members in locations in far northern communities of Alaska, Hawaii, Wisconsin, Washington and the desert southwest. The key questions raised are what is "language and culture" mean to you and is it important to sustain the knowledge and practice in contemporary Native American society?

Belcher-Schepis, Jeannette, *Boston College*
Integrating Qualitative Data Analysis Software into Qualitative Methods Courses

See Hesse-Biber, Sharlene Nagy

Bell, Keely K, *San Diego State University*
Conversations around the cashwrap: Communicating Resistance and Retaliation

My ethnography examines the dialectic developments and tensions between sales associates and upper-mangers and seeks to uncover the central mystery of how employees cope with feelings of frustration and anger with upper management through a critical analysis of narratives offered by retail employees, through field observations, interviews, and self-reflexivity. I theorize that employees may attempt to confront management directly, and if upward dissent is ineffective, they will resort to resistance and retaliation in attempt to regain a sense of equity and resolve injustices. Furthermore, if these retaliatory behaviors still produce no positive change employees will resort to exit. In observing a single organization I was able to explore communication processes in more depth and gain richer insights into the active nature of the employees and the sales floors, as well as observe a complex network in which store employees personally constructed meaning that can't be observed by other means. Interestingly, I discovered that the communication dynamics that occurred between managers and associates mirrored many of the dynamics seen in traditional families.

Beltrán, Antonio Latorre, *Universidad de Barcelona*
Critical Communicative Approach

In this paper we examine the ontological, epistemological and methodological bases of the critical communicative approach. We argue that this new approach allows moving beyond traditional methodologies by being grounded on the direct participation of the subjects of study in the research process. Particularly, we discuss the following aspects of this conception: the study of social reality as a result of interactions and communication; the epistemological conception that addresses scientific conclusions as products of dialogue and the critical communicative methodology that, along with its postulates, data collection and analysis techniques and its organization, moves beyond traditional methodologies and open the doors to attaining social justice. This methodology has been used in research and development projects on an international level, obtaining important political impacts. It is particularly efficacious in the analysis of the factors that generate social exclusion and those that lead to major social inclusion.

Benozzo, Angelo, *Università della Valle dAosta*
Redesigning a Training Course for Costume Artists: An Ethnoclinical and Autoethnographic Approach

See Piccardo, Claudia

Bergeman, C S, *University of Notre Dame*
A Qualitative and Longitudinal Exploration of Social Support

See Scott, Stacey B

Berry, Keith, *Univ. of Wisconsin-Superior*
Excavating Relevance through the Experience of Irrelevance: Engaging Dachau

Including gay culture in Holocaust stories is a newer phenomenon. Yet, the impact of this era on gay persons was palpable. My own interest in and relevance to camp life prompts the questions: How do personal narratives show the importance of the Holocaust to persons not physically present during its atrocities? How do styles of narrating historical events such as these subjectively implicate storytellers and their characters? In this paper, I convey experiences visiting the Nazi concentration camp in Dachau, Germany. Engaging Dachau uncovers daunting examples of hate, death, and community. It teaches about the fragility of freedom, and prompts further questions about prejudice in contem-

porary U.S. culture. Stories of Dachau show how relevant experiences as gay persons often are discursively made to appear irrelevant.

Besley, Tina A., *University of Illinois at Urbana-Champaign*
Narrative Analysis as a Means To Qualitative Ends

Who someone is or was can only be said if we know his or her story, that is his or her biography. Hannah Arendt, *The Human Condition*, 1958. This paper provides a distinctive approach to qualitative research focusing upon the power of narrative analysis as a means towards qualitative ends. Qualitative research is to be distinguished in large measure by its emphasis on narrative and the various kinds of qualitative research case study, grounded theory, ethnography, life history, "thick description," discourse analysis, action research utilize forms of narrative analysis. Narrative is the hallmark of historical consciousness and temporal experience, and as such has defined subjectivity and identity. Various literary genres—biography, autobiography, confession, letters, diaries, portraits, dramas, the folktale, the novel, the short story have provided early epistemological and literary models for social inquiry based on the interview, the questionnaire, and more recently the focus group. It is only in the last fifty years that narrative has emerged as an autonomous object of inquiry and now has a social scientific presence in ethnography, medicine, law, and psychoanalysis. Indeed, it has been argued that the humanities are to be distinguished by their narrative form of explanation. In the postmodern condition, grand narratives functioned to legitimate institutional and ideological forms of knowledge. They are no longer credible have now given way to little personal narratives (Lyotard). This shift has paved the way for narratives of race, class and gender and "narratives of identity" that characterizes cultural studies. The paper comprises three main sections: writing cultures; writing the self; and writing research.

Beyers, Leen, *of Pennsylvania / and of Leuven (Belgium)*
Beyond Essentialist Categories. Oral History and Community Formation in Pluri-Ethnic Neighbourhoods

This paper argues that it is important to move beyond essentialist ethnic categories in memory projects in order to strengthen the interethnic cohesion. For one thing, combating racism by bringing memories of the pluri-ethnic neighbourhood together within a multicultural frame that fixes national particularities is considered to be unfruitful in the long run. Moreover, careful attention should be paid to who is talking in the name of whom and who is not taking the word or not given a voice by others. To exemplify these arguments, reference is made to recent memory projects in Belgian cities where the inclusion of people of Turkish and Moroccan descent is actually one of the major issues.

Bhattacharya, Himika, *University of Illinois at Urbana-Champaign*
Contesting Definitions: Rape and Violence in the Lives of Women in Lahaul, India

In this paper I want to talk about the question of meaning and the processes by which meanings come to function as definitions. Specifically, I want to illustrate how some women of Lahaul, India, identify and define different acts of forced sexual intercourse differently; in that, they make visible two categories of forced sexual intercourse — one, which they define as rape, and the other, which

is not interpreted as rape, but force. How is this definition of force and rape arrived at, by them, and what do these different definitions do for them? I focus on the difficulties raised by conflicting definitions — through a discussion of one woman's story, as it was performed to me. This distinction between what constitutes "rape" and "forced sexual intercourse" is not an easy one. These events take many forms and are layered into daily life in diverse ways.

Bhattacharya, Kakali, *University of Memphis*
Consenting to the Consent Form: What Are the Fixed and Fluid Understandings Amongst the Researcher and the Researched?

Grounded in my dissertation study, this paper investigates the role a consent form plays in negotiating relationships between the researcher and the researched. Assuming that the IRB and the consent form is informed by Euro-American epistemologies, how does a consent form play out in the lives of participants who are transnationally situated both within and outside of Euro-American discourses? What can be really expected of non-White participants who signed a consent form? Is the understanding of the consent form fluid or does it get continually negotiated? If the understanding of the consent form and its meaning is contingent and permanently deferred, then how does the relationship between the researcher and the researched inform de/colonizing methodologies? In this paper, I explore the role of being an insider/outsider researcher who formed kinship relations with her participants which in turn affected the way the consent form was interpreted and how the participants negotiated their membership in the study with implications for participating in studies informed by de/colonizing methodologies that blur the boundaries of the researcher and the researched while situated within a primarily colonizing structure of research.

Biddulph, Robert Max, *University of Nottingham*
Research as Bricolage: Taking Inspiration from Visual Imagery in the Public Domain to Create Methods for Analysing Text and Researcher Positioning

The notion of qualitative researcher as "bricoloeur" or inventor of methods has held currency for more than fifteen years now. In this paper I will report on how I responded to the evolving challenge of devising new methods in a study of gay and bisexual men who are educators. Intrigued by the notion of what it might mean to "queer" my research data (including my own story), I took inspiration from visual imagery located in the public domain in the form of art and photographs. These were juxtaposed with my research journal to create a mural of my own researcher experience that reveals the ways in which I am implicated in the project. From this a queering template was devised to reveal fractures and disjunctures in my participant's texts. The resultant quilt or bricolage produces a set of representations that help to illuminate the complexity of the data.

Bigler, Monica, *University of Florida*
Visual identities and representation: Spouses of international students identity exploration during their initial sojourn in the US

This paper discusses the use of photographic images in a participatory qualitative research project. It examines the politics of visual representation and negotiation of multiple identities during all phases of a collaborative project. I used interviews with and still images by three spouses if international students

to discuss the meaning of the women's initial adjustment during their sojourn in the United States. The cultural transition experience of spouses of international students has been largely overlooked, while international students play a dominant part in the cultural contact literature. I argue that the use of participant photographs demands a close examination of the role of power, gender and ethics of representation as part of the research process. Further, I will discuss how the participant's identity and my own have intersected and mutually influenced the research approach and the final outcome of this process.

Biklen, Sari K, *Syracuse University*
Qualitative Methods and Democratic Practice

What are the contributions of qualitative methods to democratic practice? The paper argues that in spite of the contested history of qualitative methods, certain characteristics of the approach promote democratic understanding. First, the paper discusses the relationship of ethnography and colonialism and the preservation of traditional power relationships. Second, the paper defines democratic practice and explores its connections with qualitative approaches, emphasizing process, engagement, and consultation. For both qualitative work and emergent democratic practice, the sense of the unknown is strong: how will things work out? Third, the paper explores these connections through analysis of a two year focus group study of African American, Latina, and white college women who talked about how they experienced race and gender on campus. The process emphasizes informants' agency without celebrating individualism or ignoring discourses of power. The method enables the multiple spaces that informants identify with to converge.

Binns, Rachel A, *University of South Florida*
Loving to Live: Exploring the Life-Extendings Benefits of Marriage and Close Realtionships in Okinawa

Okinawa is home to the worlds healthiest, longest-lived people. They live an average of seven years longer than Americans and suffer about one fifth the rate of heart disease and cancers. Because studies have shown that 75% of how long we live is determined by lifestyle (genes account for only about 25%),Okinawans literally possess a modern day fountain of youth. Okinawans also boasts an impressively low 2.7% divorce rate compared to the US rate that has topped 60%. Before World War II, most Okinawan marriages were arranged by parents and other family members. I interviewed some of Okinawas longevity all-stars to uncover their secrets to a long and healthy life. This paper tells their stories, reports the findings and explores the potential health benefits of marriage and close relationships.

Bisconti, T L, *University of New Hampshire*
A Qualitative and Longitudinal Exploration of Social Support

See Scott, Stacey B

Blanco, Mercedes, *CIESAS-MEXICO*
Work and family: an exercise on mixed methodology

See Pacheco, Edith

Blickem, Christian Charles, *University of East Anglia*
Room with a view

This paper will discuss my experience of evaluating an art outreach project which attempted to open up new conceptual and cultural worlds for people we worked with, using a touring collection and complex of themes and projects relating to historical and contemporary arts from around the world. This paper will reflect critically on options for different research and evaluation methods and will argue for the importance for there being synergy between process and product. One particular research method will be discussed, a "Video Diary Room," which was found to be ideal for capturing the quirks of process. More particularly, this paper will discuss how it demonstrated as a piece of research the importance of providing a place and means not just for critical reflection in the course of a teaching situation, but a methodological framework for exploring the irrational alongside the rational, for allowing marginal commentary to flourish.

Bloom, Leslie R., *Iowa State University*
Women, welfare reform, and community-based organizations in the US: An institutional ethnography to understand social policy as lived experience

The 1996 Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) (PL 104-193) and Temporary Assistance to Needy Families (TANF) block grants to states are the policy results of a thirty-year virulent attack on welfare recipients and the desire to give states authority to create their own privatized welfare systems. Many states use block grant funds to pay community-based organizations (CBOs) to help those in poverty meet the demands of the post-welfare state. Beyond Welfare, Inc. of Iowa is one such CBO formed in the wake of PRWORA. For the past five years, I have been conducting a feminist institutional ethnography (Smith, 2005, 1987) of Beyond Welfare. This presentation will explore how institutional ethnography has contributed to my research on Beyond Welfare. My goal is to further the theoretical understandings of this form of qualitative methodology by using my research on Beyond Welfare as an example of institutional ethnography in practice.

Bochner, Arthur P., *University of South Florida*
Toward an Ethics of Memory

I explore connections between language, memory, and ethics and the implication of those connections for autoethnography. I emphasize the dilemmas of naming and classifying past actions in terms of Ian Hacking's "looping effect" and "semantic contagion" in which new classifications may be erroneously applied to behaviors that took place in the past. The ethical question revolves around the assumption of determination. How determinate is the past and what kind of claims can we legitimately make about intentions that motivated past actions when our reference point is memory and our task is putting old actions into new language? When is it appropriate to present descriptions retroactively and what risks do we take when the actions in question took place a long time ago that may seem considerably more determinate than it was. How is being faithful to memory different from being faithful to what "truly" took place?

Boddy, Julie Mae, *Library of Congress*
The Fullness of Containment: Le Story Testimony at the Public Comment Sessions of the Advisory Committee on Human Radiation Experiments the Ad

This paper explores transcultural practices among African American, Native American, grass roots environmental justice organizations and the global Indigenous Environmental Network as they interface with the nuclear industrial establishment though a reform impulse of the Federal Government. Its focus is three sequential testimonies given by a Native American woman to the Presidential Advisory Committee on Human Radiation Experiments between 1994 and 1995. The ACHRE was an outcome of Secretary of Energy, Hazel O'Leary's initiative to declassify documents pertaining to Government-sponsored cold war experiments with radioisotopes. One of her first acts in office, it was an initiative sparked by newspaper stories which first identified names experiment subjects as people, with names, faces, families and jobs. The majority of people in this path-breaking account were African Americans, and identification of their ethnic identity revealed yet another instance in a heritage of race-based abuse in the name of Medicine or Science. The directives of Secretary O'Leary, herself an African American, to the Advisory Committee on Human Radiation Experiments at its first public comment session mark the transcultural dimensions of the testimonies of Darcy Thrall, who came to the public comment sessions from the environs of the Hanford Nuclear Reservation.

Boje, David, *New Mexico State University*
It is time to set Story free from Narrative

Story is being widely exploited as an in-place metering device by qualitative researchers. Story is used to measure culture, complexity, identity, you name it. However, story is also contextual, part of what makes organization phenomenon. The purpose of the presentation is to review ways story is used to interrogate people about other topics, rather than to study the contextual, situated ways of telling. These ways of telling that are embedded in organizations are quite telling about culture, complexity, and many other things. At issue is the emic ways in which stories are told, and the on-going struggle with the narratology, who want to imprison story, reduce its vibrancy to a linear plot, a chronology with beginning, middle, and end.

Bond, Tim, *University of Bristol*
Research ethics: mutuality and recipocity as the basis for a re-conceptualised ethic of trust

This paper builds on recent developments of ethics of trust and trustworthiness to suggest that an ethic of trust can be reconceptualised to take account the distinctive challenges of mutuality, reciprocity and reflexivity arising in contemporary qualitative research. The paper and discussion will invite participants to consider the potential applicaton of an ethic of trust defined as a relationship of sufficient strength to withstand the relational challenges of inequality and difference; and the existential challenges of risk and uncertainty.

Booker, Keonya C., *University of Virginia*
Using Mixed Methodologies in a Dissertation: Battles Fought and Lessons Learned

As a doctoral candidate, I proposed a mixed method dissertation. My specific academic interests involved exploring school belonging and engagement in a group of African American high school students. There was a void in the literature, with quantitative studies omitting the lived experiences of these students, and qualitative studies not fully situating student achievement in measurable ways. To assuage these issues, I designed a study that would speak to both of these limitations. In this proposed paper session, I will discuss: (1) how I decided on a mixed method design and the theoretical and empirical support that exists for such a decision, (2) how using multiple methods increased the strength of my study and highlighted an interesting, albeit counterintuitive finding, (3) problems and pitfalls encountered during the process, and (4) how conference participants, both students and faculty, can incorporate mixed methodologies within current and future projects.

Boser, Susan R., *Indiana University of Pennsylvania*
Power, Ethics, & the IRB: Participatory Action Inquiry

Participatory Action Research seeks to share the power inherent in knowledge generation with community partners. The framework typically used by an IRB for understanding and addressing the ethical issues involved in research is predicated on post-positivist epistemological assumptions of a distanced objectivist research stance, and thus is ill-suited for examining the ethics of participatory research approaches. Indeed, application of the conventional framework can itself harm human subjects in an action research project by limiting the field of choices. This paper shall address these challenges, presenting a framework for considering the ethical questions involved in research partnerships between the community and university-based researchers. Drawing on Hayward's (1998) model of power, I will describe some ways in which power imbalance might manifest within a participatory research project, and between a project and an IRB. I will offer specific strategies for action researchers both in the field, and in navigating relations with the IRB.

Bosio, Albino Claudio, *Cattolica del Sacro Cuore*
Conversational Exchanges On Aids In Various Interaction Contexts: A Preparatory Study For An Effective Health Communication Campaign

Current HIV-prevention work indicates that un-healthy behaviours cannot simply be changed by providing information. The reception of a HIV-prevention message is a process whereby meanings are negotiated by the receiver and other social interlocutors on the issue. In a discourse analysis perspective this project seeks to study the role played by conversational exchanges in processing health communication and to describe how the situational context in which a conversation takes place influences the reception/processing of the message. We conducted: 2 focus groups face to face and 6 online focus group (2 forum; 2 chat; 2 forum+chat), with young people (18-25 year olds) living Italy; halfway through each group an HIV-prevention message was introduced. Our findings seem to confirm the hypothesis of a main role played by the interaction contexts on the reception/processing of the message. Furthermore Internet seems to be the most

suitable setting to study how an HIV-prevention message is processed in the group discussion.

Botoeva, Gulzat, *American University - Central Asia*
Problems of identity and confidentiality in research on drug gift economy in Kyrgyzstan

The paper proposes to focus on some general methodological problems in investigating hashish as part of a gift economy in Issyk-Kul oblast of Kyrgyzstan. The methodological problems directly relate to the illegal character of hashish. First, how to obtain access to a research field that is difficult because people wish to conceal their participation. By using local knowledge, relatives and trusted peers, contacts with research informants were established despite their suspicions of outsiders. Second, how can the identity of research informants be protected and possible harm to them minimized by unwanted attention raised by this study? While special attention was made to ensure direct confidentiality and anonymity of research informants, what protection is there for them from indirect exposure as a result of the project?

Bourjolly, Joretha, *University of Pennsylvania*
Crossing Barriers: Interviewing across Cultures

See Sands, Roberta G.

Bourscheid, João Teodoro, *UNIJUI*
The Childs Profile That Exercises Some Activity Of Income In The Street

The current urban way opens possibilities to exercise activities of income, unqualified and temporary occupations. They are works in the street, done by children, teens and elderly. The children and teens as survival, begin very early to work, losing the bond with the formal school. In the social values of the Work the childrens participation is accepted in a sense of help or training. In the while, in some poor families that "help" it is the survival. They are children, that, same maintaining the family bond, they accomplish tasks in other houses or in the street. That learning happens since the three years of age accompanying family in the daily task of obtaining money, clothes or food. They were part of the research 29 families, in Ijuí, Brazil, with children that exercise some activity of income in the street and her relationship with the school.

Bourscheid, João Teodoro, *UNIJUI*
Choose Electoral: Coercion or Liberate Decision?

The limits of the democracy evidence deformations of the representative mechanisms, sponged by addictions of the clientelism, of the intimidation, manipulation, force of spurious outlines, the abuse of power and of the economical pressure, usual in the Brazilian political process. The idea of that study comes that the process of choice across also the individuals history, of his family, people and country. This way, according Da Matta (2001), it is looked for to know and to understand the original images, the essence of the archetypes and the collective unconscious. Intends to contribute for the understanding of the sense of the vote, and their implications in the social transformations, in the reorganization of the spaces social, cultural, political and economical identifying the relationships of power and the content of the electoral behavior.

Bourscheid, João Teodoro, *UNIJUI*
Life Quality: social and cultural references in the urban migration.

See Fricke, Ruth Marilda

Boyd, Roger E., *Southern Illinois University Edwardsville*
Gated-Community Emergence In The Metro East: Residential Growth And Development In St. Clair County, Illinois

Residential patterns are important in building community, and community has been important in the building of America. This study is the first research that specifically addressed the emergence of gated communities within the greater metropolitan St. Louis area and their impact on municipal public policy decision-making. How municipal officials, developer-entrepreneurs and community development professionals and organizations within this region envisioned and performed their roles in community development processes was explored. Comparisons of policies and policy processes pertaining to gated-community development were examined through analysis of thirty-five public and private sector key informant interviews, and relevant demographic and archival data for this ethnomethdological case study. Scholars, public servants and community business leaders need to understand how the multiple perspectives endemic to gated-community development affect public policy decision-making, community development, and issues of social and economic justice.

Boyd, Roger E., *Southern Illinois University Edwardsville*
Tobacco Use, Perceptions, and Policy on a Midwestern University Campus

U. S. colleges and universities are facing a number of challenges as they attempt to promote a healthier environment for their students. Discussion of policies pertaining to tobacco usage on many of these campuses has necessitated an exploration of the prevailing attitudes and factors contributing to this use. Participants in the study were undergraduate and graduate students, faculty, and staff, representing 3% of a Midwestern, metropolitan, university community. Research methods included a 21-question survey, key informant interviews, and a review of campus tobacco policies. Current, or previous, users of tobacco were more likely to be men, were more likely to have initiated use between the ages of 17 and 23, and more likely to surround themselves with other users. Participants were either unfamiliar with university tobacco policies and/or policy enforcement on campus. Although a majority of participants were bothered by tobacco use on campus, participants were overwhelmingly opposed to a campus-wide ban on tobacco. Furthermore, cessation programs were favored by daily users but not by intermittent users. Interviews yielded concerns with campus cleanliness, safety, and health concerns from second-hand smoke

Boyle, Tina, *University of Wisconsin Milwuaukee*
Dilemmas of Practice in Research of African American Children in High Poverty Urban Schools

See Dentith, Audrey

Boylorn, Robin M, *University of South Florida*
Other Mother: The Politics of Womanhood

In the heat and loneliness of post-summer months I suddenly found myself hungry for a baby. I dreamed of wide eyes, spontaneous smiles and the possibility and responsibility of life. I dreamed of oceans of water and miles of fish. Months later, in November, I realized that my "fish dreams" were attached to my little sister's unexpected pregnancy. She is having the baby I wanted. She is pregnant with the life I longed for. Her sex and my tears were simultaneous. Other Mother: The Politics of Womanhood is a layered narrative that juxtaposes my fantasies about pregnancy and motherhood and my memory of a friend's abortion. In this piece I use writing, journaling and memory to negotiate, understand, and justify my womanhood without motherhood and the various societal, familial, and emotional factors that exist between these roles.

Boylorn, Robin M, *University of South Florida*
Talking Across the Divide: Dialoguing Race and Gender

When faced with the myth that racism and sexism no longer exist, two friends started a conversation about white and male privilege, a conversation that allowed them to discuss, react, respond, and recover. This conversation, occurring between a black woman and a white man, began in a tiny office. It soon traveled into a semi-hostile classroom, and, like a snowball, continues to expand from there. While sometimes painful, conversations of difference need to occur since they make possible shared, beneficial visions of humanity and introduce ethical ways of living. This co-authored account of racism and sexism offers the authors individual histories, stories, and experiences while each strives to speak with one another, instead of on behalf of each other. This black woman and this white man continue to merge, react, and respond as they attempt to negotiate and share the racial and gender divide.

Boylorn, Robin M, *University of South Florida*
Re-imagining Possibilities: Honoring the work of Carolyn Ellis and Art Bochner

See Santoro, Patrick Michael

Bradley, Janet, *EngenderHealth*
"The health care reform has completely neglected women": Providers' constructions of women's role in cervical cancer screening in Bulgaria and Romania

See Todorova, Irina L.G.

Bradley, Patricia J., *Texas Christian University*
Mexican American Family Caregivers of Cancer Patients: A Journey Toward Understanding*

Mexican Americans (MAs) carry an unequal burden of cancer in the United States yet there has been little research on the needs of their family caregivers. Given this paucity of research, a grounded theory study was planned to examine the meaning of the MA female cancer caregiving experience. This presentation will describe the NIH/NINR reviewers' comments on a first proposal which guided the reworking of a second and successful submission. The reviewers'

comments influenced the research design including the development of an apriori conceptual framework. The advantages and disadvantages of developing a grounded theory with a conceptual framework in the background will be discussed. Techniques in recruitment and data collection and analysis to assure cultural congruence and sensitivity will be presented. Coding processes yielding an emergent core variable reflective of the social-psychological processes of the MA female caregiver and interrelationships among concepts will be explored.

Bratt, Kirstin Ruth, *Pennsylvania State Altoona*
Feminist interview research on the US-Mexico border: New paradigms for phenomenological research

While conducting phenomenological interviews on the US-Mexico border, I was torn by various familiar questions regarding IRB approval, feminist interviewing, and phenomenological inquirys place in the larger arena of qualitative research. 1. How do we understand the interwoven relationship between qualitative and quantitative research, inextricably bound together by their similar models of inquiry, and begin to release ourselves from these tired old models? 2. How might phenomenological inquiry use its own philosophical origins to challenge qualitative models, which still so deftly disguise their quantitative and positivist leanings, to examine instead the potential for grounded and inclusive scholarship? 3. With feminist interviewing under suspicion, unable to defend itself without debasing itself, how do feminist scholars resist the need to defend and unify feminist values and rather draw upon our collective and disparate histories for strength and affirmation? 4. How do we use IRB, even promote IRB, for its most noble and sacred duty (protecting our field, our researchers, and our participants from danger) without allowing it to become a bureaucratic menace, thwarting our most interesting, and therefore risky, ideas? 5. As a researcher on the border, marginalized and alone, how do I challenge the centrist model that retains resources, power, and control in the state's center? How do I prevent the marginalization that I study from affecting the quality of my research?

Bratton, Mike, *University of Windsor*
A Critical Assessment of Welfare Reform: An Interpretive Interactionist Approach

This paper is an exploratory work that will examine welfare reform against a background of qualitative evaluation and social policy literature. It will be argued that the interpretive interactionist insights of Denzin (1989), and the theoretical strengths upon which interpretive interactionism builds (Mills, 1959), remain invaluable for assessing policy directives that espouse "personal responsibility" remedies to social problems for which there are no individual solutions. The first section of this paper will review the salient features of contemporary welfare policy utilizing both Canadian and American legislation. The second section will examine the qualitative research conducted to date that captures how reforms have impacted individuals and families affected by reforms. The conclusion of this paper will reiterate, and empirically defend, Denzin's (1989) profound observations that making the world of problematic lived experience directly available to the reader, and connecting personal troubles to larger historical social issues, are extraordinarily worthy goals.

Brennan, Marie, *University of South Australia*
There is no place "out of harm's way": Towards reframing ethics in action research

See Noffke, Susan E.

Bressam, João Suimar, *UNIJUI*
Choose Electoral: Coercion or Liberate Decision?

See Bourscheid, João Teodoro

Brinkmann, Svend, *University of Aarhus*
Ethical and epistemic goodness in qualitative inquiry

This paper discusses what it means to be a good qualitative researcher. The aim is to deliberately blur the distinction between epistemic and ethical goodness by arguing that there is a close connection between being a good qualitative researcher in the epistemic and the ethical senses. First, the relation between researcher and researched is articulated as a power relation giving rise to certain ethical demands. Second, some similarities between the discourses on ethics and qualitative research are brought forth, and it is argued that the key qualifications that enable qualitative researchers to deal well with their subject matter are irreducible moral virtues. Finally, a relevant objection is considered: By blurring the distinction between science and ethics in qualitative research, do I not commit an "ethicist" fallacy that portrays qualitative research as automatically liberating, progressive, and inherently ethical?

Brinkmann, Svend, *University of Aarhus*
The ethics of active interviews

This paper first outlines a critique of conventional psychological, warm, and empathic qualitative interviews from an ethical perspective. It is argued that such interviews are often ethically suspect, because they easily conceal their own power relations, and sometimes seduce the interviewee in the context of a faked friendship. Examples of active interviews are sketched to serve as inspiration for alternative ways of conducting qualitative research interviews. Examples are found in Socratic dialogues and Robert Bellah's active interviews. The goal here is not to collect "doxa" (more or less random opinions through a sophisticated kind of qualitative opinion poll) but "episteme" (genuine knowledge about something that has survived a dialectical test). Active interviews are ethically superior in some respects, but they also have their own ethical pitfalls, and this paper discusses ethical and epistemic advantages and disadvantages in active interviews.

Brock, Irene F., *Indiana State University*
Using Interviews and Vision-Prompting Questions to Cultivate the Seeds of Innovation in a Teacher Education Reform Process

Most programmatic reform efforts in any educational setting quickly become mired in the familiar ruts of tradition, prior experience, and unexamined assumptions. Techniques to spark the ingenuity of participants while in a focus group setting often result in group-think defensiveness rather than creativity. One means of overcoming the effect of this phenomenon is to engage each par-

ticipant in a one-on-one informal interview. The lead co-director of a state university's federal TQE grant to reform its programs for teacher education used this method of inquiry to tease out the novel ideas known to exist, to fan the flames of hope and promise among participants, and to identify the common themes she then successfully put forward in small group sessions. The interview questions, however, had to be carefully developed from the language and vocabulary of "design methodology," as opposed to the current cultural language of program improvement.

Brockelman, Karin F., *University of Illinois*
Negotiating Reality: Collaboration, Expectations, and Power Differentials in Higher Education

As a doctoral student/teaching assistant and a tenured faculty member, we learned to collaborate by negotiating reality. Three key incidents represent the lessons we learned during the semester that we taught together as well as our evolving learning. We invite the audience to eavesdrop on our negotiations as we recreate our separate internal perceptions and our shared external conversations regarding three key incidents. In return, we ask that our eavesdroppers contribute to the negotiations by sharing their observations and perspectives. Issues discussed in the dynamics of our collaboration include: disability culture, disclosure of stigmatizing information, expectations, power differentials, and individual background and history.

Brockelman, Karin F., *University of Illinois at Urbana-Champaign*
Consumer Researchers: Indigenous Experts in Mental Health

Consumer researchers are essential to ethical research in mental health and related fields. We are researchers whose indigenous knowledge as mental health service consumers is integral to our work. Mental health consumers can be discredited as unable to act in their own best interests and their civil rights can legally be restricted by professionals. Consumer researchers are in a unique position to shape the knowledge that informs the practices and policies that affect mental health consumers. This session will highlight contributions of consumer researchers and discuss risks and benefits of identifying oneself as a consumer researcher.

Brodeur, Cheri, *University of Florida*
IRB and the normalization of research participants

See Koro-Ljungberg, Mirka Elina

Brogden, Lace Marie, *University of Regina*
(Un)healthy negotiations in an ethical academic life

See Patterson, Donna

Brogden, Lace Marie, *University of Regina*
Two hours or more away from most things: Re:writing identities from no fixed address

See Rolling Jr., James Haywood

Bronson, Carroll, *Univeristy of Wisconsin-Milwaukee*
Dilemmas of Practice in Research of African American Children in High Poverty Urban Schools

Brooke, Catherine Lynn, *Univeristy of Windsor*
The Heterosexualization of Marriage: The Affect of Discourse on Public Policy and Same-Sex Couples' Relationships

On June 10, 2003, Bill 74 was passed which amended the Province of Ontario's Marriage Act to include same-sex couples. In contrast, in Michigan during the November 2004 US federal election, Proposal 2, the ballot initiative which sought to amend the State constitution to restrict marriage to opposite sex couples was passed. Informed by a queer theoretical framework, this paper will review the preliminary findings of my dissertation research on same-sex marriage. A discursive analysis was used to examine the media coverage of Bill 74 and Proposal 2 and exposed various religious, "pro-family," and human rights discourses surrounding the same-sex marriage debates in Michigan and Ontario. The implications of these discourses for public policy and same-sex couples' relationships, and the importance of deconstructing the heterosexualization of marriage will be discussed.

Brotherson, Mary Jane, *Iowa State University*
Supporting Families of Children with Disabilites in the Home

Self-determination is recognized as a critical outcome for children with disabilities. Although self-determination is an important educational goal for young children with disabilities, the role of the family and the home environment in achieving self-determination is not understood. Families are critical to providing choices and supporting their children's development. Through interviews and observations with 30 families with children ages 3-8 with disabilities, a grounded theory model was developed to interpret the process by which families help their children develop skills of self-determination. The model depicts the interrelationships between the diversity of family, child and home characteristics and the strategies used by parents for their children. What does this model mean for families who have children with disabilities? How can we support the self-determination of young children with disabilities in society? This presentation discusses how we can support families to help their children develop lifelong skills of self-determination for success in society.

Brower, Jay, *Southern Illinois University*
Narrating September 11: What is at Stake for Aesthetic Inquiry?

Following the events of September 11, 2001, German composer Karl-Heinz Stockhausen met considerable rebuke upon asserting that the destruction of the World Trade Center constitutes a master work of art. Since Stockhausen's comments, a number of artists have explored the aesthetic dimensions of September 11 and its aftermaths from interpretative and critical perspectives. Like Stockhausen, exhibitions such as Kerry Skarbakka's "The Struggle to Right Oneself" and Eric Fischl's "Tumbling Woman" continue to meet substantial criticism. In this paper, I explore the ethical dimensions of art in constructing cultural narratives of tragedy surrounding September 11. I consider art's capacity to narrate the event and the ethical dimensions of artistic expression in light of popular critiques that place art as a frivolous expenditure with little capacity for meaningful memorialization.

Brown, Andrew Douglas, *University of Bath*
Researching and Supervising by Storying Around: An autoethnographic trio

Brown, Helen, *University of Victoria*
Trust and Respect in the Seemingly "Mundane": Participatory Action Inquiry in Aboriginal Communities

Brown, Helen Jean, *University of Victoria*
Womens Voices Ring True: Research Participants as Instruments of Rigor

In a critical interpretive study into how relationships between health care providers and childbearing women influence womens capacities for health and "good" health outcome, research participants have created indicators of research rigor through expressing their need to create knowledge from the research that is meaningful to their everyday life experience. Since the research is grounded in pragmatic views of knowledge, participants have joined the researcher in critically appraising what "counts" as meaningful research findings. These methodological insights may help illuminiate current questions of what it means to proceed in ethical ways in qualitative research.

Brown, Lisa Jayne, *San Diego State University*
"I Mourned His Loss Many Years Ago": Buried Guilt and the Cycle of Secrets in the Love of a Father/Grandfather

"I hope that you can find some things in here that will be useful to you," my mother murmurs as she shuffles through the papers, distracted. Finally finding the cause of her diversion, she separates two pieces of paper from the tangle of history. She steals them from the pile and lays them by her feet, distant from my gaze. At last she moves toward the ostracized papers, "These are letters that your Granddad and I exchanged when you were young. He was always so critical of me; they don't even make sense anymore." These are the lost stories of my family's history. Has topic avoidance and the selection of stories within my family's communication created a colored perception of my grandfather? These are the stories that are left behind, remain untouched, or are cloaked by other tales thought to be more important, more humorous, or easier to be told.

Brown, Marion I, *Dalhousie University*
When One Size Does Not Fit All: Analytic challenges in a multi-site study on resilience

The International Resilience Project gathered qualitative data on 5 continents in 14 sites regarding the determination of what constitutes resilience. Methods included consultations with advisory committees in each site and onsite observations in addition to case study interviews ranging in number from 2 to 16 across sites. This paper examines the appropriateness of seeking homogenizing expla-

nations for youth resilience given the core tenet of qualitative research to uphold the nuances and diversities within each participant's story. This became a key analytic challenge in the study: while findings indicate that standardized matrices of factors cannot adequately account for the variability in respondents' accounts of resilience and instead nine "tensions" emerged through the data, a tension in analytic process itself is apparent. This tension raises questions regarding the primacy of context, the influence of dualistic thinking, determination of the unit of analysis, and professional identity issues of practitioners turned academics, all of which will be addressed in the paper.

Brown, Tanya Avasha, *Duquesne University*
Home Again (?): Considerations for an Ethnographic Study of a Hometown Community

Reflexivity in qualitative research becomes even more prescient when studying a context in which one is familiar. My presentation will contrast Clifford Geertz and James Cliffords perspectives on ethnography to inform my study of my Jamaican-Canadian community. For both theorists, ethnography is foremost a writing process. It is the documenting of interplays of events. The goal of theory for Geertz is to grasp an understanding of cultural meanings and add the ideas to the history of theory in the field, supplementing discourse on interpretive understanding. Clifford's approach to ethnography builds upon many of Geertz' arguments by calling attention to the literary dimensions of the method. Citing ethnography as allegory and fiction, Clifford argues that it further sensitizes the ethnographer to the interplay of voices in the research field. I will explore the possible shapes and contours of my work by contrasting their theoretical assumptions and methodological suggestions. By way of illustration, I will use an experience from back home to explore concepts and arguments.

Brown, Tanya Avasha, *Duquesne University*
Who is Influencing Who? Making Space for Multiple Voices in the Evaluation Process.

To date, research and evaluations of community initiatives have focused on the efficacy of a given program's interventions, and identifying indicators of community engagement and/or development. Although ameliorative in character, such methods do not offer critical analysis of the relationships between a community program and its participants. Such an analysis would question important aspects of a community program's implementation: the theoretical assumptions embedded in its mission and goals; how the targeted community receives its praxis; whether its interventions address community concerns, and if so, how? Using findings from an ethnographic evaluation of a community initiative, I will discuss how the evaluation team attempts such an analysis via reflexively accounting and modifying its practices over the course of the evaluation,

Brown, Tony, *Manchester Metropolitan University*
Researcher Subjectivity: The broken mirror of Lacan

This paper offers a Lacanian account of how a researcher's subjectivity might be seen as being stitched into the fabric of practitioner research. It introduces the Freudian concept of desire in discussing the realities that reflective research models produce. It contrasts this with his concept of drive in which excessive belief in the structural forms of such research risks usurping the life they might seek to locate. The paper utilises Lacan's concept of the mirror phase to combine these terms in suggesting that the subject of reflection is not quite what she might seem to be. This facilitates an understanding of practitioner enquiry centred on analysing how researcher statements, explicitly reflective or otherwise, reflexively situate the researcher. Yet rather than focusing on what is said, attention is directed to the perceived absences in such statements, towards better understanding what these absences might reveal. The product of reflection is thus seen as a performance, where the gap between performance and other realities teaches us who we are.

Brown, Tony, *Manchester Metropolitan University*
Reflective engagement in cultural history: A Lacanian perspective on Pasifika teachers in New Zealand

What understandings can we have of our own cultural histories and how do these impact on our senses of self? This paper addresses the case of Pacific-islander migration into New Zealand. It is based on a study fuelled by a group of Pacific island teachers exploring their own experiences of becoming teachers in New Zealand schools. The paper raises some theoretical issues relating to cultural identity as understood in relation to educational practice at the interface of cultures. By examining how notions of Pacific cultural identity for individuals are held in place by particular self-images the paper asks how such identities might be seen as reaching out to possible futures. The paper concludes with some tentative thoughts on how an individual might work towards strengthening an historical sense of self and a more productive reflective/reflexive conception of engagement in a situation of cultural minority.

Browne, Annette Jo, *University of British Columbia*
Negotiating the In-Between Space: Research in Partnership with Aboriginal Communities

See Smye, Victoria Louise

Bruno, John, *Florida State University*
Social Justice Dispositions: What Might These Behaviors Look Like?

NCATE has required teacher preparation programs to have professional competencies that include the standard that teachers display professional dispositions. Challenges have recently been raised as to the whether it is appropriate to judge future candidates openness to issues of social justice. After the controversy was reported in the media, NCATE clarified this requirement by saying that they meant this requirement to be judged by behaviors demonstrated in the classroom. This paper explores how teacher educators interpret this disposition and what behaviors might be observable.

Bryan, Kristina, *Saint Louis University*
Teaching and Learning Qualitative Research through a Group Project: Perceptions toward Counseling among Racial Minority Students

See Matsuo, Hisako

Buchanan, Marla J., *University of British Columbia*
Stepping into the quagmire of Aboriginal research: Implications for IRB requirements

Aboriginal research mandates and local First Nations protocols have begun to challenge colonial research practices in Canada. The tensions between IRB requirements and the realities of conducting community health research in small indigenous communities will be highlighted. This presentation is focused on recent lessons learned in collaborative community research that is framed from an indigenous knowledge base.

Buehring, Anna, *Manchester Metropolitan University*
Positioning Qualitative Research as Resistance in the Contemporary Academic Labour Process

See Symon, Gillian

Buell, Marcia Zisserson, *University of Illinois*
Shifting Expertise: When the Researcher Becomes the Researched

See Park, So Jin

Bui, Diem-My, *University of Illinois at Urbana-Champaign*
Aesthetic Strategies:Interventions in Cultural Production by Vietnamese American Artists

This chapter foregrounds discursive analysis and ethnographic interviews with Vietnamese American women on their artistic works, including photography, performance, and writing. The research explores how some of their artistic works constitute aesthetic strategies in response to U.S. popular culture representations of Vietnamese women. The chapter will discuss the womens perspectives on these representations and their thoughts on being a Vietnamese woman in the U.S. Central to the analysis undertaken in this chapter as well is an examination of the methodological choices and challenges in conducting this kind of research.

Bui, Diem-My T., *University of Illinois at Urbana-Champaign*
Bodies of Experience: Dialogues with Vietnamese American Artists

This paper draws on my research interviewing Vietnamese American artists to understand their perspectives on and interventions in popular U.S. representations of Vietnamese women that reduce their subjectivity to a corporeal function. Such representations circulated in global media construct Vietnamese women's bodies as functional and accessible to Americans in terms of death, sex, and tourist attractions where America negotiates its own identity and traumatic past. Within these interviews, I ask the artists to reflect on their experiences with these dominant representations and how they might produce art that responds to or without regard to those representations. By following dialogic principles, I recognize that their self-reflection repositions them as producers of alternative or of intervening representations. Further, dialogic strategies moved my research from examining dominant cultural representations of Vietnamese women to the women's participation in framing these examinations and in contributing to multiple discourses on Vietnamese women's bodies.

Bunrayong, Wannipa, *Chiang Mai University*
Crossing Regional Boundaries: A Derived Etic Methodology

See Shordike, Anne

Burns, Ausra, *Mount Allison*
Creating and Sharing Indigenous Knowledge Today: Miawpukek First Nation, NL, tells the story of its path to self-governance through a Digital Repository

Popular notions of indigenous knowledge are of antiquity, cultural heritage, sustenance practices or folklore. For Miawpukek First Nation (MFN), a Mik'maq community in Newfoundland, creating and sharing indigenous knowledge are seen as critical to motivating and empowering the community in its pursuit of self-government. This First Nation has partnered with Mount Allison University, New Brunswick, Canada, to create a searchable, multi-media digital repository to relate their experiences in building the community's governance system, including education, justice, health and social services. Drawing on over five years of collaborative field work experience, this paper describes the effort dedicated to identifying the appropriate content, methods and tools of knowledge transfer for the database that enable the community to share its history and relate current issues. It highlights the collaborative ethics and methodological approaches used in creating this unique repository.

Burstein, Phyllis, *University of Illinois at Chicago*
The Institution of the High School: The Students' Voice and Vision

The text of a 2004 U.S. Department of Education brochure calls for increased standards, rigorous academics, and higher expectations in order to prepare students to become workers and citizens. As we strive to educate our youth to become productive and participatory members of society, does imposing "higher expectations" defined by policy makers help us reach that goal? In a qualitative study a doctoral student decided to take these questions to the high school students themselves. If a democracy seeks to educate citizens with the power to promote social change, perhaps we should begin by allowing the students to be part of the process. At an urban college-prep high school, students looked at a variety of media sources, took photographs, recorded their impressions, and identified common themes. The results are presented and discussed.

Bussing, Regina, *University of Florida*
Through the Lens of ADHD: African American Teens' and Their Teachers' Experiences with School Culture

See Williamson, Pamela

Bussing, Regina
Conceptualizing democratic methodologies

See Koro-Ljundberg, Mirka

Buzinde, Christine, *University of Illinois*
Journeying from Abhor to Adore: Representational Politics within Plantation Tourism

Contemporary society has witnessed an increase in visits to sites of death, dis-

aster, depravity and violence (Seaton, 1999). Central to this panel are tourism sites of depravity that exhibit remnants of slavery, specifically plantations in the US South. Plantation sites have become perennial reference points for collective memory because as public memorial landscapes they are repositories of history due to their manifold traces to contested past of slavery. As such, informed by collective memory, the goal of this research will be to adopt interpretive methodologies to examine how collective memories are constituted within tourism representations of memorial landscapes using the case study of the Hampton Plantation State Historic Park in South Carolina

Byrnes, Mary, *Wayne State University*
working ectropion modes: A Performative Anti-Manifesto on Limitation(s), Value, and Scrapping

Ectropion is a condition of the eyelid in which the lid turns in on the eyeball flipping the eyelid and eyelashes back and causing irritation to the eye. It is said to be relatively painless but mostly irritating to the eye and eyelashes. People suffering from ectropion are, for the most part, older adults. working ectropion modes is a literary and performative exercise in ectropion, between a sociologist, an intermedia artist and a mixed media artist. This piece is based on an auto-ethnography of Byrnes' visual ethnography with older urban women in the socially and physically constructed space known as "independent living facilities" in Detroit, Michigan. Byrnes argues that these women are hidden from society and have been potentially devalued or erased through scientific inquiry. Byrnes also engages in a critical perspective of her field (sociology), her view of herself in sociological practice, as well as other people in sociology. This performative auto-ethnography uses both mediated and unmediated sounds, language, and images.

Byrnes, Mary, *Wayne State University*
Power, Policy, and Politics: Reflections of Three Visual Ethnographers

See Miles, Bart W.

Cagle, Carolyn Spence, *Texas Christian University*
Mexican American Family Caregivers of Cancer Patients: A Journey Toward Understanding*

See Bradley, Patricia J.

Cajdric, Aida, *Saint Louis Univerity*
Teaching and Learning Qualitative Research through a Group Project: Perceptions toward Counseling among Racial Minority Students

See Matsuo, Hisako

Calam, Betty, *University of British Columbia*
Trust and Respect in the Seemingly "Mundane": Participatory Action Inquiry in Aboriginal Communities

See Varcoe, Colleen Marie

Calderón, Georgina, *Universidad Nacional Autónoma de México*
Space, citizenship and the secondary school geography curricula in México. The absence of qualitative thinking

See Consejo, Rebeca

Calderone, Shannon M, *University of California, Los Angeles*
Historical Genealogy as Method: Reclaiming Queer Womens Lives

The continued marginalization of queer women within the academy is not only understood as an embedded structural feature of higher education, but also as a culturally produced phenomena in accordance with what Adrienne Rich has termed, "compulsory heterosexuality" (Rich, 1980). While a fair amount of scholarly work has been produced within mainstream higher education journals on the topic of higher education as it relates to queer men's lives, little has been produced depicting queer women's postsecondary experiences. One significant challenge to producing research on queer women is the intersubjective nature of queer women's experiences. In an effort to circumvent these challenges, as well as to develop opportunities for more robust explorations of queer women's lives, this presentation seeks to introduce historical genealogical analysis as a methodological complement to research on queer women. Based upon the work of Foucault, historical genealogy serves as an effective means by which to textually deconstruct existing configurations of power/knowledge through a "queering standpoint" on women's lives (Foucault, 1976).

Callahan, J. Sean, *University of Georgia*
Tracing roots: Using conjure to explore researcher subjectivity

This thought paper focuses on the usage of conjure as a framework for examining my subjectivities as a Black American qualitative researcher-in-training at a predominantly White university in southeast North America. I will provide a brief background on the significance of conjure in Black North American culture, discuss theoretical perspectives of conjure, and conclude with a discussion of the benefits of and concerns with using these perspectives to explore issues related to researcher subjectivity.

Campbell, Laurel H, *University of Illinois at Urbana-Champaign*
Portraiture: Issues of Interpretation

Researching teaching as a spiritual endeavor resulted in a study focused on three university professors of art. This research revealed problems with negotiating meaning through interpretation, as well as intrusion into private thoughts and reflections that were necessary for shared understanding. Researchers concerned with the search for a deeper and richer narrative of the qualities of embodied phenomena such as spirituality, personal growth and development, or a "call to teach" will need to exercise caution. Learning to avoid mistakes in this type of research requires dialogue between new and more experienced researchers who have engaged in "in-depth" human subject research. This presentation is designed to provide insight about potential pitfalls in using portraiture methodology. The research project will first be described with appropriate references to methodologies, research participants, and conclusions from the data. Issues stemming from interviewing, interpretation, and privacy will then be addressed.

Campbell, Roberta Marilyn, *University of Cincinnati*
Reflection and Assessment Of Grassroots Womens Leadership

In 1997, the Lower Price Hill Environmental Leadership Coalition Project (LPHELCP) was created in order to develop participatory action research to investigate and address environmental health issues in the Lower Price Hill neighborhood of Cincinnati. A primary goal of the research was to identify and develop grassroots leadership in the community. The Environmental Leadership Group and the Women's Wellness Group grew out of this effort and are comprised mainly of women from the Lower Price Hill neighborhood. The work of the LPHELCP is a model of successful, valuable participatory action research I am currently interviewing these women in order to discover their impetus for becoming involved in the community projects. The primary question is what variables are important for developing and maintaining leadership skills. I propose to present a summary of these stories highlighting the process by which these women became activists and leaders and the importance of participatory action research.

Campbell, Sandra, *University of Illinois at Chicago*
Seeing the Unseen, Looking Through the Lens of Adolescence

I am interested in using the visual to inform. Through photography, I want to understand what it is like to be an adolescent in high school. In her phrase, &"the cold bath of what it is to be alive", Maxine Greene, reminds me of the dichotomy of life and school. They can both be painful and difficult and yet invigorating and cleansing. Can schools provide a place where the context of the students' lives matter? Can it be a place where teachers will discover who students are and what they know and walk in concert with them to develop a community of learners? Photographs will provide a unique insight into school seen through the eyes of the students. As Susan Sontag says, "to democratize all experiences by translating them into images." Photographic images give us a new vocabulary to consider when looking at students in school. The photographs shed a new light and emancipate those experiences now turned into image. The look and feel of adolescence in high school is a complex and multi-faceted experience. The photographs taken by the students will provide a visual portrait, and a connection can be made between students and institution.

Cannella, Gaile S, *Arizona State University*
Using Black Feminist Thought to Foreground Women as the Subjects of Discourses of Childhood Education and Well-Being

This paper describes the first phase of an extensive "reading up" of the ways that women (and especially women of color) are represented, regulated, and discredited through discourses of professional development imposed on educators and child care workers. Public documents, legislative regulations, public commentary and media, as well as contemporary professional discourses and requirements (for work continuation) are analyzed from within a matrix of domination (Collins, 2003). The construction of individual subjectivity is explored via structural, disciplinary, hegemonic, and interpersonal domains of power.

Cannella, Gaile S, *Arizona State University*
Reconceptualizing Research as Collective Action that Counters Oppressions

See Ortiz, Karen

Caracciolo, Diane Marie, *Adelphi University*
By Their Very Presence: Rethinking Research and Partnering for Change with Artists and Educators from Long Islands Shinnecock Nation

This paper recounts the non-Native author's journey toward understanding and enacting indigenous research paradigms in her home region of Long Island, New York. This narrative inquiry centers the educational stories told by members of the Shinnecock Nation, whose indigenous educators, artists, lawyers, tribal leaders, filmmakers, and elders strive to maintain and pass on their cultural heritage in a region that more often than not fails to acknowledge their perspectives. In addition to these indigenous voices, the stories of non-Native teachers from two predominantly white Long Island school districts are included. The result is the creation of a multi-voiced forum that examines the problem of invisibility and the silencing of indigenous perspectives within K-12 schools and teacher preparation programs. The hope of this ongoing decolonization project is to nurture respectful cross-cultural collaborations that honor the "first voices" of our educational and research communities.

Carducci, Rozana, *University of California, Los Angeles*
Enacting the Emancipatory Agenda of Critical Higher Education Scholarship: Developing Research Designs Equal to the Task

Critical scholars actively seek to change the world through the creation of conditions that facilitate the empowerment and emancipation of individuals and groups relegated to the margins of society. In this paper, I draw upon the literature of critical social theory and democratic methodologies to frame a discussion of the methodological tensions embedded within the emancipatory agenda of critical higher education scholarship. More specifically, I examine the methodological consequences associated with viewing critical inquiry as a tool of empowerment for research participants, not just marginalized populations in general, and underscore the need to employ critical methodologies that intentionally connect the emancipatory vision of critical social theory to decisions regarding the roles, responsibilities, and relationships of higher education scholars. The paper concludes with a set of questions intended to spark individual reflection and collective dialogue on the possibilities and challenges of conducting "emancipatory" scholarship in higher education.

Carless, David, *Leeds Metropolitan University*
Getting inside women's experiences in professional sport: A literary tale

See Douglas, Kitrina

Carless, David G, *Leeds Metropolitan University*
Three-Minute Wisdom? The Potential of Folk Music to Communicate Alternative Understandings of Other's Lives

Frank (2000) suggests that storytellers offer those who do not share another's world an opportunity to glimpse what it means to live there; to understand

another's values, meanings, relationships, and commitments. Folk songs also have potential in this regard. First, songs can make others' worlds understandable through voicing emotional and personal issues omitted from traditional research reports. Second, songs can evoke and communicate a diverse range of sometimes contradictory or disconnected feelings and experiences within a short space of time. Third, folk music is historically a representation form which is accessible to diverse audiences. As such, songs are a way of sharing research findings which can connect, uplift and even empower vulnerable persons. In this presentation, I perform folk songs which originated from research into older women's physical (in)activity. The songs provide alternative understandings of the place of physical activity in women's lives made possible by allowing the research process to inform the song-writing process.

Carnahan, Christi, *University of Cincinnati*
Myself as an Action Researcher: Learning through Practice

In "Myself as an action researcher: Learning through practice", I present my journey of learning about action research through interviews with mentors, and other colleagues and peers. It is one thing to read accounts of action research and articles discussing theory, values, and purposes. It is an entirely different experience to hear those same lessons articulated so the listener hears the passion, frustration, and essential elements involved in action research. Video interviews address topics such as the definition and defining features of action research, its key principles and values, challenges of action research in the field, and maintaining personal perspective through colleagues and family. Creating the video was the catalyst from which I am beginning to understand the complex process of action research. in sharing this video, I hope that others will be compelled to reflect on action research and offer additional insight into their action research experiences.

Carnahan, Christi, *University of Cincinnati*
Increasing Academic Engagement for Students with Autism through Interactive Learning Materials

The purpose of this study was to increase engagement in academic learning tasks for students with autism. Phase one of the study focused on a photovoice educational action research project aimed at developing a shared understanding of engagement between a practicing intervention specialist, the university graduate student, and the faculty researcher. In phase two, we gathered quantitative and qualitative data focused on student engagement using interactive learning materials. The data was used for further refinement of our shared understanding of engagement. In order for the education community to improve outcomes for students identified as having autism, we must have a clear definition of engagement. Practicing intervention specialists must understand and value the definition, and have strategies to promote high levels of academic engagement for students with autism. In this presentation, we will discuss the shared definition of engagement and the effectiveness of interactive learning materials on increasing engagement for students identified as having autism

Carolan, Marsha T., *Michigan State University*
Family Therapists and Nutritionists in Parks and Recreation: A Qualitative Response to Regional Risk for Childhood Overweight.

See Jager, Kathleen Burns

Carolan, Marsha T., *Michigan State University*
Deconstructing family therapy approaches to anorexia/bulimia: Applying creative analytical processes

See Aragona, Jennifer

Carpenter, B. Stephen, *Texas A&M University*
Show You Mine if You Show Me Yours: Visual Representation of Sexual Identity

This paper examines ways in which students explore and convey their sexual identities and orientations through visual culture representations in a university course for non-art majors. Based on social, cultural, artistic, political, and personal interpretations of historical and contemporary representations of identity depicted in works of art and visual culture, students in this course developed written and visual proposals for assemblage, installation, digitally-mediated, and performance artworks. The paper will explore works by students who represented themselves implicitly and explicitly as homosexual or heterosexual beings and thereby came out to their classmates through their visual works. In addition, the paper will offer interpretations of the student works and other visual representations of sexual identity as they relate to cultural depictions of body image, illness, and race.

Carrero de Salazar, Maria del Carmen, *York University*
(De)colonizing my research methodology — a mixed race woman's attempt

I analyse my research project on social responsibility pedagogy and my research methods (life history research and ethnography) in light of writers such as Smith (1999), Bishop (1996), Clifford (1988), and Russell (1996). As a mixed race woman, I bring to light my identities as colonizer and colonized and how they may obstruct my interaction with research participants, affect my interpretation of their stories, and more generally allow me or not to participate in decolonizing projects. This analysis is enhanced with a discussion of the added ethical issues raised when working with minors and the problem of control PhD students have over their work.

Carrillo, Laura, *Universidad Autónoma Metropolitana Xochimilco*
Importance Of Qualitative Inquiry In Urban Planning

Since 1976 quantitative methodologies characterize Mexican urban planning projections. These methodologies had proved useful for the characterizations of territorial generalities such as physical and biological aspects. It is just recently that urban planning experts considered pertinent and adequate the use of qualitative methodologies searching for deep understanding of urban expansion into dangerous or high intensity farming land and ecologic reserves. The introduction of qualitative inquiry into planners' practice has the potential of going beyond measure and general description of occupied threatened land. It can pro-

vide understanding and a fresh view about the migration and occupation processes that go on every day along the Country. I illustrate this in an inquiry about differences between official planning and reality in the metropolitan area of Mexico City.

Carter-Black, Jan, *University of Illinois at Urbana-Champaign*
Racial Identity Development and Socialization: The Elders Speak

The profundity of intra-group differences even around the collectively shared social phenomena of race is resoundingly reinforced when one is privileged to go beyond theoretical models of racial identity development and explore the complex intricacies of the ways in which individuals develop within their own diverse sociopolitical and cultural contexts. Wonderfully vibrant stories of two elder Black community mothers parallel and diverge in unique and unanticipated ways that surprise and amaze. They recall with vivid clarity life as a child of the Jim Crow south where adherence to rigid social barriers was the law of the land. Their lives were peppered with differences embedded in similarities that influenced how they responded to the realities of race. It is here that we find brilliantly varied intragroup differences in response to matters of race and our understanding of how and why lived experience affects racial identification schema and socialization processes is enhanced.

Cassell, Catherine, *University of Manchester*
Positioning Qualitative Research as Resistance in the Contemporary Academic Labour Process

See Symon, Gillian

Castleden, Heather E, *University of Alberta*
Using Photovoice: Pict/oral Data in Participatory Indigenous Research

Visual materials are becoming regarded as appropriate for shared interpretation in participatory research. This paper reports on findings from research conducted using Photovoice, a participant-employed photographic technique used to engage community members in the research process. Photovoice was selected for this project to test its applicability and appropriateness as a methodological tool for conducting a collaborative inquiry regarding Indigenous environment and health risk perspectives. It gives participants an opportunity to share their perspectives through photography rather than a scripted interview guide. The research team subsequently examined the pict/oral data using traditional qualitative analysis. The goal, to create a sense of ownership, through the photographic exercise is compatible with a collaborative inquiry approach, which has become the preferred approach for conducting research with First Nations in Canada as it promotes participation and democracy in research.

Celik, Nihal, *University of Georgia*
post-soviet immigrant women domestics in Turkey

In my study, I investigate the working and living experiences of immigrant women domestic workers in Turkey. I think Turkey is a very appropriate venue upon which to base my study for many reasons. Firstly, the international migration of women as domestic workers is not only a very common issue, but one that has also remained extremely invisible in the labor studies in Turkey, since it

is embodied in the informal sector. Thus, women migrant workers are very fragile and open to exploitation as a result of lack of attention and protection in both economic and legal terms. Secondly, there have not been many researches applied to this prevalent phenomenon in Turkey, so conducting a large-scale study on women immigrant domestic workers would be an important contribution to this somehow overlooked field. I pulled my study population of 16 immigrant women domestic workers employed in Istanbul and Ankara, which are the major migrant domestic servant importing cities in Turkey. In depth-interviews are carried out between April-May 2005 with immigrant women domestic workers who were performing domestic labor including the tasks such as cleaning, childcare, elderly-care, housework, etc. My study population consisted of 15 immigrant women domestic workers; one was Georgian, one was Bulgarian, two were Crimean, two were Uzbek, and nine were Moldovan.

Cerda, Alejandro, *Universidad Autónoma de la Ciudad de México*
Qualitative Research under Scrutiny: What Are The Limits?

See Chapela, Consuelo

Chan, Nathan Kai-Cheong, *University of Illinois at Chicago*
Combining qualitative research methodologies with grassroots advocacy to influence community-based service provision for people with psychiatric disabilities

See Gossett, Andrea Marie

Chang, Chien-Ni, *University of Illinois*
Learning journal: A Taiwanese student in the American elementary classrooms

This paper reviews my classroom experiences at five elementary schools in the U.S. As a student in Taiwan, I rarely encountered cultural diversity at school. Cultural diversity existed, but was almost invisible to me as a member of the mainstream. It was not until I came to the U.S. that I was called a minority and a person of color. My new identity as an outsider and my epistemological background shaped my perspective on classroom experiences. I then felt more connected to the concepts of cultural responsive curriculum, social justice, and sociocultural theory. Different teachers I worked with defined these concepts in various ways. In this paper, I use narrative accounts to briefly introduce the teachers and their classrooms as a context for examining how my learning about multicultural education evolved. The end of this paper addresses how my experiences will contribute to multicultural teacher education.

Chapela, Consuelo, *Universidad Autónoma Metropolitana Xochimilco*
Qualitative Research under Scrutiny: What Are The Limits?

In a world's situation of qualitative research discredit, we oppose qualitative inquiry proposing new ways of understanding and relating with reality focusing power relations, subjectivity, etc. In a context of quantitative positivist thinking, where a large amount of researchers live, we are opening way to qualitative thinking with not little hazard. QI recognizes the value of all voices. However, the limits of QI seem broad and undefined. My postgraduate teaching experience has shown that QI courses are welcomed yet critical qualitative research

designs are ill understood and valued. Even when specific QI groups or researchers seem to understand and even set the rules, and when QI strives to get rid of thinking, feeling and expressing constrains, it seems necessary to define and reach agreements about what counts as QI and what as good practice to construct solid arguments for an unavoidable defense of this way of looking at reality.

Chapela, Consuelo, *Universidad Autónoma Metropolitana Xochimilco*
Four Levels For The Interpretation Of Field Information

Qualitative information emerges in the subjective hyphen, is inter-textual and inter-subjective. As such it has inbuilt inquirer's preconceptions that are not possible, and sometimes is not desirable, to erase away. In order to recognize in a better way the changes interpreted information goes through I propose four levels of analysis and interpretation of significant pieces of information in the overall text and context: What does the informant say; What means what the informant said; What do I understand from what the informant said; and What does that mean in relation with what I am trying to understand. Even when I propose a tabulation sheet as aid to better follow these levels of analysis and interpretation, these proposal is not compatible with previous categorizations or to fill data bases. Examples are provided.

Chapela, Consuelo, *Universidad Autónoma Metropolitana Xochimilco*
Student Tutorials. Building from Student's Personal Experiences for the Definition of their Research Question about No Personal Realities

Students required to produce a research piece of work for academic purposes often reach their initial tutorials with broad, "square," non-creative research topics lacking emotion and felt interest for the proposed piece of reality at the expense of emotions regarding their institutional academic quest and duties. This makes critical research questions difficult to emerge. The deconstruction of their first proposal gives way to the analysis of their sensible personal motives where they find objective and subjective experiences that in a doxatic way lead them to choose specific research topics. Once in this situation they can find their deep and truthful questions; develop emotion, interest about creative and critical research questions; and have better opportunities to search, learn, understand and communicate.

Chapela, Consuelo, *Universidad Autónoma Metropolitana Xochimilco*
Understanding Exogen Depression Through Deep Interviewing Collaborating To Public Health

See Amezcua, Socorro

Chapela, Consuelo, *Universidad Autónoma Metropolitana Xochimilco*
Health On Female Sexual Workers. Learnings From A Research Work In A Context Dominated By Quantitative Approaches.

See Santos, Eva

Chapela, Consuelo, *Universidad Autónoma Metropolitana Xochimilco*
Training Students for Community Health Practice. The Need to Integrate Qualitative Inquiry in Their Curricula

See García-Cárdenas, David

Chapela, Consuelo, *Universidad Autónoma Metropolitana Xochimilco*
Importance Of Qualitative Inquiry In Urban Planning

See Carrillo, Laura

Chaplin, Shane S.
Performing Difference

What do you get when you take a gay white male with a Bible-thumping past, a poor Columbian citizen who moved to the U.S. during her pre-teen years, a Spaniard who grew up in the top socioeconomic bracket, a heterosexual white male intellectual of relative privilege, and you mix them all together in a graduate psychology course on cultural difference? Give up? Two things: first, a group of people who resist the foregoing labels; and second, a performance ethnography that poignantly and respectfully tells our story. After studying ourselves and writing about our experiences of this course autoethnographically, the four of us worked collaboratively on a performance piece which conveys what it was like to be in an academic situation where we came face to face with difference. Incorporating satire, music, and humor into our drama, we achieve a balance between academic rigor and levity befitting of the performance genre.

Chatham-Carpenter, April, *University of Northern Iowa*
The Ethical Turn Inward: Problems Posed from an Autoethnography about Anorexia

I look at the ethical challenges faced when doing autoethnographic writing about a potentially-ongoing disorder, such as anorexia, when even the process of interviewing others about their experiences can trigger previously disengaged unhealthy thinking or behaviors for all of the participants involved. Specifically, in collecting and writing about the stories of the five women involved (including myself), I faced some ethical issues for which I was not prepared, in the areas of (a) finding research participants, (b) writing my own story, (c) sharing our stories with each other, (d) vulnerabilities of going back into the anorexia, and (e) responsibilities as a researcher to my participants after the study is done. However, the personal and professional lessons learned made the study worth it in the long run — I became a very different researcher and person than when I began this project.

Cheek, Julianne, *University of South Australia*
Qualitative inquiry, ethics and the politics of evidence: Working within these spaces rather than being worked over by them

Just as qualitative research is "endlessly creative and interpretative" (Denzin & Lincoln, 2005), qualitative researchers find themselves in the position of having to be endlessly creative and interpretive with respect to the various spaces they move in and out of as they conceptualize, conduct, write and report their research. Two such spaces are new and mutated forms of "old" regimes of truth

based in audit culture, and refracted forms of methodological fundamentalism and imperialism emanating from without, but significantly also increasingly within, writing and talking about qualitative research. Navigating and moving in and out of these spaces creates tensions but also possibilities for qualitative researchers. This presentation aims to encourage a focus on better understanding these spaces, and how qualitative researchers do and might, work within and on these spaces. As Baumann (2005) points out "To work in the world, as distinct from being 'worked out and about' by it, one needs to know how the world works". This applies to the aspects of our worlds that we call qualitative inquiry, ethics and the politics of evidence.

Chen, Michael Hsiao-Ping, *National Chung-Cheng University*
A hermeneutic phenomenological study of the lived experience of Daughters-in-law in Taiwan caregiving families

See Hsieh, Yu-Ling

Chen, Rong-Ji, *University of Illinois at Urbana-Champaign*
Mathematics education and technology: The construction of a regime of truth

In recent educational reforms that emphasize the integration of information and communication technologies in mathematics education, various parties respond to one anothers agenda and have contributed to creating a network of power relations. In such a network, a sphere of discourse and regime of truth (Foucault, 1980) are constructed where particular forms of inquiry and particular "truths" pertaining to mathematics, teaching, learning, schooling, and the role of electronic technologies in mathematics education are legitimated while others illegitimated. As effects of power, these "truths" provide the basis for a particular rationality that shapes teachers thoughts and actions in a subtle way.

Chen, Shujun, *University of Illinois at Urbana-Champaign*
Chinese Children and Mothers: Stories About Their Immigration to the US and Primary Language Maintenance

The purpose of this dissertation is to explore the issues contained in Chinese families' immigration stories, from the mothers' perspective in particular, as well as Chinese immigrant children's educational and cultural experiences here in the United States in terms of primary language loss and maintenance. In order to reach this goal, qualitative research methodology and ethnography are applied to disclose the impact of globalization and immigration on the lives of Chinese children as well as the mothers.In the globalization era, more and more Chinese immigrate to the United States to study or work. (Here I use the word "immigrant" to refer to Chinese who are applying for permanent residents and want to stay in America, but may or may not get their "Green Card" yet.) I attempt to understand the mothers' unique role in their immigration stories and in Chinese children's educational experiences in the United States. However, little research has been done on the Chinese mothers' role in these topics. Therefore, my research can contribute to feminist studies on Chinese mothers' roles in immigration and in the educational practice of their children. In addition, in order to explore the issue of Chinese children's educational experiences, especially their primary language loss, bilingual education research is needed.

Chen, Xiaoxia, *Boston College*
Integrating Qualitative Data Analysis Software into Qualitative Methods Courses

See Hesse-Biber, Sharlene Nagy

Chen, Yihsuan, *Texas A&M University*
Investigating the power relationships between teacher leaders and the principal: Forming A new structure for school leadership

The purpose of the study is to examine and describe the process of forming the power relationship between teacher leaders and principals from a distributed leadership perspective and to examine the effects of power relationship between the principal and teacher leaders in a new school established in 2005. Data were collected via observations and interviews as well as from current documents. The findings of the study suggest that firstly,the power relationship between teacher leaders and the principal may be influenced substantially by the organizational contexts. Secondly, the principal's empowering behaviors that involve teacher leaders in building-level decision making help create a supportive environment in which a positive school culture for purposes of better serving the needs of school clients. Finally, the key events that research participants asked to share which may not be completely task-related play an important role in the power relationship among teacher leaders and the principal.

Chen, Yihsuan, *Texas A&M University*
The power relationship between teacher leaders and the principal: Forming a new structure for school leadership

The purpose of the study is to examine and describe the process of forming the power relationship between teacher leaders and principals from a distributed leadership perspective and to examine the effects of power relationship between the principal and teacher leaders in a new school established in 2005. Data were collected via observations and interviews as well as from current documents. The findings of the study suggest that firstly,the power relationship between teacher leaders and the principal may be influenced substantially by the organizational contexts. Secondly, the principal's empowering behaviors that involve teacher leaders in building-level decision making help create a supportive environment in which a positive school culture for purposes of better serving the needs of school clients. Finally, the key events that research participants asked to share which may not be completely task-related play an important role in the power relationship among teacher leaders and the principal.

Child, Holly, *Wayne State University*
Cultural Flexibility and Program Evaluation: lessons learned from mixed-method evaluation of a kosher food pantry

See Sills, Stephen J.

Cho, Sung-Hui, *Soongsil University*
A Qualitative Analysis of Compulsive Buying Case by a Grounded Theoy Method

See Park, Tai-Young

Christians, Clifford, *University of Illinois at Urbana-Champaign*
Challenges in Ethical Research Practice in a Context of Global Diversity

Ethics concerns the morality of human conduct (Edwards & Mauthner, 2002). In relation to research, it refers to the moral deliberation, choice and accountability of the researcher throughout the research process. Contemporary society is characterized by social diversity. As society becomes more complex, and researchers are urged to become more reflective, ethical dilemmas are set to increase (Birch, Miller, Mauthner, & Jessop, 2002). This presents both ethical and methodological issues for researchers who may find themselves working at the borders and in culturally complex communities with diverse groups who may experience various forms of marginalization. Many researchers (e.g., Sieber, 1992) note a need for increased cultural sensitivity, collaboration, respect, and tailoring of the research procedures to the population being studied. Christians will identify tensions, questions, and challenges based on the previous presentations.

Christians, Clifford, *University of Illinois at Urbana-Champaign*
Utilitarian Ethics And Its Consequences

The content and methodology of IRB's are based on utilitarian ethics. The IRB system considers value-neutral science accountable to utilitarian standards in the service of impartial academic institutions. This interlocked regime becomes refined toward ever greater efficiency. Regulations once rooted in scientific and medical experiments now extend to humanistic inquiry in natural settings. Journalism has a different character than this utilitarian structure and is accountable to the public instead.

Chung, Hoewook, *University of Wisconsin-Madison*
Effectiveness of qualitative research methods in teaching practices for children of diverse cultural and family backgrounds

See Kim, Hyunjin

Cilesiz, Sebnem, *The Ohio State University*
The Meaning of Education for Adolescent Girls

This study is part of a phenomenological investigation of the experiences of adolescent girls with using computers in informal learning environments in Turkey, focusing on the meaning of education for adolescent girls. Consistent with the phenomenological framework, the definition of education and learning was left for the participants to define in interviews about educational computer use. The adolescents' conceptions of education included, among others, learning computer skills, developing intellectual knowledge, gaining social skills, and emotional development. The findings indicate that the meaning of education and corresponding actions and aspirations are integrated into the developing identities of the adolescent Turkish girls interviewed. The findings also shed light onto the attitudes of girls toward schooling. Eliciting the meaning of education for adolescents is important, since the aims of education and curricula rarely take into account the perspectives of students, the main stakeholders of education. In addition, this study is a first step in a larger project of comparing the meaning of education for adolescents across gender.

Cinoglu, Mustafa, *University of Illinois at Urbana-Champaign*
Discussing the further use-focused lessons which emerge from focus group studies

The paper reviews the studies which use the focus group methodology and discuss the further use-focused lessons which emerge from these studies. The most valuable aspect of focus group is group interaction which produces rich information, may not be obtained by using other methodologies. It is relatively cost-effective technique and it produces a lot of information in a short period of time compared to other alternatives such as survey or individual interview. According to results, main challenges in focus group methodology are tendency for the discussion to degenerate into a negative critique, dominant characters, data saturation and group size. The role of moderator is very important to handle these disadvantages and conduct a successful focus group.

Cinoglu, Mustafa, *University of Illinois at Urbana-Champaign*
The role of the school leaders for school improvement

The purpose of this study is to discuss the key components for school improvement and the role of the school leaders in these components, which are effective teamwork, measurable goals, performance data, and rapid results. This is a qualitative case study. The data was collected from an elementary school in Urbana, Illinois. Observation, interviews with stakeholders, school reports and documents were used for data collection. School improvement is a continuously process which includes planning, implementation, and evaluation. According to data, school leaders determine the goals for school improvement with teachers, staff, students, and parents. After learning which subjects need to be improved, school leaders should determine their priorities and prepare their school improvement plan and goals with other team members.

Cinoglu, Mustafa, *University of Illinois at Urbana-Champaign*
The effects of the 'Common School Movement' on the community

The purpose of this study is to seek for the effects of the "Common School Movement" on the community by analyzing the "Common School Movement" from four different perspectives; multicultural, resisting to the common schools, spreading of the common school ideology, and curriculum perspectives. The study collected data by literature review and analyzing historical documents. The "Common School Movement" was originally established to solve the United States' social, economic, and political problems by improving economic conditions, providing equality of opportunity, eliminating crime, maintaining political and social order. Every minority and religious groups had different concerns and expectations from the common schools. Some minority groups did not want common schools because they feared that it could hinder their education with native language and it could hinder their religious education. The "Common School Movement" created common values in children education and basic ideology for the modern American school system.

Cisneros-Puebla, Cesar Antonio, *UAM Iztapalapa*
Doing Qualitative Research from the Institutional Perspective: What Side Do You Belong?

My main interest is to discuss the use and practice of qualitative methods in developing countries based on my own experience doing and mentoring research in two context: indigenous rebellion, as the one leading by the Zapatista Army of National Liberation in Chiapas Mexico and popular urban social movements in Mexico City, as the multiple presence of some civil organizations participating in the public debate. Taking as an example these experience, some ethical, institutional and practical issues related to the researcher's role are drawn to illustrate important dilemmas of doing qualitative inquiry in critical context.

Claiborne, Lise, *Victoria University of Wellington*
Education Professionals Talk Biotechnology:

Deleuze's work in exploring life beyond individually embodied subjectivities has astounding implications for professional practices of special' educators and psychologists. Deleuzian analysis offers insight into ways that new biotechnologies will affect the futures of students with "emotional issues" or "learning difficulties" — and the professionals who work with such students — in an era of surgical, chemical and genetic transformation of individual bodies. Unfortunately, a Deleuzian reflection on such changes is difficult to articulate in everyday speech and so awkward to discuss in interviews with professionals. To pursue group interviews that might have some rhizomatic potential, I turned to audio-visual means, creating alternative documentary films about "nature and nurture" that juxtaposed contradictory words and images and alternately bolstered and undercut the authority of my own narrative. These were used to begin reflective conversations with critical professionals. My paper will consider the fruitfulness, unforeseen difficulties and deterritorializing potential of this approach.

Clappis, Andy, *Huu-ay-aht First Nation*
Using Photovoice: Pict/oral Data in Participatory Indigenous Research

See Castleden, Heather E

Clark, M. Carolyn, *Texas A&M University*
Creating Spheres of Freedom through Narrative

This study examines the how women domestic workers, invisible to the public gaze and unstoried in the dominant discourse, use narrative strategies to negotiate their regulated work world and create spheres of freedom for themselves. We focus on two typical arenas of tension: their relationship with their employers, which cross boundaries of class and race; and the interplay between their experience of poverty and instability with the larger cultural surround of plenty and regularity. Through performance we show how they manage these tensions narratively in order to render themselves visible, achieve a level of control, and assert their self-worth within structures of domination.

Clark, M. Carolyn, *Texas A&M University*
Storied Research: A Methodological Continuum

See Sharf, Barbara F.

Clark/Keefe, Kelly Ann, *Appalachian State University*
Go to the Head of the Class: Social Mobility, Subjectivity, and the Role of Class-Passing in American Education

No longer is social class defined along easily discernable lines of birth, wealth, or education. Instead, contemporary notions of class reflect a socially constructed and regulated series of performed acts rooted in the cults of competition and celebrity. In exploring the quest for class mobility and the relationship of that process to subjectivity, this autoethnographic text analyzes the concept of class-passing (Foster, 2005), especially as it relates to education as the site for the American Dream. Through a performance oriented "ourstory" (Clark/Keefe, in press) that blends personal, ethnographic, scholarly, and popular culture discourse, this work attempts to deconstruct the psychological and political points of interrelatedness between academe, identity, and the fantasy of social mobility.

Clarke, Adele, *University of California, San Francisco*
Making Implicated Actors Visible: Feminisms and Representations

The abductive relationship between empirical worlds and theorizing that is at the heart of Straussian grounded theory is both modest and provocative in ways I have always seen as implicitly feminist. Tacking back and forth between the empirical and the conceptual, we try to think into spaces of feminist analysis that might allow us to grasp that which has been elusive. In this paper, I discuss the concept of implicated actors — actors or nonhuman actants commonly invisible in grounded theory. This concept provides a means of analyzing the presence and situatedness of less powerful actors/actants, the consequences of others actions for them, and raises feminist and related representational issues of discursive constructions. The concept of implicated actors led in part to my developing situational analysis as a means of extending grounded theory to include analysis of discursive as well as embodied materials. The concept of implicated actors offers one means of enhancing feminist practices of representation, making more elements in our situations of interest visible for our analysis to take into account.

Clements, John, *Saint Louis University*
Teaching and Learning Qualitative Research through a Group Project: Perceptions toward Counseling among Racial Minority Students

See Matsuo, Hisako

Clews, Rosemary Arrowsmith, *St. Thomas*
Protecting Institutions or Promoting Diverse Worldviews? Politics, Ethics and Qualitative Inquiry

See Powers, Ann Marie

Cloyes, Kristin Gates, *University of Utah*
Human Subjects, Human Rights, and Research Ethics: How Political Discourses of Agency Shape Research on Prison and Mental Illness

This discussion examines how concerns for "vulnerable" subjects in social-behavioral research, such as prisoners and those described as mentally ill, are deeply rooted in political discourses of agency, identity and personhood. While certainly well-meaning, when left unexamined these considerations may ultimately have an ironic effect of further disenfranchising those persons they most aim to protect. In this paper I argue that such considerations often rely on powerful discourses that articulate and maintain a biopolitical frontier that marks a difference between viable agency and non-agency. I use Agamben's theory of "bare life" and examples from my research on mental illness in a US prison control unit to illustrate the profound effects of this version of human agency on possibilities for research, analysis, and intervention. I also discuss how this version of agency can erase the very real, politically effective ways in which even the most "vulnerable" subjects enact agency in everyday practice.

Cobb, Amber, *University of South Florida*
See Holman Jones, Stacy

Colley, Helen, *Manchester Metropolitan University*
There is no golden key: problems of data analysis in critical feminist research

This paper presents a reflexive account of problems of data analysis in a study of mentor relationships with disadvantaged young people. Despite the enormous popularity of mentoring, there are few attempts to investigate critically these relationships, the meanings participants bring to them, their power dynamics, or the influence of their social, economic and political contexts. In addressing these gaps, I found particular problems in analysing the data (generated in interviews with mentors and mentees). This relates to the differential cultural capital of students and disadvantaged youth, but also reveals the researcher's power to construct or refuse respondents' cultural resources as capital. Through moving from paradigmatic analysis to narrative synthesis, and from linear to radial narrative, new "truths" emerged from a critical feminist perspective about mentoring as emotional labour. In conclusion, I argue that there is no single "golden key" to unlock our data: useful research findings derive from rigorous application of methods fit for purpose, won through rigorous application of the researcher's own values.

Collins, Donald R., *Prairie View A&M University*
Differences: The Educational Experiences of the Black Students of the 1954 Era and the Realities of Contemporary African American Student

This study began with the understanding that the contemporary African American student's place in his or her educational milieu is shaped by realities and the ability to navigate the social and political landscape. It is from this place that educational knowing, engaging, and succeeding occurs. This political landscape of social realities is deeply rooted in historical practices that are based on laws permitting social behavior and legal mandates seeking to correct social ills. As classrooms in the United States reflect the larger social norms of its society, previously held customs of separate education has changed to a common educa-tion system that places or stratifies students on uneven tracks. Emergent educational issues faced by contemporary African American students are compared to the issues of Black American from the 1954 Brown era. Ethnographic narratives reveal stories of Black parents with contemporary African American children in an urban-suburban context.

Comerford, Susan A., *University of Vermont*
Democratic Methodologies: The Underside of the Instutuional Use of PAR in Community — University Partnerships in Poor Neighborhoods

The increasing use of participatory action research (PAR) within community-university partnerships presents critical ethical challenges to university partners — particularly those forging partnerships with poor neighborhoods. University partners employ PAR for complex reasons, including commitment to emancipatory approaches, a relativist ontology, strongly held values around experiential education, and to prime funding proposals whose receipt is predicated on extensive collaboration. The initial "pro-social" motivations for such partnerships are frequently challenged as PAR is carried out by the bureaucratic nature of universities and the inherent social class and cultural differences between researchers and partners. This paper utilizes a critical approach and uses a case example to explore the ethical dimensions of such collaborations. What are the implications of power in such collaborations? What are the unique responsibilities of universities who participate in these partnerships? The paper concludes with a discussion of a proposed set of ethical principles for participatory action research collaborations in poor communities.

Compton-Lilly, Catherine F., *University of Wisconsin-Madison*
A Decade of Following Former Students: A Qualitative Longitudinal Case Study

This presentation will focus in issues related to the planning and implementation of longitudinal case study research. Issues related to maintaining contact with participants, sustaining long-term personal relationships, data analysis techniques, and issues related to working with huge data sets will be explored. The longitudinal research study that will be presented occurred in four phases over a ten-year period. This presentation references an on-going research project that involves the researchers former first grade students as they progress into high school; the focus of the study is literacy development. Data from the study will be used to illustrate and explore various issues that have occurred over the course of the study.

Condon, Jr., Thomas J., *Virginia Commonwealth University*
Discord and the Academy: An Interdisciplinary Dialogue on Art, Academic Research, Idenity, and the Next Generation of Scholars Discovering Qualitative Inquiry

See Beckham, Janel Nikol

Connolly, Kate Mary, *Concordia University*
The 'Ethics' of Ethics Review: A facilitative approach for qualitative research

IIn many institutions, the Ethics Review Board uses the traditional audit approach that emerged from the biomedical community (e.g. Nuremburg Code, Belmont Report). This approach is guided by participant protection and

risk management concerns. When conducting qualitative research, the phenomena under study are deeply textured with diverse methodologies (e.g., art forms, theatre), and values steeped in issues of gender, diversity, power relations, etc. Just as qualitative researchers use creative, flexible data collection approaches which are often contextually unique, so must the ethics review process involve a more flexible treatment of summary protocol forms, especially when the research itself has an activist element for the community under study. This session will use three case studies of innovative qualitative research to demonstrate how Concordia University (Montréal, Canada) has endeavoured to adopt a facilitative approach to ethics review in an attempt to encourage, engage, and support qualitative researchers in their various research activities.

Consejo, Rebeca, *Universidad Nacional Autónoma de México*
Space, citizenship and the secondary school geography curricula in México. The absence of qualitative thinking

Present space concepts in geography can contribute to the construction of citizenship. A documentary research was done looking for understanding about how these concepts are or are not included in the secondary school curricula in México, under the argument that these concepts can help such students become constructors and free active subjects of the world. The oficial geography curriculum does not provide these elements. On the contrary, it places serius obstacles to the development of critical geographic concepts. It was found that scholar geography most frequently use quantitative methodologies and a discourse similar to that of the nineteen century. Qualitative methodologies are needed in the aplication of school geography together with a new curriculum sructure.

Cook, Christine C, *Iowa State University*
Supporting Families of Children with Disabilites in the Home

See Brotherson, Mary Jane

Cook, Nicole Therese, *Durham*
Building Cases from telephone interviews in qualitative research

See Searle, Beverley Ann

Cook, Tina, *Northumbria University*
Facilitated Action Research as the Foundation for Inclusive Practice Across Diverse Settings

The article explores the role of facilitated action research in enabling participants (early years practitioners) to develop and sustain new ways of thinking about and addressing practice. It stems from evaluation work undertaken across a range of Early Years settings in one northern city in north east England. Using an action research/reflective practice approach with a group of practitioners and parents, the project explored how participants from different agencies and backgrounds worked together to understand and make meaning of the complexities of their work in context and how they used these meanings to effect practice. How understandings and knowledge, acquired across diverse setting, could be harnessed to inform practice change and development is described as both a key challenge and important outcome of the project.

Cook, Tina, *Northumbria University*
Holding the keys: understanding consent in research. Learning together in a forensic setting for men with a learning disability.

When researchers work with people with learning disabilities it has been common practice to relate ability to consent to cognitive ability (March et al, 1997). It can be argued, however, that the researcher should take responsibility for ensuring that information is delivered to participants in a way that enables them to make meaning of the process within the specific research arena. The research described in this paper aims to identify the key processes that enable people with learning disability to understand research, ethics and consent and to identify ways that researchers can work with people with learning disabilities towards more informed consent. The research takes place in a secure unit within a forensic setting. The implementation of collaborative action research in such a setting generates particular complexities in relation to role, hierarchy and power that may effect joint engagement and learning opportunities.

Cooper, Laura, *Kwantlen University College*
Co-constructed autoethnographic narrative and the PhD process: getting real with ethics

Co-constructed doctoral dissertations pose many ethical challenges to IRBs. This paper examines some of these in the dissertation work of Laura Cooper. Portraying a life narrative of Coopers biological sister, Alex Keating, a 20 year survivor of HIV, the work delved into areas of intimate knowledge and discussion which created dilemmas between the stakeholders of personal, co-author and research ethics. While collaborative autoethnographic narrative is ethically challenging, we argue that the divergent and often contradictory ethical situations inherent in such research can act as catalysts for decolonizing IRBs.

Cornforth, Sue Christiana, *Victoria University of Wellington*
Foreclosing moral action in therapy: investigating the limits of ethical codes.

This paper discusses the application of a critical Foucauldian discursive analysis to five ethical principles: autonomy, fidelity, justice, non-maleficence and beneficence. The principles are located in the wider discursive fields of philosophy and psychology before focussing in particular on the New Zealand Association of Counsellors Code of Ethics. Findings question the role of ethical codes as an adjunct to accountability. They suggest that such codes may re-present a set of sub-discourses that valorise or pay lip service to one form of morality whilst directing accountability to another. These opposing discursive strands work to support a view of Euro-westernised individual subjectivities disconnected from each other, the natural world and other species, to the exclusion of any global or environmental responsibility. This paper supports a form of moral accountability that is responsible to the presence of others and the environment, and which is expressed through non-rational encounters.

Cortes-Camarillo, Graciela, *Normal Normal*
Ethical concerns for Mexican researchers working with indigenous children

The aim of this paper is to discuss ethical implications for researchers working with Mexican Indigenous children. Looking for equity for all Mexican children, indigenous communities have been the aim for an increasingly number of

research works. Academics as well as policy makers are aware that more educational research is needed in learning how Indigenous children experience school and why they get the poorest results in the country. However, there are not ethical guidelines framing the researchers work. Some crucial issues must be discussed like differences between researcher-community cultures, knowledge based power relationships, language, institutional policies, funding and politics. In Mexico, current protocols do not include ethical considerations. The researcher's work is based in his or her own ethical principles which perhaps are not building a culturally respectful research work.

Cortez, Rufina , *University of Illinois at Urbana-Champaign*
Border Crossings: Renegotiating Imposed Identities

In this auto-ethnographic performance text I take ownership of my lived experience as the daughter of a Bracero immigrant by embracing and acknowledging that history that I once renounced in my struggle to negotiate the different spaces that would eventually lead me to the academy. Through a reflexive narrative that has me relive particular epiphanies, I will give voice to my projected fears, endured humiliations, and ever-present struggles to locate my own identity, leaving behind those imposed stereotypes and societal expectations layered on me growing up as a working-class first-generation Mexican American in rural southern California. It is by recognizing and situating in the forefront my origins, my life as daughter of immigrants that I can begin to reconcile my differences and most importantly, own my scholarship by acknowledging that our lived experiences are to be integrated into our academic research.

Cotanda, Dionel, *University of South Florida*
¡Déjame Ir! [Let Me Go!]

¡Déjame ir!, an autoethnographic narrative account, details a sons converwsations with his dying father. Detailed descriptions of the sons emotions as he attempts to define and make sense of their relationship are framed within a broader context of relational research, grief, and loss. The article points to the writing process as a method of inquiry.

Cournoyer, Yvonne
Emancipatory Qualitative Research and Social Marketing

See Gilgun, Jane F.

Cowardin-Lee, Nanette, *Alliant International University*
Miguel's Story: The Kitchen as Site of Refuge and Transition

Presented in story form, this ethnography represents a tale of interaction shedding light on one individual in a large and growing shadow community in transition. Miguel is an illegal Mexican immigrant cook who has lived and worked in the California Bay Area for ten years. His functional role and that of his fellow immigrants is positioned as "Self as performance," while the community's approach to work imitates Erving Goffman's (1961) idea of the "total institution" where "people spend whole periods of their lives, sleeping, playing and working within institution boundaries." Interpreting the restaurant kitchen as a symbolic place of performance underscores the nature of transition found in social identity — pride in new skills and an ability to adapt — while simultane-

ously re-enacting elements of the "old" and familiar culture. This approach towards the situational as functional, symbolic, and interpretive provides a different viewpoint of the illegal immigrant in American society.

Cox, Susan M, *University of British Columbia*
Orchids: A Case Study in Developing Appropriate Methods for Assessing Audience Engagement in the Development of Health Policy

This paper explores the use of theatre as an innovative strategy for encouraging participatory, critical, and empathic engagement of citizens in health policy development. We focus on the theatre project Orchids (performed across Canada in fall 2005) which elicited audience responses to societal and ethical issues concerning preimplantation genetic diagnosis (PGD), a controversial new form of prenatal genetic testing with implications for human stem cell derivation and cloning. In this paper, we critically examine various methods for assessing audience engagement, as they were developed and employed in our project. These methods include in-theatre observation of audience responses during the performance, two formats for simultaneous post-performance discussion (i.e., moderated large audience discussion and focus groups); post-performance audience feedback forms and researcher fieldnotes. We also compare our methodological approach with other research-related uses of theatre, inviting dialogue about the role of theatre in qualitative inquiry and the development of health policy.

Crespo, Richard D., *Marshall University*
Cultural Perceptions of Healthy Weight in Rural Appalachian Youth

See Williams, Kelli J.

Crowe, Roewan, *University of Winnipeg*
"Decolonizing the Imagination: Feminist Artists Encounter the Military"

"When exiles create for themselves a new world in which to live and then construct that world in language, a poet, writer, or intellectual may emerge. When the imagined world takes physical form and comes to exist in two, three, or four dimensions, it may be represented as the work of a performer or as that of a visual artist. This work creates a new land, a demilitarized zone, a place of safety which defies old-world colonization and presents a distillation of all of the complexities within which one lives" (Becker, 1996:113). I will explore the ways in which contemporary visual artists address military violence and create a demilitarized zone. I place several women artists within the current critical global context, within the larger web of antiglobalization discourses (Mohanty 2003, 1998), cultural resistance (Duncombe 2002), activism and art. I position myself as an interdisciplinary, multi-disciplinary scholartist (Neilson 2004) — who is actively engaged in addressing these issues of violence through my scholarly and artistic work. In this paper I visually articulate, through various media, representations of theoretical, aesthetic and political understandings of what it means for feminist artists to contest the global violence of war and in doing so work to decolonize the imagination.

Crumpler, Thomas Perry, *Illinois State University*
Portfolios as Performance Assessment: Explorations into the Nature of Representation

Portfolios as Performance Assessment: Explorations into the Nature of Representation Portfolios have been designated as a performance assessment in that learners assemble and construct artifacts that perform growth and achievement over time. Yet recent research into the nature of performance has problemtized how we think about performance, particularly within qualitative work focusing on linguistic data. Further, there are ethnographic views of performance as discourse that dramatizes both the construction and unpacking of that performance, and therefore critique is always/already embedded in performance. In this project, we inquire into what is being performed in portfolio assessment, and investigate the ethics and politics of such performances. Specifically, this collective case study explores epistemological and educational values of paper and electronic portfolios in a doctoral program. Results suggest that portfolio performances are dramatic social practices in which learners write and critique facets of their identities in ways that suggest reconceptualizing validity as well as question how to represent knowledge in performance assessment.

Crumpler, Tom, *Illinois State University*
Reflections on the Use of Drama as an Instructional tool for Learning: An Action Research Study in an English classroom.

See Teoh, Jase L

Cuello, Diana
Performing Difference

See Chaplin, Shane S.

Cummins, Richard William, *Columbia Basin College*
Heroism, Justice, and the Browning of America

The hero adventure, expressed in Campbell's monomyth concept, states that there is a general pattern that the mythological hero follows that is independent of cultural context, which simply adds the local dialect to the story. The purpose of this study is to explore the meaning of the hero myth in one person's experience while traveling from a migrant worker childhood to college and work. Using elements of qualitative research design, the study will reveal the participant's personal relationships with higher education through stories gathered during an interview. The transformational value of education is explicated through an analysis of the themes and patterns that these stories reveal, which will be addressed through a crosswalk between Denzin's (1989) epiphanies (major, cumulative, minor, relived) to the stages of the hero's journey (Campbell), going from the biographical high points to the stages of the hero's journey (call to adventure, triumph, flight, return).

Cunliffe, Ann, *The University of New Mexico*
Beyond the Double Hermeneutic: Reflexive Interpretation in Narrative Research

Taking as our context a narrative-based study of the identity work of Executive Partners in a Business School, we suggest a need to move beyond the double hermeneutic (Giddens, 1990) to incorporate a synchronic play of reflexive interpretations. Whereas Giddens sees sociological knowledge and social action as being continually constituted through a process of generalized reflection, we suggest this process is far more dialectical and fluid. Reflexive interpretation involves juxtaposing and exploring the interplay between: subjective and intersubjective narrations; self and identity; social, historical, situated and imaginative narratives; self/other; and narration/narrated. From this perspective, we continually create our identities as we experience narrative continuities, discontinuities, and points of choice. Our presentation will explore the methodological implications of going beyond the double hermeneutic

Cunningham, Liz, *University of Brighton*
We're all vulnerable people

As researchers, we are aware of our responsibility to act professionally and our duty to protect research participants, in that we should follow a code of ethics and ensure that our practice enables people through informed consent, to be sure of anonymity and their right to end the interaction at any time. However, when carrying out interviews, we tend to forget that the researcher can be vulnerable to, and affected by, information disclosed by the participants and that often, new researchers are sent out into the field without adequate preparation and support. Therefore strategies need to be in place to deal with situations where researchers need to de-brief. I will discuss recent projects in which I have been a researcher and the experiences of other researchers working with vulnerable people and outline our strategies for dealing with this issue.

da Mota, Liesel, *University of Illinois at Chicago*
Artful Expressions of Young Women with Disabilities

Liesel da Mota, an undergraduate student at the University of Illinois at Chicago College of Nursing, collaboratively guides six young African-American adolescent women in the exploration of their creative voices through the writing of personal narratives, poetry, autobiography, drama, music, and dance. The women reside at The Illinois Center for Rehabilitation and Education — Roosevelt (ICRE-R) which is an educational and residential facility that serves young Illinois residents between the ages of 5 and 21 who have physical and/or health related issues. Each of the young women has a unique circumstance with disabilities resulting from Cerebral Palsy, Traumatic Brain Injury, Muscular Dystrophy, and other neurological and orthopedic conditions. The women use art to give a personal account of their experiences with being disabled and pen their individual search for meaning and identity. Liesel will report on the texts they performed at Arts Day at UIC in February of 2006

da Silva, Enio Waldir, *UNIJUI*
The Childs Profile That Exercises Some Activity Of Income In The Street

See Bourscheid, João Teodoro

Dalle, Pablo, *Gino Germani Institute*
The idea of democracy among members of Indigenous communities.

See Sautu, Ruth

Damarin, Suzanne K., *The Ohio State University*
Problematics of Anonymity in IRB Approval

Anonymity is an "absent presence" in Institutional Review Board (IRB) procedures and responsible research practices. Researchers routinely invoke anonymity to comply with demands for confidentiality and privacy in both traditional and online research proposals, but conscientious examination of the consequences, and the responsibilities entailed, are rarely acknowledged or discussed. Although definitions of anonymity suggest an unnamed author, in IRB approval processes and research protocols anonymity signals the denial of identity and authorship to participants. In this work, we unveil effects of "anonymity" on identities and provenance of human subjects. As researchers, we address ethical dilemmas encountered while traveling through research processes; we move from evaluations of ethical responsibility to IRB application reviews, through data collection and analysis toward findings and authorship. We confront the current reality of anonymity entangled with confidentiality and privacy while examining benefits and harms of institutional review processes on qualitative research.

Dark, Kimberly S, *California State San Marcos/University of Hawaii, Hilo*
Stripped and Teased: Scandalous Stories with Subversive Subplots — an excerpt

Stripped and Teased is a piece of (auto)ethnographic performance art that will be touring the United States and UK in 2006. The show uses stories about strippers as bookends to explore gender roles, public and private metaphors of feminity, economic realities of women in "tipping" professions and more. The show is a comedic and thought-provoking way to inspire discussion of sociological themes in public (academic and non-academic) forums. This "paper" will include an excerpt from the show, with a brief time for discussion of the show and audience responses. More information is available about the show at www.kimberlydark.com.

Davids, Mogamat Noor, *University of Western Cape, South Africa*
Teacher sexuality/AIDS discourses in Cape Town: Emerging themes and patterns.

Teacher engagement with pupils at classroom level on issues of sexuality is one of the factors that determine the outcomes of sexuality/AIDS education. Due to the paucity of culturally based research and knowledge about teacher's sexuality education in South Africa, cultural considerations and impediments to sexuality/AIDS education are not always recognized. It seems that teachers' classroom approaches to sexuality/AIDS education are mainly informed by their personal beliefs and socialization. The need to increase our understanding of teacher's sexuality language in the classroom becomes crucial especially in the light of claims that the outcomes of educational interventions as part of prevention strategies are not delivering tangible results and that the rate of HIV infection is not decreasing. My paper discusses the findings of teachers' sexuality/AIDS discourses recorded during three multi-site focus group discussions. The findings indicate differences and similarities within and among the groups of teachers and show some tendencies towards common patterns of discourses. The common notion that teachers teach homogenously and that policy ensures uniformity is challenged by the diverse discourses and responses of

teachers to similar pedagogical environments.

Davidson, Ann-Louise, *University of Ottawa*
Bridging the gap between the growth of scientific knowledge and action research: an experience of personal construct analysis.

Through a data collection for a doctoral thesis, a participatory research method (personal construct analysis) was used to understand teachers' perceptions of pedagogy and Information and Communication Technology (ICT). The relation between these two objects has long been eyed, without putting in parallel teachers' views on ICT and their views about teaching and learning in order to understand how they make pedagogical choices in the use of ICT. By no means, this project could have come to a realization without relying on both exploratory research and action research methods. In this case, a participatory research method elaborated by SAS2 (Social Analysis Systems, Chevalier, 2005) opened the road to analyze and interpret results with the research partners and to generate solid data to use towards the thesis dissertation.

Davies, Bronwyn, *University of Western Sydney*
Writing Transgressively

In Fields of Play Richardson tracks the process of becoming a "writer" through transgressive play with text, through "writing sociology as drama, responsive readings, narrative poetry, pagan ritual, lyrical poetry, prose poems, and autobiography" (1997: 3) and of displacing the boundaries between creative writing and academic writing. She has sought ways of writing that "are more congruent with poststructural understandings of the situated nature of knowledge making& [where] [w]riting is demystified, writing strategies are shared, and the field is unbounded" (1997: 3). In this paper I want to reflect further on this process of becoming "writers" and of the part that such self-conscious writing plays in the possibility of knowing against the grain of dominant discourses. I ask, in particular, what is the power lent to the writer and to the reader through transgressive forms of writing?

Davies, Bronwyn, *University of Western Sydney*
The Time of their Lives? Academic Workers in Neoliberal Time(s)

In this paper I discuss the lives of academics as they are constituted in and through neoliberal time(s). I discuss those lives in relation to this present historical moment, with its particular features, emphases, and practices of government, and in this context explore the way time is constituted by academics and the way it constitutes those lives. I consider neoliberal practices of work intensification and their impacts on the health and well-being of academic workers, and ask how else the relations between academic subjects and time might be constituted, and whether a different sense of time is required if academic work and the academic subject are to flourish.

Davis, Andrea M., *Bowling Green State University*
My (Other Than) Queer Classroom: A New Scholar's Attempt to Understand Why (My) Sexuality in the Classroom is Taboo

My experiences are certainly no different than what you've heard before: responding to students who use terms like fag, dyke, or queer; a second glance

at my sometimes too-short hair and always present Doc Martens; the quiet dismissal (or support) of the student who gives a speech in support of gay marriage because "they're just like us." My classroom is less than queer (some days I might say anti-queer). My students' identities, and mine by comparison, are fixed, unquestioned, and non-problematic. Using queer theory, I attempt to de-center the always-present heteronormativity in my classroom. This paper is a chronicle of these (sometimes unsuccessful) attempts and reflections on how my acceptance of heteronormativity has added to the problem.

Davis, Christine Ceridwen, *University of South Australia*
Respectfully suspicious: memory-work from a poststructural perspective

Poststructural understandings of subjectivity and identity entail a suspicious reading of experience; commitments to democracy and participation in critical research processes demand a respectful view of informants' voices. Are these two in tension? How can they be worked off, and with, each other? The project which provides the focus for this paper addresses the learnings of managers within the public sector in a context of complexity, contradiction and ambiguity. The paper examines the methodological dilemmas relating to the maintenance of two positions that of appreciation of the informants' histories yet suspicion of their recounts of experience as sources of how it is. Given its potential to offer rich insight into how managers' subjectivities are shaped by their experiences, memory-work is used to generate data. However the memory-work process is modified in order that differences and multiple subject positions are available for analysis.

Davis, Christine S., *University of North Carolina at Charlotte*
When is Helping Not Helping, and When is Helping Hoping?

This autoethnographic research examines the symbolic and interactional social construction of hope through helping in a relational community. Groopman (2004) defines hope as the elevating feeling we experience when we see a path to a better future. Hope happens when we overcome issues of marginalization, disempowerment, and control through moments of empathy, creation of a human connection, and creation of possibilities. Constructing hope leads to healing and motivating.

de Carteret, Phoenix, *University of New England*
Tell me an/other story, not those patriarchal myths

This presentation draws on my recently accepted doctoral thesis to demonstrate my use of storytelling as both a method to gather data and a means to report research outcomes. My research methodology involved memory work, collective biography, and lifestory writing to discover discourses shaping women's knowing of self. My hybrid approach fostered re-membering of everyday experiences elided, forgotten or dismissed as trivial. I will discuss the role of stories that were told in the research project to reveal discursive practices arising from dominant ideologies that create, and are re-created by hierarchical gender relations. When discursive practices are embodied the body/storylines tell much about the society that shaped the individual experiences and at the same time the telling of personal stories disrupts silence, drawing out individual negotiations with the status quo. I will discuss the potential of collective biography to unstitch the tightly knit closure instituted by dominant discourses on women's memories and storytelling. Come, let me tell you a story or two.

de Groot, Janet M., *University of Calgary*
Gender Differences in Academic Advancement in Canadian Medical Schools: A mixed-methods approach to investigating contributing factors

Although the past 30 years have witnessed a marked increase in the proportion of North American female medical school graduates, women's rates of advancement in academic medicine still substantially lag men's. A Canada-wide quantitative survey of medical faculty members will assess for gender differences in perceptions of institutional contexts, and in individual factors postulated to mediate scholarly activity and thereby academic rank. Concurrently, Bacchi's social constructivist approach will be used to examine how equity problems are represented at the institutional level (medical schools) and the societal-medical interface (provincial medical associations) for a ten year period (1995-2005), by accessing organizational reports and through interviews with key representatives. Implications of how these representations contribute to proposed solutions and what they do not address will also be examined. Current institutional and societal definitions of equity will be assessed, to determine whether they fully represent the survey findings regarding gender differences in academic medicine.

Dedeoglu, Hakan, *University of Florida*
A Critical Qualitative Evaluation of Students' Experiences on the Issue of Diversity in a Literature Class

The work of recent scholars and census data reflect growing concern with the cultural gap between children in the schools and teachers. An opportunity to explore cultural diversity can be provided within the context of a children's literature course in teacher education so that pre-service teachers may begin to construct a personal framework to address multiculturalism. The purpose of this critical evaluation study is to understand how experiences in a literature class influence undergraduate students beliefs about diversity. Following question is explored through the study: What are the changing attitudes and beliefs, if any, of undergraduate students on the issue of diversity over the semester in a literature class? This evaluation study is guided by the theoretical and pedagogical understanding in critical multiculturalism and critical theory. In addition, critical, social and political theories in the field of educational evaluation are examined as fundamental to understanding the context of the study.

Defenbaugh, Nicole Lynn, *Southern Illinois University*
It Takes Guts [colon] Spelling (with) Dis-ease

This autoethnographic performance follows the linguistic, liminal and embodied journey of one woman living with IBD (Inflammatory Bowel Disease). ... Ultimately this performance asks, How can we 'talk' about illness from our embodied experiences?

Dehli, Kari, *University of Toronto*
Efficiency meets ethics: Audit culture in graduate education.

Increasingly detailed practices of regulation and audit shape the labour and subjectivity of participants in graduate studies. Here I focus on two practices: regular reports to account for student progress and ethics review submissions. Both demand self-scrutiny and self-writing by students and faculty. While some critics search for social interests served by such practices, I focus on how they are taken up in the daily interactions of professors and students. I make use of Foucault's notions of "technologies of the self" and "conduct of conduct" to argue that progress reports and ethics review are modes of power that are both constraining and enabling for students and professors, inviting self-documentation and self-expression. Moreover, they have important, if ambivalent and differentiating, subject effects for those who inhabit the academy. Paradoxically, these practices are most effective when they engender the freedom of those who are their targets, yet this freedom is not equally available.

DeLuca, Ellen Kathleen, *Lynchburg College*
Capturing the Essence of "Crossing Cultures": Writing as an Epistemological Tool

In this paper I will describe my journey to illuminate the meaning of "crossing cultures" as experienced by seven Jordanian graduate students in nursing. I will explain how, as a novice researcher, I came to fully understand Van Manen's idea that phenomenologic research does not merely involve writing, but rather, is the research (Van Manen, 1990). The text of this research included my own field notes, transcripts from interviews with students and student journals. In the process of critical reflection and writing, I experienced an opening of the inquiry and a deepening of meaning through the use of poetry, fiction, stories and personal reflections. I will share excerpts of the study that demonstrate how the writing is so powerfully linked to the research.

DeNardi, Kathleen A
"If this were my dream . . .": The shared experience of a dream group

See Koelsch, Lori E

Denison, Jim M, *University of Bath*
Communicating Pain

The pain of hard physical training is an inescapable aspect of serious sport. This is particularly true in long distance running where the intensity and volume of training are both high. In most cases it is the athlete who decides how much pain he or she is willing to tolerate in training. Witness to this, however, is usually the coach. But how does a coach know when a workout is proving too painful or damaging and should be stopped? What information do coaches have to make judgements about their athletes' pain? From 1986 to 1993 I coached over 200 male long distance runners aged between 13 and 30. I often found it difficult to watch my runners suffer through their training as they pushed themselves to faster times. In this chapter I explore the communication of pain that did and didn't exist between me and my athletes and how I grappled with the expectations, pressures and limits of sport.

Dentith, Audrey, *University of Wisconsin-Milwaukee*
Stirring dangerous waters:' Forbidden' topics and other dilemmas of research with youth

In this paper proposal we discuss dilemmas of research with youth through examples from four separate ethnographic projects conducted in diverse locations across the US and the UK. Our collective research examines provocative and "dangerous" topics of white male privilege, sexual behaviors of adolescent girls, youth cultures of resistance to safe practices, and male stories of childhood sexual abuse. Each of these projects speak to the following dilemmas of practice: 1) power and the nature of the research bargain; 2) issues and strategies for dissemination, particularly relative to our desire to transform public perceptions and foster new knowledge that might encourage revisions of social policies and foster emancipatory and democratic work in public venues; 3) the politics of confidentiality within the field process; 4) the salient need to foster new, more complex qualitative methods for conducting research relative to gender, sexual orientation, age and race, particularly within this conservative era; and 5) the creation of safe spaces while navigating legal concerns within university review boards that threaten access but do little to protect the researched.

Dentith, Audrey, *University of Wisconsin-Milwaukee*
Dilemmas of Practice in Research of African American Children in High Poverty Urban Schools

Our ethnographic research in a Midwestern city sought to uncover the effective teaching practices and organizational structures that explain achievement in particular schools with large populations of high-poverty urban African-American children. While test scores and other "public" indicators portrayed high achievement in these schools, our work uncovered wide discrepancies in everyday practice. These included: high incidence of African-American children labeled as special education students, unsupportive administrative practices, pervasive didactic teaching methods, traditional ethnocentric curriculums, racist actions/beliefs of white faculty and a significant lack of sophistication in the interpretation of the relations of race and class among faculty and administrators. As critical ethnographers, we maintain that a careful examination of all aspects of schooling are essential if we are to understand the nature of power and oppression in the persistent achievement gap among African-American students in urban schools in the US. Our intention to discover practices of promise led to dilemmas of data interpretation, problematic representations of the "researched," issues of dissemination of findings and the dilemmas of research findings on student achievement.

Deo, Nandini, *Yale University*
A Hidden Transcript of International Feminist Collaboration

Funds for feminist activism are limited in developing countries and many international donors step in to support these advocacy groups. Major donors turn to NGOs as a way to bypass corrupt or ineffective states and as a way to bolster democratic participation. Publicly the donors and the NGOs are engaged in a partnership to achieve important changes in public policy and perception. Privately, activists at these NGOs tell a different story. This story, or hidden transcript, reveals that a recent success story of transnational collaboration-

campaigns to end violence against women is not an unmitigated success. The power donors have as a result of their ability to grant and withhold funds allows donors to shape the feminist movement's goals and operations in ways considered less than optimal by Southern NGO activists. I use data and interviews from the recent ten-year review of the Beijing Platform for Action to show how at UN conferences speakers with disparate resources interact. I also draw on interviews with activists in India and Sri Lanka to comment on the feminist movement over the past two decades. Finally, interviews with major donors reveal that the process of funding leads to donor-driven projects.

Deutsch, Nancy L., *University of Virginia*
Moving beyond outcomes: Using mixed methods to understand youth settings

The authors spent 5 years studying 6 urban after-school programs. Through an iterative process of quantitative and qualitative exploration we theorized on the synergies that comprise their ecology. In our fieldwork, we were impressed with youths' attachment to centers. Many called them second homes. We measured the prevalence of this phenomenon quantitatively; three-quarters of youth thought of the centers as a home. Psychosocial reasons dominated youths' responses for why the club was a home. Through mixed methods exploration we discovered that the relationships youth form in the clubs underlie this phenomenon. In a subsequent longitudinal study we used qualitative methods to unpack the synergies that exist in the interactions between people and the setting. We focused on relationships with staff because they were significant in our quantitative analyses. Qualitative methods allowed us to follow this process longitudinally and expose the synergies leading individual youth to attach to particular centers.

Devine, Nesta, *University of Waikato*
Reflective engagement in cultural history: A Lacanian perspective on Pasifika teachers in New Zealand

See Brown, Tony

Di Virgilio, María Mercedes
Social organizations, public agencies and political clientelism: rethinking the ethical implications in a complex relationship

During the past decades, numerous programs and social services have been implemented through social organizations. These programs have been acting as a strong foundation for resources that, in part, make possible the functioning of such organizations. In this way, the developed researches on this field have shown that political clientelism constitutes a medium for the access to the social program resources. This work questions the relationships that exist in between the organizations, the access to the public agency resources (in particular, those linked to social services) and the links with the politic system, recovering the client perspectives and rethinking their consequences on the strengthening the public sphere. It pays special attention to how, within a context where the clientelism might be denounced as a form of corruption, the client (in this particular case, the social organization leaders) builds discursively such relationship in front of the researcher and how the latter decodes and interprets this construction.

Dillard, Cynthia Bryanne, *The Ohio State University*
The Spirit of Sankofa: Qualitative Inquiry and the Transformative Nature of "Return"

By utilizing African centered thought as the epistemological basis for teaching and research of African people (including African Americans), researchers can appropriately situate our work within the intellectual, cultural, and spiritual milieu of its creation. In that way, we can more productively read spiritual and cultural meanings (Appiah, 1992) and engage in inquiry that transforms the experience of research, theorizing and curriculum practice. This autoethnographic work examines the spiritual experiences of several researchers and teachers who participated in the traditional and sacred enstoolment of an African American professor as Queen Mother in Ghana, West Africa. The transformative nature of the "return" experience and the spiritual meanings of the sojourn and the ceremony for qualitative research and teaching from African perspectives will be explored.

Dodge, Jennifer, *New York University*
Interweaving and borrowing from diverse traditions: the dilemmas of mixing methods within qualitative traditions

See Ospina, Sonia M.

Doehrman, Sarah J., *University of Alberta*
He's Just a Kid: An Autoethnography of an International Adoption Experience

Autoethnography is an emerging qualitative method in which the researcher becomes the subject of the inquiry in order to connect the personal with the social. The purpose of this autoethnography is to share the author's experience as an international adoptive parent including the process, difficulties and rewards of raising an internationally adopted child. International adoption is common enough that most people are familiar with it. It is, conversely, extraordinary enough that many have not encountered it directly and many have misperceptions about it. While on one hand this autoethnography tells a story of a "regular" child in an "ordinary" family, it also offers a counter-narrative that challenges some of the conventional wisdom in the adoption field. In addition to the substantive content of the story, the use of autoethnography as a method will be explored, including, generally, its acceptability as a legitimate form of inquiry and, specifically, the publishability of this autoethnographic manuscript

Dogan Bora, Nihal, *University of Illinois*
Detecting Turkish High School Students' Misconception about Nature of Science through Roundhouse Diagram

During past two decades, a significant body of research has focused on students understandings of nature of science. The prevalence of erroneous concepts among our students presents a serious obstacle to learning in science and science concepts. To promote effective and meaningful learning, we need to identify the causes of such misconceptions and find ways to rectify them. The purpose of this study was to determine 9th grade students' levels of misconceptions understanding about nature of science through Roundhouse Diagram. Wandersee is the first who introduced Roundhouse diagram as a metacognition-based visual

learning model in1994. Ward and Wandersee introduced the Roundhouse diagram strategy and showed how it could be applied in science education. The results of this study revealed some misconceptions of students' on nature of science. Roundhouse diagram can be used as an effective learning strategy and future research directions are suggested.

Domenici, Donald J.
"If this were my dream . . .": The shared experience of a dream group

See Koelsch, Lori E

Donahue-Keegan, Deborah, *Harvard Graduate School of Education*
Promoting Sociomoral and Civic Learning: What Does It Mean to/for Teachers?

High school teachers who strive to promote meaningful citizenship education inevitably confront complex pedagogical and curriculum challenges. I explored this realm in my interview study of how ten teachers make sense of their respective work to foster student sociomoral and civic learning given the inherent teaching dilemmas. This inquiry centered on a grounded theory methodology emphasizing the complex, relational processes of teacher knowing. Discernible developmental demands emerged, and I identified a "hidden curriculum" inherent to this approach to teaching: a summons to a place of inner exploration for teachers. The rich data elicited from teachers narratives honored the relational, content, and context dimensions of my study while generatively driving interaction with Kegans theory, which helped me to see, and more deeply understand, a developmental explanation for why the varying epistemic stances conveyed by teacher participants indicated a range in self-complexity not correlated with years of teaching experience (nor age).

Donovan, Linda L., *University of Arkansas at Little Rock*
Hurricane Katrina Disaster Peer Support From Disaster to Recovery: A Social Change Curriculum Developed by Psychiatric Survivors for Psychiatric Survivors

In the U.S. there are a growing number of consumer/survivor peer services available to people who have been psychiatrically labeled. In the aftermath of Hurricane Katrina, peers developed and administered a Disaster Peer Support program for survivors whose plights were invisible to traditional mental health providers. The program taps into a newly emerging and unique service role that is grounded in postmodern and post-structural epistemologies "peer support." This program intentionally fosters relationships that are egalitarian. These relationships move beyond the socially constructed concept of recovery to shift power and privilege thereby producing social change. This research inquiry, developed by a consumer/survivor, gives voice to the people involved in the program. I consider (a) the role of social change in the curriculum of Disaster Peer Support, (b) the innovative and unique characteristics of Peer Support, and (c) the movement beyond recovery from a mental illness.

Douglas, Kitrina, *University of Bristol*
Getting inside women's experiences in professional sport: A literary tale

Researching elites poses an ethical dilemma to investigators because the act of representing famous persons threatens their anonymity. The use of fictional and literary tales can alleviate this risk as authors may alter specific details of a story to include events that may not have happened, create characters that are not real, and recreate situations in which those characters interact. Through the creative non-fiction technique, the scenic method (Agar, 1995), we attempt to show rather than tell the experiences of one fictionalised female professional golfer during a common event in professional golf: "The pro-am." Through the story we recreate and explore the power differentials inherent in women's professional sport. By using dramatic reconstruction, the use of dialogue and monologue, representations of the characters' emotional and subjective points of view, situations are recreated for the audience to "see and hear, smell and touch" (Agar 1995, p.118) to stimulate new understandings of life as a professional sportswoman.

Douglas, Kitrina, *University of Bristol*
Three minute wisdom? The potential of folk music to communicate alternative understandings of other's lives

See Carless, David G

Dunikowsky, Lynn, *University of Western Ontario*
The regulatory power of clinical information-retrieval technology

See Knaapen, Loes Anne

Durham, Aisha, *University of Illinois at Urbana-Champaign*
Recalling the Ethnographic Displacement of Hip-Hop/Home/Bodies

James Clifford (1988) suggested anthropologists employing ethnography as a methodological approach and narrative strategy to mark the other simultaneously pointed to the crisis of the researcher-self where identity and culture had become contested sites of power made visible by indigenous communities recollecting artifacts, remembering histories and representing themselves in areas of knowledge production as a part of ongoing political projects of self-determination. She writes against painful stereotypes of the welfare queen and at-risk youth to offer a humanizing narrative of the black urban poor. It is a gendered account about black girls whose everyday experiences are elided in hip-hop and the academy — Durham's other(ed) home spaces. By recalling home(s), Durham calls for another vision of ethnography that is able see the body as more than an instrument to record and report information, but as instrumental in sensing the gaps, wholes, fissures and fixtures of culture and identity.

Durham, Aisha, *University of Illinois at Urbana-Champaign*
A Tail of Two Women: Exploring the Contours of Difference in Popular Culture

The absorption of indigenous or minority cultural formations in the mainstream speaks to the unyielding appetite to consume difference at the same time that it recalls the ways fetishized, spectacular bodies recuperate hegemonic discourses of the racialized and ethnicized other. Both the bodies of Beyonce and Jennifer Lopez figure prominently in the popular at this historical conjuncture because their physicality provides a type of mobility, which allows them to crisscross the cultural landscapes that a transnational media system necessitates. This paper examines the contours of these two figures to reconfigure the sensationalized media commentary about their spectacular bodies as an extension the over-

all paranoia and policing of the sexual reproduction of women of color. What emerges from such an analysis is a critical examination of iconicity across difference that offers a more nuanced discussion of the complexities women of color confront when attempting to articulate, theorize and represent sexual politics in mass media.

Dyke, Karin Schumacher, *University of Cincinnati*
A Solutions-Focused approach to Diminishing Graduate Student Stress

Action research is defined as a process in which professionals look for solutions to improve situations (Greenwood & Levin, 1998; Stringer, 2004). Stress in graduate school was chosen as the subject for an action research project. Not only is this a concern in this project, but it is identified by Lowe and Reynolds (2005) as a factor that has been on a steady increase over the past 50 years. It was resolved that the direction for the project would employ a solutions-focused approach to diminishing personal stress. As one resolution to personal stress, it was determined that meditation would be examined as a possible method of stress reduction. The other action for examination would be the use of social support networks.

Dykins Callahan, Sara B, *University of South Florida*
Violated in the Classroom: Negotiating Personal Selves in Institutional Spaces

Florida passed a law last year that requires an American flag hang in every classroom in the state, from kindergarten to post secondary schools. This law was enacted at the University of South Florida in March 2005, over spring break — in due haste while our backs were turned. Technically the law was not valid until August 1, 2005. The following is a narrative account of my lived experience of this event. The purpose of this article is to expose the multiple, convoluted layers of an event, as negotiated by myself and my students' selves, in an effort to improve understandings of classroom relationships and develop pedagogical tools that address subtle forms of classroom violence instituted by the larger educational bureaucracy.

Earley, Mark A, *Bowling Green State University*
Encouraging students to discover and reflect on their "researcher-I"

The emerging question from these students' presentations is, "How can mentors, advisors, and instructors help students discover their role as researcher?" One response is to encourage students, through classroom discussion and assessment, to use each of the six voices articulated by Sarah Lawrence-Lightfoot and Jessica Hoffman Davis (1997). Students should be reminded that they must be passionate about their research topic. This passion motivates students to think reflectively about how their dissertation research is more than just a degree requirement. All researchers should recognize and reflect upon those aspects of their research that are autobiographical, pre-occupation, witness, interpretative, dialogue, and discerning and speak to these in their work. Research instructors should play a pivotal role in starting and guiding students on this journey. Ultimately, they should be encouraged to recognize and appreciate the impact their work has on the community they study, the community in which they work, and themselves.

Edge, Dawn, *University of Manchester*
Strong-Black-Women: Identity and the Resistance of Psychiatric Labelling

This paper explores the interrelationship between the formation/performance of identity and the mental health of Black Caribbean women in the UK and examines the implications for policy and practice. Ethnicity and disadvantage are consistently linked with mental illness. Nevertheless, despite being disproportionately located in areas of highest deprivation, Black Caribbeans are significantly less likely than whites or South Asians to present with common mental illnesses such as postnatal depression. My research among Black Caribbean and White British women suggests that the interface between provoking agents, vulnerability, and women's self-concept might partly explain Black Caribbean women's absence from clinical and research data. Eschewing notions of postmodern, fluid identities; Black Caribbean women in this study drew on essentialized, self-ascribed, and collective group identity as 'Strong-Black-Women' to counter depressive feelings and resist psychiatric labelling. The 'Strong-Black-Women' identity might, however, reinscribe public discourses on Black women — causing their mental health needs to remain unmet.

Edge, Dawn, *University of Manchester*
The spaces in between: unspoken discourses on Blackness in the UK

See Edwards-Kerr, Deon Marie

Edgecomb, Liz, *University of South Florida*
Undesirable and Desiring: The Stigma of an Inability to Consume

Consumption is a vitally important way that our identities are formed, so what does this mean for those who are largely barred from consuming by poverty and stigmatized for the consumption choices they do make? I argue that these individuals take on stigmatized identities based on their inability to match others' consumption and their "wrong" choices when they do consume. They then engage strategies to manage this stigma. This work offers a subjective understanding through academic and popular literature and autoethnography of the process of being stigmatized by an inability to consume. Exploring the connection between stigma, identity, and consumption as it is lived proffers a further understanding of how stigma is experienced and shows the "rationality" behind behaviors and attitudes judged "irrational" by those who have not experienced the context for them.

Edwards-Kerr, Deon M, *University of Manchester*
Re-framing the terms of social justice and inclusion in a primary pupil referral unit (PRU)

Drawing on an on-going ethnographic study of school exclusions and poverty, I will focus on how everyday practices, knowledge of pupils' personal lives and the adult-child relationships in a primary PRU challenge increasingly narrow conceptualisations of social justice and inclusion. The analysis for this paper is facilitated by my multiple roles as support to pupils, assistant to teachers and mentors, 'listening ear' to mothers in the parent group and funded researcher. The ethnographic approach then goes someway to provide a multi-dimensional view of the tug-of-war between mainstream policies of social justice

and inclusion in educational contexts and actual everyday practices. What appears in the practices and relationships constituted in the PRU is a range of experiences, emotions and behaviour excluded from mainstream policies. The paper will therefore highlight the interconnections between personal lives, everyday practices and educational/social policies in the process of re-generating the identities of pupils and their parents to move them from exclusion to inclusion and integration.

Edwards-Kerr, Deon M, *University of Manchester*
The co-construction of contemporary Black British male identity in a focus group

This paper will look at what happened when seven young Black British men of Caribbean background met to participate in a focus group discussion on issues relating to their experiences of schooling. As a discursive event, the focus group provided a space in which the young men through their interaction, generated discourses of 'community', and 'citizenship' to position and re-position themselves in relation to local, national and global contexts. Their articulation of identity in the two and half hour discussion highlighted the ways in which Black male experience is both 'particularised' and fragmented in the context of contemporary British society. It is then these formations/performances of identity that challenge unifying forces such as social cohesion.

Edwards-Kerr, Deon Marie, *University of Manchester*
The spaces in between: unspoken discourses on Blackness in the UK

Our work in health and educational research suggest ways in which working within feminist and post-structural qualitative frameworks can highlight 'backyard' cleavages in notions of Blackness in the UK. Our dialogue questions whether 'Black-on-Black' research creates spaces of confluence and divergence in the ways we talk about and write ourselves which transcend the everyday; setting in motion performances of the Black self which straddle academic and everyday lives. Exploring the spoken and silent areas of our work on Black women's experiences of mental health services and Black men's experiences of education, our paper examines qualitative research as an arena for the rehearsal of narratives in which gendered ethnic selves traverse the boundaries of public and private domains.

Ehrensal, Kenneth N, *Kutztown University of Pennsylvania*
The IRB and Me: Activist IRBs and Ethnographic Research

During 2003-2004 academic year I carried out an ethnographic study of three classrooms at a large public university in the US. I had, however, spent the better part of the previous Spring semester negotiating with the IRB at that institution about what I would (and would not) be allowed to do during that study. Compared to the demands made on other ethnographic researchers at "The University," the limits placed on my research were relatively "mild." There was the ethnographic film maker who had to explain how he would protect the anonymity of those people whose faces appeared in his films; and the political anthropologist who was "required" to get signed informed consent forms from politically active Tibetan refugees who lived on the Indo-Tibetan border. This

paper will examine politics and ethics of how qualitative researchers at "The University" negotiate the IRB process and create space which allows them to conduct meaningful research when faced with an "activist" IRB.

Ehrensal, Patricia A.L.
Believing is Hearing: Problematizing Children's Voice in Educational Policy Research

This paper will explore how the interaction of the constructs of school, school officials and children in schools allows for the (de)legitimation of children's voices in schools. Particularly, it will argue that legitimate voice is one which accepts school organization's power structure and hierarchy, while voices of resistance are delegitimated and silenced. The paper will further argue that this (de)legitimating of children's voice is seen as unproblematic by teachers and school leaders, thus impedes the development of an authentic relationship between teacher-leaders and the children they educate. The paper concludes with a discussion of how this unproblematic construction of children's voice allows educational and social researchers and policy makers to wrap policies which reinforce and reproduce systems of domination and oppression in the mantle of democracy and social justice.

Eibenschutz, Roberto, *Universidad Autónoma Metropolitana Xochimilco*
Importance Of Qualitative Inquiry In Urban Planning

See Carrillo, Laura

Elavsky, Michael, *The Pennsylvania State University*
Moving Beyond the Wall(s): Theorizing Nation and Identity in Cultural Studies

In this presentation, I first discuss a history of Cultural Studies as an emergent field of inquiry and the contemporary debates regarding its identity (its theories and methodologies utilized in conceptualizing subjectivity). This leads to a brief examination of postmodernism and postcolonialism as theoretical trajectories within the field of Cultural Studies with particular relevance and implications for theorizing contemporary constructions of 'identity' and 'nation.' I then examine these terms in more depth as political and historical constructions. Next, I position these constructions within current theoretical debates regarding globalization, considering how contemporary arguments about these processes further destabilize and problematize the aforementioned terms. These arguments are then positioned within the framework of a particular case study (regarding the production of contemporary Czech popular music), so as to consider how a specific context can force theoretical reconsiderations which both draw upon and challenge the legacy and project of Cultural Studies itself. I conclude by outlining the multidimensional critical theoretical framework utilized to explore the relationships and tensions in the aforementioned case study (between the global music industry, the Czech nation, and emergent conceptions of Czech identity as they were articulated through pop music).

Elbert, Rodolfo Gaston, *University of Wisconsin-Madison*
Ideology and life experience: a biographical study of Argentinean workers' ideas of democracy

This paper has two objectives, one of substantive order and other of method-

ological nature. In first place, the paper analyzes the way in which certain life experiences constitute ideological turning points in the biographical narrative of five Argentinean workers. This analysis is focused on the experience of workers that were involved in some kind of grassroots activism in neighborhood assemblies, trade unions, occupied factories or political parties. The objective of the presentation is to show how these experiences of activism are meaningful turning points in the explanation of the workers´ evaluations of the Argentinean democratic system. The second section of the paper discusses the following methodological issues related to the biographical study of ideology: i. the development of an interview guide exploring people's political ideas and experiences; ii. the role of the researcher during the biographical interview; and iii. the procedures involved in the stage of data analysis and presentation.

Eldershaw, Lynn, *University of Alberta*
Learning Qualitative Methods: As Innocuous as Discussing Religion and Politics

A group of six women came together in 2005 to "learn qualitative methods". Each woman had a particular experience and throughout the year, the "learning" became fraught with tension, and concerns about feeling "attacked", "disrespected", and "silenced" were voiced. This paper presents the authors reflections that try to make sense of our experiences and concludes that that "learning methods" is not neutral. These reflections suggest considerations for "learning methods" that may assist others in designing qualitative methodology courses.

Eldridge, Joan, *University of South Florida*
Cluttered Hearts, Heads, and Homes: Life with an Obsessive-Complulsive Parent

See Sullivan, Tracy D

Ellen, M.D., Jonathan, *Johns Hopkins University*
Creating Mechanisms for Multiple Voices to be Heard in Trans-disciplinary Multi-Site Community Research

See Harper, Gary W

Ellis, Carolyn S., *University of South Florida*
Relational Ethics in Research with Intimate Others: What Do You Tell Your Students?

This paper focuses on relational ethics in research with intimate others. Relational ethics requires researchers to act from our hearts and minds, acknowledge our interpersonal bonds to others, and take responsibility for our actions and their consequences. I present advice I give students regarding making ethical decisions regarding writing about intimate others. My experiences writing ethnography and autoethnography have taught me that I have to live the experience of doing research with intimate others, think it through, improvise, write and rewrite, anticipate and feel its consequences. Since there isn't a set of rules to follow, how do you advise your students who want to do research with and write about those in their lives?

Elmholdt, Claus, *University of Aarhus*
The leading effect of interviews as context for questions

The leading effect of leading questions, documented in cognitive psychological memory research, often transfer to interview literature as a command for avoiding leading questions, and using techniques that gets the interviewee to speak freely and openly. This paper outlines a critique of the technical focus on unlashing a flow of pure information about the interviewee's inner thoughts, feelings, and experiences. It is argued that interview data are fundamentally collective productions, and that all questions need to be seen as leading in relations to specific contexts. Three examples are sketched and discussed. (1) The police interview of neutral witnesses. (2) The dialogical consultancy interview. (3) The actively confronting research interview. The paper suggests that there are good reasons, both ethical and epistemic, for qualitative research interviewers to pay attention to the leading effects of interviews as context for questions.

Engel, Laura C, *University of Illinois at Urbana-Champaign*
Policy as journey: Reconfigurations of educational policy production in Catalonia and Spain

Analyses of educational policy reform reveal a rescaling of statehood, induced by global pressures. This leaves the state in simultaneous negotiation of external pressures 'from above,' as well as internal pressures 'from below' (Telò, 2002). As a consequence, educational policy is being produced within the complex overlap of multiple political spheres. This paper draws on educational policy production in Catalonia and Spain, as a specific case of study in the aim of extending analysis beyond the global-national duality. Drawing primarily on discourse analysis of 'mute evidence' (Hodder, 2000), that is key policy documents, this paper investigates contemporary shifts in educational policy production, including the increasing pressure of a competitive, devolved system with the rise in power of particular 'nations without states,' such as Catalonia, challenges facing a unified Spanish nation-state, and lastly, the overlap of local, subnational, national, EU, and global political spheres.

Erben, Tony, *University of South Florida*
Online Tools for Data Collection: What does it mean for qualitative research?

See Ban, Ruth

Ertem, Ihsan Seyit, *University of Florida*
A Responsive Qualitative Evaluation of Curriculum Development Model in Turkey

Purpose of this evaluation study is to evaluate the curriculum model and format which is used by Turkish Ministry of National Education to develop educational programs for Turkish primary and secondary schools. A responsive qualitative evaluation model has been utilized in the study. Modes of data collection include analyses of the curriculum development model, written materials, official publications, reports and other documents from the Ministry of National Education in Turkey. The result of study indicates that the curriculum model represents a Eurocentric view, and supports multiple levels of institutional participation in developing educational programs. Although the curriculum report states that the curriculum model has been based on a constructivist philosophy

of education, it demonstrates the characteristics of an objectivist and instrumental view of the process and practices of curriculum development. Evaluation of curriculum reports and model revealed that traditional curriculum models have the greatest influence on the current curriculum model.

Ertem, Ihsan Seyit, *University of Florida*
Opinions of the teachers about applying process of new curriculum in primary education (Turkey Sample)

See Unsal, Haluk

Eryaman, Mustafa Yunus, *University of Illinois*
A textual content evaluation of the impact of educational objectives of the European Union on the educational policies of the member countries

The purpose of this study is to evaluate the education policy and assessment objectives of the member countries of the European Union in terms of their degree of correspondence to the objectives of the European Union. The national goals of member countries and universal objectives of the European Union have a pervasive influence on educational policies and practices of local school communities. This study focuses on the harmony between the objectives of the European Union Commission and the national education objectives of the member countries. The member countries of the European Union at least to a certain extent are supposed to comply with the objectives of the EU Commission. This study is designed to investigate the impact of the educational objectives of the EU on educational policy and evaluation practices of the member countries. Textual content analysis is used as an evaluation method to carry out the study.

Eryaman, Mustafa Yunus, *University of Illinois*
A qualitative case evaluation of preservice teachers moral and political growth in a literacy education course

This case study evaluation delves into the process of becoming a teacher, development of preservice theachers' moral and political teaching identities in a method course. It is not a mere evaluation study of the researcher's perceptions of investigative reporting on the teacher education. Rather, this qualitative evaluation in part seeks to explore how preservice teachers develop their identities while finding practical, ethical, aesthetical, and deliberative solutions to case problems. This study aims to capture with as much authenticity as possible the essence of teacher education for those preparing themselves for the profession, what this preparation means to them, what they get out of it, and what factors affects their educational growth in the process. The analysis in this evaluation study seeks to grasp and elucidate the meaning, structure, and essence of becoming an educator from a moral and political standpoint.

Eskes, Jennifer Dyan, *University of British Columbia*
Decolonizing nutrition education: thinking critically about approaches to nutrition education with Aboriginal communities

Higher rates of type 2 diabetes, hypertension, and food insecurity are striking manifestations of how Aboriginal peoples in North America continue to experience poor nutrition status in comparison to the non-Aboriginal population. Historically, nutrition education programs that target Aboriginal people have focused on changing nutrition-related behaviours, including the promotion of physical activity, weight loss, and healthy eating. Few programs however, have adequately considered the significance of past and present discourses surrounding Aboriginal health, especially in relation to the social, historical, and political factors involved in Aboriginal people's colonial legacy. The failure to take these issues into consideration may be a factor in the ongoing lack of success experienced by many programs. To address these issues, this paper will critically examine the need to decolonize nutrition education programming while examining how different pedagogical approaches may be more effective in eliciting positive change.

Eslami-Rasekh, Zohreh, *Texas A&M University*
Awareness of Family Literacy for American families who Adopt Korean Children

See Shin, Jee-young

Esquivel, Maria Teresa, *Universidad Autónoma Metropolitana-Azcapotzalco*
Woman, family and housing: The study of the daily life from the life stories.

In the field of Population Studies, the research of the family receives great relevance. In this work we analyze it from the fundamental place of its reproduction: the house. In Mexico, in the last years, the housing policy has counted with the active participation of the private real-estate sector. The result has been the construction of houses extremely small, expensive and distant from the great city. This has brought the alteration of the daily life of thousands of families who have decided on this housing modality. The qualitative methodology and the gender's perspective constitute fundamental approaches to understand the way in which the family uses and gives meaning to this basic aspect of the daily life. Through a combination of methodological approaches quantitative (survey) and qualitative (life stories), and from the gender's perspective, we recovered the sense that the woman and her family assign to its housing experience in this type of places where the daily life seems to be compressed to its minimum expression.

Estepa, Paulino Murillo, *University of Seville (Spain)*
How do schools improve? Analysis of the improvement processes and their incidence in the quality of education.

The aim of this research project is to have a closer view of the schools that are involved in improvement Plans promoted by Andalusian Government. Specifically, we intend to identify some organizational features as well as the characteristics of the projects they are undertaken. Based on the idea that documents produce some effects in organizational discourses, we presume that the topics selected, their general goals and even the rhetoric styles adopted have influence in projects development. After this first approach, we would be interested in constructing a deeper comprehension of the impact of those initiatives on organizational dynamics and on community development. With this purpose, we propose the use of a double analysis perspective. Initially, a quantitative approach, based on the application of a questionnaire and then, a narrative approach that allows us to obtain some information about particular learning processes that take place in each organization and the conditions in which they occur. By knowing how schools learn, we hope to identify key aspects that con-

tribute to develop improvement plans in successful ways.

Estepa, Paulino Murillo, *University of Seville (Spain)*
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Estrine, Elliott Aaron, *San Diego State University*
Killing or Coping: The Portrayal of Grief and Mourning in Contemporary American and European Films

Killing or Coping: The Portrayal of Grief and Mourning in Contemporary American and European Films focuses on the representation of grief in contemporary films and how the many myths about grief and the grieving process that prevail in today's society are communicated in these films. Five American films: Mystic River, In the Bedroom, Moonlight Mile, Message in a Bottle, and The Shipping New and three European films: The Son's Room, Left Luggage, and Rosenstrasse, all classified in the drama genre, are used as the source of data for this qualitative research study. This research only considers grief incurred due to the loss of one or more loved ones, which is depicted in each of the selected films. The research answers the question: How do contemporary films communicate grief and the grieving process?

Etowa, Josephine
Social Justice and Health: Neo-Conservative Resistance in Health Policy and Research

See McGibbon, Elizabeth Anne

Etowa, Josephine B., *Dalhousie University*
Weathered by Racism: African Canadian Nurses' Work life Experiences

Under-representation of Black people affects many professions, especially in the health field. Although, there are no published Canadian data on Canadian nurses' population by race and ethnicity, anecdotal evidence suggests marginal representation of African Canadians in the health professions, including nursing, especially in Nova Scotia. Under-representation of minority groups, such as Black people, in the health professions may lead to lack of cultural understand-

ing and inappropriate health care for minority people. This study that explored the work life experiences of Black nurses in a Canadian province using grounded theory research approach reveals how these experiences are wheathered by racism. This paper describes racism as a major factor influencing the worklife experiences of the Black nurses who participated in this study. Various aspects of racism including it characteristics such as the nature of its incidents, the context in which it is experienced and the responses of Black nurses will be discussed. The paper will conclude with how Black nurses are dealing with their encounters of racism and the implications for future nursing research and practice.

Evans, Jane T., *The Ohio State University*
Problematics of Anonymity in IRB Approval

See Damarin, Suzanne K.

Evans, Kevin David, *The Ohio State University*
Elderly womens utilization of breast self-examination and its impact on the fight against advanced breast cancer.

Elderly women are at an increased risk for advanced breast cancer. Breast self-examination has been advocated in conjunction with regular visits with a physician to reduce this risk. An ethnographic perspective was used to conduct research with elderly women who were given an educational workshop on breast self-examination previously. From a group of 20 women 75 years or older, eight women agreed to provide in-depth interviews about their experiences with BSE. Findings of this study indicated a low utilization of BSE mitigated by issues which reduced participants' perception of their risk of breast cancer. The specific circumstances that were related to BSE utilization were declining physical health, sisterhood, feelings about being a widow, and a grounded theory dubbed as the "patient-physician interaction". The findings have implications for providing health promotion to elderly women, as well as advocating a consumer style approach for patient-physician interactions.

Evans-Rhodes, Debra, *The Pennsylvania State University - Fayette, the Eberly Campus*
Building collaboration to address the effects of poverty on social conditions in Fayette County, PA

See Rapano, John Vincent

Falmagne, Rachel Joffe, *Clark University*
Critical social sciences and the value of epistemological tensions: A feminist analysis

Critical transformations after positivism have produced new epistemological issues concerning the nature of knowledge and the justification of knowledge claims. This paper addresses two such tensions. First, the dialectic of the particular and the general in knowledge production, implicated both in the problem of generalizability in qualitative research and in the need to honor the internal complexity of social groupings in social theory. A notion of 'concrete generality' is introduced, that preserves particularization while also enabling broader social interpretations and (selective) transferability through meaningful condensations

that are neither causal nor reductive, and its methodological implications are illustrated. Second, the validation of knowledge claims in critical approaches. The paper discusses in particular Sandra Harding's notion of 'strong objectivity', grounded in feminist standpoint theory, which reconceptualizes objectivity in critical and structural terms. These proposals do not and, it is argued, ought not dissolve the attendant tensions but rather exploit their productive epistemic value in theorizing.

Fambrough, Mary J, *Alliant International University*
Inviting the Self Back In: Reintegrating Mystory

Six years ago I completed a dissertation study of gender identity development among male-to-female transsexuals using active interviews. I immersed myself in the field and wrote extensive personal reflections about entering and navigating the transgendered subculture. Though I acknowledged my role as researcher, I was careful to remember that the story I was telling was that of my informants. After completing the project, I wrote what was meant to be a short coda called, "Highlights of a Research Adventure" included as "Appendix B," which turned out to be energizing and lengthy. In this paper, I present portions of Appendix B, analyzing their importance to the main text and argue that the subordination of these personal experiences may have helped the text better conform to conventions of data representation at the expense of not fully expressing the intersubjective nature of the research itself and offering a point of entry for the reader..

Fambrough, Mary J, *Alliant International University*
Decolonizing the Qualitative Research Methods Classroom

Though the classroom seems as if it would be the most likely place for changes in epistemological and methodological mindsets to emerge, this is often not the case. Consider, for example, that textbooks, primary carriers of tradition, seldom reflect paradigmatic shifts until they are complete (Berger & Luckmann, 1966). To consciously decolonize the qualitative methods classroom in the social sciences is tricky, risky, and fulfilling. In this paper, I describe the course design and use examples from student's work to explore their experiences and potential contributions to the future of qualitative inquiry. Issues encountered from the point-of-view of the instructor are investigated, including the role of the decolonized researcher, mutual empathy, issues involving IRBs, skills required to sufficiently handle personal and informant vulnerability, and the ethics of intersubjectivity. I include a discussion of the techniques that together prepare the soil for the emergence of exceptional, generative outcomes for many learners.

Fambrough, Mary J., *Alliant International University*
Democratic Methodologies: The Underside of the Instutuional Use of PAR in Community — University Partnerships in Poor Neighborhoods

See Comerford, Susan A.

Fasching-Varner, Kenneth James, *The Ohio State University*
Learning to Research With Knitting Needles and Beer: Re(examining) participant observation in a study with Germans from WWII

This paper challenges, through a mix of voice as autobiography and preoccupation (Lawrence-Lightfoot, 2000), assumptions and practice concerning partic-

ipant observation. Presenting both the data findings as well as the reflective struggle to make sense over what it means to be a participatn observer. Particular focus will be given to the ways in which gendered expectations dictate both the ways in we are expected and comfortable with participant observation. The author actively interrogates his own positionality throughout the paper along lines of gender, sexuality, and race as these intersections met in a qualitative study using participant observation in Germany.

Fataar, Aslam , *University of the Western Cape*
'Pedagogy on the move': The fluid identities of principals in an urban space in South Africa

The paper focuses on the pedagogical identities of two principals (head teachers) in schools in an urban space in Cape Town, South Africa. The schools are located in what I've described as a 'township on the move,' in reference to a context where schooling practices stem primarily from fluid localized processes. I will argue that the informalized social dynamics of this impoverished space are primary in structuring the networks, associations and subjective processes wherein the pedagogical identities of these principals are established. These two principals have had to engage in a number of counter – normative performances in and around their schools. I will show that their constitutive identities have to be understood as the interactive outcome of their engagement in the specific context of this space. Based on a number of in depth interview with them, and on my on-going research of schooling in this space, the conceptual focus of the paper will be on the complex ways in which the principals substantiate their pedagogical – selves in tough, counter – normative pedagogical terrain.

Faulkner, Sandra Lea, *Syracuse University*
Gandules and Rice: Sexual Talk in Latina Families

The short story, Gandules and Rice, presents themes of sexual joking, sexual silence, staying safe at home, and contradictory religious and family messages about sexuality created from a grounded theory study of Latinas' sexual talk with friends and family. Following the story is an explicit discussion of how fiction writing as a method of inquiry can be used for qualitative case studies in addition to standard social scientific presentations. In the present example, the nuances and difficulty of sexual talk in families is best represented as a short story compared with the previous standard social scientific presentation for sexual education and prevention applications. I suggest methods for using analytic themes in fiction writing.

Feliu, Joel, *Open University of Catalonia (UOC)*
Researching on Young People. Internet and Cybercafés in Barcelona: a Methodological Reflection

See Ribas, Mercé

Feliu, Joel, *Open University of Catalonia (UOC)*
Internet, Gender, and Identity. Using E-mail as a tool for Ethnographic Research

See Seguí, Josep

Fenton, Nancy Elizabeth, *Brock University*
Conversation as a Method in Feminist Research: Relationship as a Cornerstone for Engaging Each Other in Qualitative Inquiry

See Shields, Carmen Colin

Ferneding, Karen A., *University of Illinois at Urbana-Champaign*
Imagination as Social Practice: Envisioning and the Reality of Globalization

In this paper I engage the work of anthropologist Arjun Appadurai (1996, 2001), specifically his writings on the phenomenon of globalization, with regards to the development of research practices in social sciences. I associate Appadurai's conceptualization of "imagination as a social practice" via "mediascapes" and "technoscapes," to my research on teachers' social visions, which details their perceptions about the social reality of living within a technological society (Ferneding, 2003). The essential finding emphasized is that teachers' social visions countered the fundamental assumptions that legitimate current technocentric reform policy and its techno-utopian social vision. I discuss the meaning of this outcome and teachers' social visions in general with regards to Appadurai's concept of "imagination as a social practice." I raise questions concerning how teachers' social visions, within the condition of a U.S. postmodern "techno-mediascape", may relate to perceptions about the condition of globalization in other cultural contexts. Finally, I suggest that understanding teachers' social visions within the context of late/post modernity's "techno-mediascape" and current audit culture's dominance, can inform the development of research practices on globalization and global ethnography with regards to social policy formation and the practice of critical studies. Appadurai, A. (1996). Modernity at large: Cultural dimensions of globalization. University of Minnesota Press. Appadurai, A. (2001). Globalization. Durham: Duke University Press Ferneding, K. (2003). Questioning technology: Electronic technologies and educational reform. NY: Peter Lang.

Feroz, Barbara Ann, *Indiana University of Pennsylvania*
Reflections on Ethical Challenges for a Doctoral Student: A Participatory Action Research Dissertation and Institutional Review Board.

My participatory action research dissertation explores the contributions of voice and principles of action research in a nonprofit organization with Early Head Start parents as coresearchers. Carrying out this dissertation has led to critical reflections on the ethical challenges brought about by the IRBs influence on this process. Events took place during this period that significantly limited our choices. While the PAR project was designed to provide opportunities for EHS participants to engage in critical dialogue about power and meaning of voice, the constraints levied by the IRB led to the silencing of many voices instead. This paper will draw on a case study of the role of IRB in applying conventional standards to this participatory action research dissertation. Dilemmas related to this review process will be addressed along with suggestions for tolerating the tensions as we search for more meaningful avenues to be heard.

Feuer, Michael J., *National Academy of Sciences*
The Art of Policy Science

I don't usually rely on 19th century Prussians for insights into 21st century American education policy, but Bismarck's observation that "politics is the art of the possible" is worth considering. Though he wasn't thinking about the US education system, others who did (from de Tocqueville to Cremin) came away awed by its strange insistence on a long list of seemingly incompatible goals and values. History affirms that education policy in the US is, indeed, "the art of the possible." Thanks to advances in cognitive science, we may now be ready to amend Bismarck. Politics (and policy) are the art and science of the possible: there is scientific evidence that politics is the art of the possible rather than the pursuit of the perfect and that rational judgment involves artful combinations of intuition, instinct, and creativity. I shall unpack these ideas and suggest implications for the study and practice of education policy.

Filmer, Alice, *University of Illinois at Urbana-Champaign*
Tuteando a Teresa: Bilingual Belonging with my Mexican Mother-in-Law

Speech is an undeniable marker of social status, a defining indicator of group affiliation. People who speak more than one language/dialect have access to multiple ways of knowing about the world and interpreting their lived experiences. Bilingualism is a portal through which to enter other worlds, other identities, and other realities. Yet, while the ability to move around the world in more than one language or dialect can be a very powerful experience, it is not always one of choice. The history of EuroAmerican imperialism in its military, economic, cultural, linguistic, and other forms has meant that nearly all indigenous, aboriginal, and other minority peoples around the world have had at least one major foreign language or dialect imposed upon them. In this essay, I examine the performativity of language and the linguistic negotiation of identity from multiple perspectives.

Finley, Susan, *Washington State University Vancouver*
Whose Voice Is It?: The colonizing potential in creating social performances and participatory films

The authors introduce the Dignity Village and At Home At School (AHAS) film projects. Dignity Village is a tented community founded and organized by homeless people with a mission to foster community and self-empowerment. AHAS is an arts-based, after-school and summer program that responds to educational and social concerns of unhoused children sheltered and unsheltered. These collaborative research efforts respond to diverse participant agendas, address multiple audiences, and have generated struggles over human subjects and intellectual property issues. We define these documentaries within the methodologies of arts-based research and consider the role of media in social movements to create and sustain alternative spheres of public discourse. We discuss redefining the role of researcher to artist and activist, the colonizing potential of film, the power dynamics involved in reducing data to brief film excerpts, and creating social performances rather than visual records.

Finley, Susan, *Washington State University Vancouver*
At Home At School (AHAS) documentary: Ethics and power in using film in arts-based research

This paper reviews ethical issues that have arisen in the creation of a documentary film that includes K-8 children as research participants. Working between the paper and excerpts from the documentary film, the author will highlight editing and production decisions that were responsive to ethical decisions and considerations of power. The clip was chosen to demonstrate ethical choices that are being made in creating a documentary film about youth empowerment. It is also a piece that opens discussion about the ethics of children being educated to do critical critiques of their social condition. The film excerpt follows two primary themes in the research: 1) children's exhibitions of social class identification and utterances of cultural difference that they self-identify as derivative of economic poverty, and 2) the practice of creating new social narratives that place children differently in society, primarily through their creation and production of "mystory" performances.

Finley, Susan, *Washington State University*
Lost in the system: The plight of homeless children and families

Three distinctive features of this research are: 1) Its concentration on displaced economic and environmental crisis evacuees who are newly homeless (e.g., Katrina evacuees) 2) its focus on the particular issues of health and education affecting homeless children and their families; and, 3) its use of grounded theory to situate first-person narratives in the context of critical reviews of policies and practices that fail children who are homeless. Interviews with newly homeless children and their families are used to analyze social justice issues such as equity, fairness, and voice in policy making. Grounded theory guides the analysis by making explicit connections between No Child Left Behind rhetoric regarding homeless children and participants' actual experiences of schooling. Particular attention is given to the extent to which participants experiences have been self-constructed during crisis, compared to the ways by which policies and practices regarding poverty exempt homeless families from political agency.

Finocan, Gillian, *Miami University*
Emergent Dream Perspectives

This paper seeks to explore and give voice by way of performance texts to emergent dreamwork experiences from a college course focusing specifically on dreams. Dream specific courses have recently been granted space at universities in an effort to honor the dream and the experience of dreamwork and to take the dream back from the taint of pathology and from therapist control. The growing presence of dream-focused courses has led to the distribution of instructional materials detailing how the courses should be designed, how the students' experiences should be structured, and what books and exercises should be used. However, rarely, if ever, is any attention given to the individuals who are most affected by dreamwork in the classroom — the students of the dreamwork. These new and enriching narratives offer perspectives of a dream course that respect the agency of the students and provide insights that have previously been missed.

Fisher, Carla L, *The Pennsylvania State University*
Coping Responses to Maternal Guilt in the Mother-Daughter Relationship

Guilt is a relatively common emotional experience in interpersonal relationships. Women reportedly experience more guilt at a more intense level in comparison to men over the life span. Additionally, mothers report experiencing one of the most extreme forms of lifelong guilt: maternal guilt. How mothers cope with guilt is important as their behavioral responses affect themselves as well as the parent-child bond. Though studies show that individuals respond both positively and negatively to guilt, such studies have not been conducted on maternal guilt. One such behavioral response, forgiveness, has rarely been examined in connection with guilt. Thus, this study sought to investigate how mothers cope with maternal guilt in their relationships with their daughters. Five mothers were interviewed to determine ways they responded to maternal guilt. In addition, mothers were asked whether forgiveness was a way of coping with guilt. Analyses resulted in both positive (prosocial behavior) and negative (antisocial) coping responses. Results showed that these responses did impact the mother-daughter bond.

Fisher, Jill A., *Arizona State University*
"Ready-to-Recruit" or "Ready-to-Consent" Populations?: Informed Consent and the Limits of Subject Autonomy

This paper describes the privatization of pharmaceutical drug development: outsourcing clinical trials to for-profit research centers and physicians private practices. Based on fieldwork in the United States, this research examines the creation of "ready-to-recruit" populations. The paper's emphasis is on study participants to show how "ready-to-recruit" populations are differentially gendered, raced, and classed. Analyzing who participates in clinical trials reveals that the pharmaceutical industry has taken advantage of disenfranchised populations by offering the poor a source of income and by offering the un(der)insured "access" to the medical establishment. In order to see the problems inherent in the current systems of regulation, social scientists must challenge the prevailing bioethics paradigm that fetishizes the presumed autonomy of individuals. By way of offering an alternative, this paper proposes a re-conceptualization of informed consent that considers the structural conditions that limit subjects autonomy in making decisions about their participation in clinical trials.

Fitzgerald, Alannah Teresa Dysart, *Concordia University*
Computer-Mediated Narratives: Chinese Perspectives on the New Media in English Language Teaching

Using the concept of online communities of practice as an analytical lens, this study used qualitative career plots for surfacing critical incidents in the texts of Chinese teachers' lives. The vast body of literature in English language teaching (ELT) claims that Chinese teachers are readily adapting to a communicative and technology-driven approach to teaching English in current-day China. What is often neglected, however, is a legitimization of those voices of resistance that are co-creating a counter story: one of unrealistic expectations and unresolved problems.

Flomenhaft, David, *New York University*
The Forgotten Ones: The Grief Experience of Adult Siblings of World Trade Center Victims

This qualitative study examines the experience of loss and grief among adult siblings of World Trade Center (WTC) victims. The profound loss of life from this event and the subsequent individual and familial responses presented a number of opportunities for researchers to explore in the areas of grief and trauma. In the wake of this tragedy many families were left in a state of profound grief. The adult siblings represent important members of the 9/11 families due to their role as intermediaries within their families and with outside authorities and agencies. The grief experience of the adult sibling has received only scant attention in the clinical literature. This study explores: 1) the grief experience of adults siblings of World Trade Center victims, 2) the influence of the sibling relationship in the adult sibling's grief process, 3) the impact upon the adult sibling's family relationships due to the loss of an adult sibling, 4) what adult siblings found helpful or unhelpful in addressing the loss of their sibling, and 5) the role of social disenfranchisement in adult sibling loss in the context of the events of September 11, 2001.

Flurkey, Deborah G., *Indiana State University*
Qualitative Assessment through Microthemes: A Small Step toward Pedagogical Reform

Quizzes, tests and term papers have traditionally assessed college students' knowledge. In order to meet thousands of standards and guidelines, many universities are encouraging the professoriate to create assessments that demonstrate student performance, as well as knowledge of content. The use of microthemes (regular writing of short pieces that demonstrate understanding) provides valuable qualitative assessment that addresses two common problems: many college students have difficulty showing their knowledge through writing and often do not come to class prepared (Bean, 1996). Taking little time to grade, microthemes offer authentic assessment and can be designed for formative and summative evaluation.

Foldy, Erica, *New York University*
Interweaving and borrowing from diverse traditions: the dilemmas of mixing methods within qualitative traditions

See Ospina, Sonia M.

Foster, Elissa, *San José State University*
Freedom and Responsibility: Navigating the Ethics of Autoethnographic Method in the Context of Hospice Care

In this presentation, I will discuss my experiences of researching communication and relationships between hospice volunteers and patients, and particularly my decision to write an autoethnographic narrative as the heart of the study. Focusing on the ethical issues particular to the end-of-life context, I will articulate what I found to be the greatest strengths of autoethnography as an unobtrusive method to understand and give voice to the experiences of hospice patients and family caregivers. I will also outline the particular responsibilities that I

believe accompany the task of representing moments of intimacy, vulnerability, and significance that occur during a person's final days of life. Interwoven with these responsibilities are practical issues of negotiating confidentiality and consent as defined by the institutional stakeholders of this researchthe university and the hospice organization.

Fraga, Cecilia, *University of Buenos Aires*
An exercise in self analysis: interviewing the interviewers

See Najmias, Carolina

Frankham, Jo, *Manchester University*
Sex, Science and Edsucational Research

See Stronach, Ian

Freeman, Melissa, *University of Georgia*
Disorientation, diffraction, deconstruction: The role of obstacles in the search for anticipatory narratives of change

Narratives give significance and expression to experience. They also reveal the effects, albeit fragmented and often contradictory, of the cultural, institutional, and ideological forces that give shape to multiple versions of narrative's meaning. Expression is a meaning-making event that exhibits the particular conditions of its telling, characteristics of its teller, and reveals the existence of the cultural and ideological forces that support or constrain the speaker in his/her search for fulfillment. Because these events shape the telling of a tale, in our search for empowering methodologies we seek ways to disrupt that moment of shaping; to hold our hand up and diffract the impact into multiple, anticipatory narratives of meaning or juxtapose conflicting versions of the same story to create the loss of orientation necessary to start the journey anew. But how does this process work, for what purpose, and for whose benefit? Using examples from my own studies as well as those of others, this paper will bring together some of the ongoing thinking and tensions in the methodologies, politics, and ethics of conducting critical narrative work.

Freidin, Betina, *Brandeis University*
Acupuncture Worlds in Argentina: Symbolic and Institutional Boundaries in the Construction of Healing Expertise

My study addresses the practice of acupuncture in Argentina, which has unfolded as a contentious field of expertise where the biomedical and the "alternative" social worlds have engaged in credibility contests over the meaning of the therapy, standards of proper practice, and sources of expertise. Acupuncture entered biomedical circles in Argentina in the mid-1950s by physicians trained in France, but it still remains marginalized by the orthodox biomedical community. Given the lobbying capacity of a minority of physicians, national regulations passed in 2001 proclaimed that only MD practitioners were entitled to practice acupuncture. These regulations, have been contested by organized non-MD acupuncturists, but legally split the field of acupuncture provision. By drawing on in-depth interviews with practitioners, archival and mass media materials, and observations this paper analyzes the institutional and symbolic

boundaries through which healing authority is claimed, and the ways in which these boundaries shape the various forms of acupuncture provision available for users.

Fricke, Ruth Marilda, *UNIJUI*
Life Quality: social and cultural references in the urban migration.

The aspects considered when it is studied Quality of Life of the residents of an urban area come from the perception of multiple references of social and cultural context. One aspect refers to the migration process for an urban area and his historical evolution. This aspect draws not only the residents profile as well as the vision that he does of the place, transmitted by the image that the hegemonic discourses construct face other communities in a situation of social competitiveness. Samples were accomplished with residents of the urban area of Ijuí-Brazil — (1986, 1994 and 2001) through the history of life, being constituted in a historical retrospective that it enlarges the analysis potentialities. The migratory movement answers to the pressure of the residents' need, and modifies itself on the time, because the image from these discourses of the city doesnt correspond to the found urban reality.

Fricke, Ruth Marilda, *UNIJUI*
The insertion in the world of the work in the optics of the education in Brazil.

The knowledge that is demanded to the worker and the working woman in Brazil is not always for him understood. That domain has direct relationship with degree of formal education, determining vision on the importance of the vocational courses for the obtaining / maintenance of the employability. The concept of employability changes in its importance into the global world. The sample was composed by 71 workers, 19 students and 14 unemployed. The Analysis of Multiple Classification was used (Fricke, 2005) in the open questions. It was observed that the worker understands that the experience is a decisive factor for the admission. This perception and the education degree interfere in the search of professional formation. As the education increases, the employability is associated to the accomplishment of vocational courses and when the formal education decreases, personal factors are used to explain the employability lack, mainly for the racial, gender and age issues.

Fricke, Ruth Marilda, *UNIJUI*
The researchers regard

There are different ways to regard the facts and phenomena. They are revealed in face to the spaces of reality observed, so we can affirm that an implicit tendentious bias exists in the researcher regard. These watches are variable, because they depend on the observer; they assume a perceptible diversity in front of his gauging in the confrontation with the appraised episode. The multiple forms of exercising "the researcher's regard" don't distinguish in an unequivocal way in the observation. However, it is possible to assume that certain principle prevail on the other ones attributing them a more particularly and specific character. The phenomena can assume life imposing differentiated directions to conclusions that are not those waited by the researcher; in the same way the observer creates contradictory spaces in analysis, sometimes independent of the phenomena itself. In this sense the news hidden in the phenomena can be lost.

Fricke, Ruth Marilda, *UNIJUI*
Quality of life in the elderly: satisfaction with the life as a parameter.

See Lisboa, João Carlos

Fricke, Ruth Marilda, *UNIJUI*
Sexuality in the debate of the doctor and patient relationship in the elderly.

See Lisboa, João Carlos

Fries, Robert Keith, *San Diego State University*
My Marriage is an open book of Communication Contexts

This article is an autoethnographic tale about marriage and communicating understanding through relational contexts. The author describes three methodologies that simultaneously occur to communicate understanding. Through dialog, both verbal and nonverbal the author gives stories and reflection on the power of dialogical interaction to improve marriage. Experiences make up the second dimension of communicating understanding through contexts. Finally, being in the moment of the contexts, gives partners added sources of well being. The author gives insight into the deeper dimensions of relational contexts and their role in marriage quality and satisfaction.

Gaffney, Janet, *University of Illinois*
Negotiating Reality: Collaboration, Expectations, and Power Differentials in Higher Education

See Brockelman, Karin F.

Gagliano, Ruth, *Computer Friendly Associates, Inc.*
sustainable small businesses build strong communities

Based on a study from Civic Economics (http://www.civiceconomics.com/Andersonville/) and various other sources we can see how sustainable small businesses help build strong communities. They are the powerhouses that drive sustainability and preserve neighborhoods instead of falling into the pitfalls of "mallification" and sprawl. I utilize mainly online resources for this presentation and encourage the audience to become comfortable with new technologies. Web-related tech is so important to small businesses all over the world, from women-owned textile firms in Afghanistan (who sell their products through online resources like www.serrv.org) to our local www.theenterprisingkitchen.org and beyond. The internet can level the playing field and create opportunities where few existed, allowing even the most at-risk populations to take advantage of new financial opportunities.

Gagnon, Marie-Pierre
The rise of new syntheses: Quality appraisal issues in Systematic Mixed Reviews

See Pluye, Pierre

Gajjala, Radhika, *Bowling Green State University*
Negotiating Knowledge Building in Development Praxis

In present times, Globalization linked with visions of Modernity is premised

on the production and a fostering of a sense of a "new economy" that regulates everyday life through the use of "new" (mostly digital) technologies, practical activity and "expert" authority in all areas of social life. Expertise is defined through a value system that privileges particular kinds of knowledge formations, where epistemologies based in knowledge of contextual skills and expertise through the process of learning "how to" are devalued in favor of knowledge-making processes that privilege propositional knowledge. Thus a majority of knowledge production that feeds into "Expertise" of this sort falls back on research methods, whether qualitative or quantitative, that emphasizes as "knowing that" which does not connect dialogically with or shift easily with "knowing how." The dilemma then, for the critical researcher, is to reproduce and disseminate knowledge in such a way as to not loose sight of the knowledge/practice interdependency in acts of knowledge building. This paper describes attempts to negotiate epistemologies of Modernity in development work, investigating the interaction between processes of building development theory and development practice. The paper poses questions that lead to critiques of mainstream development narratives and notions of innovation through "diffusion" of new technologies.

Gajjala, Radhika, *Bowling Green State University*
Queering South Asian Digital Diasporas: Blogging Generations Re-Assemble

This essay examines specific technologically mediated practices that negotiate and renegotiate identities marginalized or made impossible by certain kinds of digitally diasporic community (definition of this will be provided) formations. For instance, how is the objectification of woman as cultural icon within post-colonial nationalisms (Bhattacharjee, 1992) or the impossibility of queer South Asian presences within model immigrant community discourses negotiated within online contexts (Gopinath 1997). The present paper focuses on examining Xanga.com and Livejournal.com blogs in an attempt to re-examine queering of South Asian digital diasporas using theoretical frames offered by the work of postcolonial queer theorists such as Jasbir Puar and Gayathri Gopinath. I argue that the conceptualization of queer that emerges at the intersection of these online/offline frames allows a rupture in the way gender is homogenized across contexts, and can be used as a theoretical tool in examining the conditions of presence/absence of "impossible subjects".

Gale, Ken, *University of Plymouth*
Performing an Enquiry into Writing (2 of 2)

See Wyatt, Jonathan

Gale, Ken, *University of Plymouth*
Performing an Enquiry into Writing (1 of 2)

See Wyatt, Jonathan

Gallagher, Jill
Empowering and Including Aboriginal and Torres Strait Islander People in Health Research Ethics in Australia.

See Stewart, Paul Justin

Gannon, Susanne, *University of Western Sydney*
Writing into the space of the other

Poststructural epistemologies entail the destabilizing of subjectivities in research. This paper demonstrates how fictional, collective and other performative textual practices can be taken up to write the others of our research, including ourselves, other/wise in academia. Rigorous imagining is used, alongside more usual data generation, to provoke the dissolution of subjectivities, to unsettle and estrange us from ontological certainties and to open new questions about ways of being human.

Gannon, Susanne, *University of Western Sydney*
In loco parentis: (mis)management and the media in a school excursion rape case

This paper reviews representation in the Australian print media of a court case between a private girls school and an ex-student who sued the school for failing to provide adequate supervision during a school trip to Europe during which she was raped. It considers the incident in relation to the legal and discursive complexities of school excursions and turns towards neoliberal marketing imperatives for an explanation of how the crisis was (mis)managed by the school. Through critical analysis of media reports during the trial it traces how discourses of femininity, sexuality and sexual violence collided with ideals of reputation, control and proper behaviour upon which schools depend for their marketing. Finally, the paper explores how the notion of the school as family circulated in the language taken up by those involved in the event and in its reporting.

Garcia, Monica, *University of Illinois at Chicago*
Latinas in School: Between worlds and Within contradictions

Extensive studies have been conducted to try to explain the various factors contributing to the school success and failure of Latina(o) students. This study investigates, through interviews and participant observation, the ways in which first generation college going Latinas in an all girl Catholic high school build social networks of support to help them attain post secondary academic goals, and how these networks, may also help them to negotiate the possibly conflicting constructions of gender and gender role expectations that the school and home impose upon them. Building on the work of Chicana scholars who draw from Gloria Anzaldua's concept of "borderland" identities and mestiza consciousness, I hope to construct, with the participants an understanding of how we as Latina daughters, sisters, friends, mothers (as some of these young women already are), and girlfriends, exist "between worlds" and within contradictions. Combining Chicana feminist theory with feminist methodology, I hope to provide a more meaningful look into the lives of young Latina high school students and the struggles they bravely confront in their everyday lives.

García-Barajas, Luisa, *Universidad Autónoma Metropolitana Xochimilco*
Health On Female Sexual Workers. Learnings From A Research Work In A Context Dominated By Quantitative Approaches.

See Santos, Eva

García-Cárdenas, David, *Universidad Autónoma de la Ciudad de México*
Training Students for Community Health Practice. The Need to Integrate Qualitative Inquiry in Their Curricula

Opposing traditional community health practices that see and evaluate reality as objective and quantifiable we propose a practice based in the proposition that: health problems are mind representations of objective reality, therefore subjective and particular to each subject; health problems are far more complex than its objective aspects; problem representations depend upon subjects' prior experiences in specific cultural and historical contexts that define meaning; health problem representations and understanding can better emerge in dialogic processes of reflection; and that transformation of problems is a dialectic process between reflection and action. Community's health problem representation are as valid as those of the health professional and deserve consequent action. It is necessary for health students to construct qualitative epistemic frameworks allowing them to understand health problems as seen by people in communities.

Garii, Barbara, *SUNY-Oswego*
Gray Areas: Marginal Participants as Researchers in their Own Communities

Participatory action research empowers researchers, members of the community under study, to contribute to community transformation. Yet if marginal members of the community act are the researchers, the question of who and what is being studied may not be clear. Preservice teachers inhabit that gray area: they are limited participants within an educational community. They are often asked to practice action research within their coursework and, as they evaluate their findings, they began to question their roles in the community and in the research process. Were they looking at the school community itself or their role as eventual full members of that community? This work, part of a larger study of bullying behaviors and teacher responses, discusses how this dichotomy was presented to the students and to the human subjects review board, and how the issues raised within these gray areas contributed to and hindered further understanding of bullying practices.

Gates, Kelly, *Queens College, CUNY*
Ann Coulter: Feminazi

This paper will critically analyze the public personae of Ann Coulter. As an outspoken and particularly vitriolic voice of the Right, Coulter deserves critical attention from feminists. This paper will focus less on countering Coulter's outrageous and fundamentally flawed arguments — such as her book-length defense of Joseph McCarthy in Treason: Liberal Treachery from the Cold War to the War on Terrorism — and more on the critical task of making sense of Coulter as a symbol and symptom of our post-feminist culture. Her long blonde hair and celebrity good looks have been key to her ability to gain media attention, while her vocal and deep-seated hatred for Bill Clinton and her vicious attacks on everyone and all things "liberal" have made her a visible figure in our hack-oriented political culture. What should feminists make of the Right's poster girl? Exactly what (and whom) is she giving voice to, and what is an appropriate ethical response?

Gehle, Jessica L., *DePaul University*
Multiple Identities, Multiple Voices: Gay Youth Speak Out

See Harper, Gary W.

Geist-Martin, Patricia, *San Diego State University*
"Ordering the Disorder: Reflections on Six Months Away"

For my six-month sabbatical in Costa Rica I traveled to holistic health centers to observe health providers and their patients. I am struck by the lessons from the field that I gained conducting my research. 1. Create reasonable expectations. 2. Count what counts. 3. Pay attention to what people are saying. 4. Adversity presents opportunities. 5. Learn by doing. 6. All work and no play make us dull people. While these lessons make sense intuitively, often in moments of transition and stress, we question ourselves as a form of indictment for "not doing it right". Instead, if our questioning becomes discovery, where we see with new ears, hear with new eyes, taste what we tell, tell what we feel, then we learn to count what counts and lessen the burden we carry in these complicated and convoluted fieldwork experiences.

Gemignani, Marco, *Duquesne University*
Toward a narrative-postmodern exploration of identities

In this paper, I will argue that the exploration of narratives of identity and self needs to consider aspects of narration that are, at once, affirmative, counter-, and relational. If this assumption it is seriously considered, then exercises of narrative analysis have to include explorations of constructions of opposition, difference, and positioning, which are typically part of discourse analyses. It follows that the inquiry of narratives cannot be isolated from that of metanarratives of dominant discourses, which have to be addressed in order to understand the voices and contexts of the narratives under analysis. Such bond between narrative and discourse analysis becomes especially evident in the exploration of identities and subjectivities as well as in conceptualizations of human agency. Examples will be provided from the author's research on migrants and refugees.

George, Glynis R., *University of Windsor*
Journeys Across a Province: The Interpretation of Women, Gender and Feminism in a 'Regional' Context: Newfoundland, Canada

The expansion of feminism worldwide has generated insight into the 'travelling' (Nagar, 2002) character of feminist discourse, and the interpretations of gender in which it becomes implicated (Gal, 2003). This globalization of feminism coalesces with the feminist focus on difference, location (Mohanty, 2003) and the multiple interpretations women make. This paper examines how debates in women's movements in Canada and globally, including the value of gender mainstreaming, are interpreted by women in a region that is rich in activism, economically marginal and distinguished by white and aboriginal residents. Women debate the meaning and use of 'gender' and/or 'woman' in discussions of policy and advocacy, an arena which is increasingly subject to neoliberal governance. Ethnographic techniques are important for situating women's interpretations of these issues in particular social spaces across the province; the

analysis demonstrates the shifting quality of feminism as an active field of social and political engagement for women in the region.

Ghosh, Shreelina, *Calcutta University*
Gazing through the Blogosphere: The Postcolonial Female Body in Public/Private

Blogosphere is a place where we can see the subversion of the patterned, set and accepted notions of the discourse of the female body. The body is a comprehensive analysis of the female voice, which finds its expressions within the liberatory domain of the blog. A public is a space created by the reflexive circulation of discourse. In the blog, which is not governed by any society and does not belong to any country, privateness of the postcolonial female body is made public. The paper will try to delve into the publicness of the post-colonial female body using Michael Warners delineations of the public and the private, the public and the counter-public. Does this quasi "imgained community" of blogosphere fall under the known rubrics of the public and the private, or even as Warner has discussed, the counter-public?

Gianino, Mark Steven, *Boston Unversity*
Adaptation and Transformation: The Journey to Adoptive Parenthood for Gay Male Couples

The concepts of heterosexuality and parenthood have been so deeply embedded in the dominant cultural history that the idea of gay fatherhood has seemed exotic or impossible. As more gay male couples openly adopt children, the dearth of knowledge about this population becomes more apparent. The purpose of this presentation will be to highlight the unique characteristics of qualitative inquiry with queer families. First, this presentation will highlight narratives about the distinctive ways couples contended with homophobic institutional structures and policies in their quest to achieve adoptive parenthood. Second, I will describe how couples defined parenting roles within the context of male socialization, elucidating how couples achieved a balance of domestic, caretaking, and breadwinning responsibilities. Finally, the presenter, a gay father himself, will describe the challenges and benefits of "insider research" within GLBT communities.

Giannini, Gino Anthony, *San Diego State University*
Children of Divorce: Communication Competence through the Poetry of Empathy

Everywhere I turn the more I find friends and acquaintances whose parents are divorced. While, my parents are happily married, I have always been intrigued with what a childhood of divorce must be like. This ethnography brings these unheard voices to the forefront and examines the communicative needs they have and had. Throughout this ethnography I attempt to put myself in their shoes, to better understand children of divorce through interviews with four different individuals whose parents divorced. I realized the need for empathy to achieve communication competence. Using echphrastic poetry, the poetry of empathy, allowed me to understand their feelings by writing a poem as if I were them. It gave me insight into their childhood, but also gave me insight to understand and empathize with my cousins whose parents divorced. By hearing these voices and writing poetry for them, I have grown in my understanding of communication competence.

Giardina, Michael, *University of Illinois at Urbana-Champaign*
Cultural Hybridity Goes to the Movies: Re/narrating the Racial Logics of Popular British Culture

This chapter seeks to unravel the commercialization of hybridity (theory) within both mainstream popular culture and academia as it relates to the context of cinematic revelations enumerated within a distinctly British context of the Tony Blair era (i.e., 1996-present). Bringing critical reflection to bear on our present historical conjuncture characterized by emerging dynamics associated with diasporic racial formation and representation and their broader articulations to the twinned narratives of culture and identity in a globalizing world, I begin by discussing various approaches to and deployments of hybridity, both with respect to its usage in cultural studies/postcolonial theory and its emergence in popular forms of cultural politics. I then move to examine a specific context of cultural mis/translation as related to the location of the South Asian diaspora in the United Kingdom. In so doing, I interrogate various feature films that act as revisionist historians working to re-code the post-national context of British cultural meaning around a distinctly neo-colonial milieu. I conclude by offering a potential frame from which further work that centers on the cosmopolitan politics of racial affiliation in a globalizing context can draw.

Gil, Adriana
Researching on Young People. Internet and Cybercafés in Barcelona: a Methodological Reflection

See Ribas, Mercé

Gil, Adriana
Internet, Gender, and Identity. Using E-mail as a tool for Ethnographic Research

See Seguí, Josep

Gildersleeve, R. Evely, *University of California, Los Angeles*
Reflection as a practice of critical inquiry has been cited as integral to the research process (McLaren & Giarelli, 1995; Tierney & Rhoads, 1991), yet rarely have scholars written on what it means to reflect on their role while working in the field. Furthermore, when critical reflection has been addressed, rarely has it been situated in a personal, honest, and real life template, but rather in theoretical works that discuss ways in which reflection is imperative without providing real life examples of the ways in which reflection can be practiced in critical inquiry (Talburt, 2000) For this paper, I analyzed my own reflections from fieldwork done as part of a larger study on college access. These personal experiences were documented in analytic memos throughout the course of the research project as new insights and feelings emerged. At stake in these reflections was the disclosure of a significant, dynamic, and at times controversial contribution to my subjective position.

Gilgun, Jane F., *University of Minnesota*
The Four Cornerstores of Qualitative Research

Evidence-based practice (EBP) is more than the application of best research evidence to practice. Advocates for evidence-based medicine (EBM), the parent discipline of EBP, state that EBP has three and possibly four components: best research evidence, clinical expertise, and patient preferences and wants. Person-centered physicians also advocate for the person of the practitioner as a fourth component. In this article, I show the centrality of qualitative research to this fuller version of EBP. I also show how qualitative research has four cornerstones that parallel the four components of EBP

Gilgun, Jane F., *University of Minnesota*
Emancipatory Qualitative Research and Social Marketing

The purpose of this proposed paper is to show how emancipatory qualitative research can contribute to a social marketing campaign to prevent child sexual abuse by persuading perpetrators to turn themselves in. We interviewed 32 perpetrators of child sexual abuse, primarily men, from a variety of ethnic and socio-economic backgrounds. The interviews had the purpose of identifying, from perpetrators points of view, what the behaviors meant to them, barriers to reporting themselves to law enforcement and to undergoing treatment, and motivations they may have for doing so. In our presentation, we will first share the results of the research and then show how we transformed the results into a social marketing campaign to persuade perpetrators to turn themselves in. The campaign began on November 1, 2005, through StopItNow! Minnesota, a child sexual abuse prevention program. We will also share the results of the campaign itself.

Gioia, Deborah, *University of Michigan*
Training in and use of evidence-based practices in community mental health

Evidence-based practices (EBPs) for treating persons with severe mental disorders have been taught in master's programs at schools of social work for the past decade (Gibbs & Gambrill, 2002). However, the translation from classroom to practice has not been seamless due to several constraints including: agency practices, clinician training and skill, and external funding. In this study 15 clinicians, who had exclusively used case-management methods were interviewed three times during a year of intensive training in EBPs. The repeated interview explored personal characteristics, competencies, context, conditions and change. A brief measure on attitudes surrounding use of EBPs was administered (Aarons, 2004). Findings indicate that initial fear of learning a new intervention was replaced by growing confidence and self-efficacy in the delivery of EBPs. Weekly supervision and attention to the clinician's adjustment to their new skill was critical. When this supervision ebbed, clinicians grew disenfranchised with EBPs and resorted to case-management services

Glesne, Corrine
Globalization, Resistance, and Qualitative Research: "Other" Ethics Rising

For several years, I have been working with an international educational program focused on "rethinking globalization" and "indigenous perspectives."

Interactions with hosts in India, New Zealand, and Mexico and observations of students have caused me to reflect on aspects of qualitative inquiry that are culturally bound at the least and possibly neo-colonial at the worse. For example, in what ways is question asking an arrogant presumption, even when permission is given? In what ways are our cross cultural interpretations fictions of western hegemony? In this paper, I raise questions of qualitative research from (my interpretation of) the perspectives of some of the indigenous villagers, activists, scholars with whom we interacted in India, New Zealand, and Mexico. I draw upon my ethnographic fieldwork in Oaxaca, Mexico to discuss ethics that serve to guide relations in these settings and provide guidance in creating the kind of qualitative research I want to do.

Glover, Troy Daniel, *University of Waterloo*
Making sense of landscape change: Combining photo-elicitation and narrative inquiry to engage citizens in the planning process

Understanding stakeholder values is crucial to the development of a community-based model of landscape change. Be that as it may, engagement techniques are still in their infancies, and land-use planners are struggling for tools to facilitate discourse on public values related to landscape change. Accordingly, this presentation responds to urgent needs to define planning processes that represent the values of stakeholders, empower communities, and lead to landscape changes that maintain and enhance a community's sense of place. It does so by exploring the combination of photo-elicitation and narrative inquiry as a form of civic science aimed at engaging citizens in the planning process. Findings from a study incorporating these techniques are used to illustrate the merits of this participatory form of inquiry. The presenters argue the use of stories, unlike traditional public engagement techniques, allows the landscape change process to be situated within the social meanings relevant to a community.

Gobo, Giampietro, *Milan*
Decolonizing methodology. The decline of globalized methodology

Europe and then US have been the cradle of contemporary methodology: most of the methodological knowledge stored in textbooks have been invented by a Western academic culture. According to sociology and history of science it is fruitful to consider scientific knowledge as a cultural product. In this way we can note that social research methods created by a local culture have became through Twentieth century a sort of general knowledge: journals, handbooks and textbooks have slowly transformed a locally-based product in general and context-free principles. Consequently social science methodology is one of the most globalized knowledge. However there is a theoretical lack with some practical implications: these research methods have been tacitly proposed as universal, suitable for every culture even if they were elaborated in "one" culture only. Particularly from 1950s we had first a sort of colonization (in this case an Americanization) and then globalization of methodology but the US academic cultural frames and schemas laying beneath research methods are still local and have never been reflexively explored yet. This need is not driven by an intellectual worry only but from the ascertainment that traditional research methods do not work adequately in the field for several reasons. The attempt of decolonizing contemporary methodology requires a reflexive investigation of what are the

common-sense assumptions, conceptions or ideologies behind research methods as questionnaire, interview, participant observation, discourse analysis, focus-group and so on. The inquiry carries a challenging issue: while European or US societies are multi-cultural (native European or American people live together with Afro-Americans, Latinos, Indians, Vietnamese, Chinese, Moroccans etc.), many methodologists and researchers still use mono-cultural methods to study attitudes and behaviors. The need of finding democratic and postcolonial methodologies working with multicultural populations, of decolonizing even neo-colonial methodologies, leads to make "culturally flexible" contemporary research methods. The challenge is to transform a western academic method in a multi-cultural one, in order to make it sensitive to ethnic issues (in addition to gender ones). Using the "local/global" dichotomous economic category we can pursue the craft of a "glocalized methodology".

Goldsmith, Joy V., *Young Harris College*
Spoken, written, and silent narratives:

See Sheriff Levan, Karen M.

Goldsmith, Joy Vanice, *Young Harris College*
"I've been thinking about your bones today.":Cancer-experienced laity performing pathography and palliation at the end of life on the ACUPS listserv.

The terminally ill patient and caregivers of those patients can find themselves quite alone in the advanced stages of terminal disease. The ACUPS (adenocarcinoma of unknown primary) listserv is the 'field' in this fieldwork; it is the only place where sufferers of a cancer so rare could locate one another readily (Clark, 2005). This project observes three dominating themes revealed in the listserv pathographies shared between myself and Dorothy; both affected by adenocarcinoma of unknown primary. In this work, I apply narrative and auto-ethnographic inquiry to palliative narratives and locate the following themes: (1) the language of the disease, (2) palliation, and (3) the disillusionment of dying. Locating and learning from the themes that are of concern to dying patients through pathographies will prove especially useful to stakeholders and medical professionals as they directly introduce the many, and often silent, nonmedical concerns of patients and families (Hawkins & McEntrye, 2000).

Gomez-Panana, Martha, *Universidad de la Ciudad de México*
Training Students for Community Health Practice. The Need to Integrate Qualitative Inquiry in Their Curricula

See García-Cárdenas, David

González y González, Elsa M, *Texas A&M University*
The Search for Emerging Decolonizing Methodologies in Qualitative Research: Further Strategies for Liberatory and Democratic Research

Many non-Western and non-English-speaking scholars express the need of supporting a methodological approach which foregrounds the voices of nationals and locals (or indigenous peoples). Supporting this stance, Western scholars will reach out in democratic and liberatory ways that effect research collaboration, helping to foster social justice and locally-desired change. Our work sup-

ports this search, via presenting some methodological strategies culled from six different cases of cross-cultural and cross-language research in which both Western and non-Western scholars were involved and/or collaborated. A comparative study of the inquiries themselves, with follow-up interviews with their U.S.-based authors, is the strategy we have chosen to respond to this search for additional, emerging methodological and narrative approaches to cross-cultural/cross-national research which is useful to both local and Western scholars equally.

Goode, Jackie, *University of Nottingham*
A Life in Poetry: constructions of gender, class, and age, 1959-2005.

My academic life as a sociological researcher has rarely afforded me the space to write myself into my work. The writing of the self has been done outside the academy. These texts are poems, not the prose of official reports or academic articles. I have lost count of the times I have written, refined and re-designed my curriculum vitae for each new research job. The poems constitute an alternative CV, a private, interior, personal life lived in parallel with the public work life. It is a woman's life, a white Englishwoman of a certain age — those are the credentials being claimed. We talk of work-life balance. I have given myriad conference presentations on the findings of my work projects. This oral — performed — presentation of poems seeks to restore the balance. In contrast to more conventional forms of sociological theorizing, it uncovers how class, gender and age are constituted in interactions, desires, fears and dreams. [This will be a performance of a paper accepted for publication in Qualitative Inquiry in 2006].

Gordon, Jenny, *Binghamton University*
White on White: Researcher Reflexivity and the Logics of Privilege in White Schools Undertaking Reform

In this paper I reexamine my role as a White researcher on a multi-racial research team. I reanalyze data I collect during an evaluation project to reveal how I avoided seeing race in the schools I visited and how I dodged discussions of race with members of those school communities. By analyzing my own discursive practice, I introduce a series of logics enacted through a variety of strategies that I used to manage race talk. The purpose of this paper is two-fold: 1) an analysis of the strategies I used to sustain White privilege and 2) an examination of the logics of those strategies in order to understand the power they have in reproducing inequity. Only by understanding the self-perpetuating nature of White privilege will we be able to begin to dismantle it.

Gorman, Geraldine, *University of Illinois at Chicago*
Methodology in a Time of Siege: War and a Nursing Response

Societal context shapes the contours of research methodology. Carefully constructed longitudinal studies demand the acquiescence of time, an unhurried atmosphere to scrutinize and establish causal relationships. We no longer have that luxury. We live in a state of siege under which we spend two million dollars daily to finance war at the same time we cut food programs, health care to the under and uninsured and allow our infrastructures to crumble. Core values of social justice which undergird Public Health Nursing are under assault and these times demand an urgent response. We must triage both the content and form of

our research. In this text I present Linda's story. As her son prepares to return to Iraq, Linda considers the moral toll exacted by a society which sacrifices its children. She stands in witness to other military families, compelled to pass on what she has experienced and heard. As a Public Health nurse, educator and mother, having received her story, I, too bear witness and invite audience response.

Gormley, Louise, *University of Toronto*
Using Mixed Research Methodologies in a Case Study of Four Public Primary Schools in Northern Mexico

This research is a case study exploring issues of success in four public primary schools in a low-income region of Garcia, Nuevo Leon, Mexico. It drew insights from a mixed method design of quantitative and qualitative research methodologies. Quantitative data collection included a questionnaire, analyses of students final grades, and an informal survey of maternal years of schooling. Qualitative data collection comprised interviews, classroom observations and ethnographic-style school visits. The quantitative data helped the researcher to paint a picture of the research setting so that an outsider would better understand the Mexican educational system in general and these four primary schools in particular. The qualitative data delved deeper into the factors informing principals, teachers and parents conceptualizations of educational success. By purposefully avoiding the false binary between the qualitative and quantitative worlds, the researcher more fully informed her study by choosing a mixed model research design that allowed for a wider perspective of the issues confronting these four school communities.

Goss, Rachael D., *Indiana University of Pennsylvania*
Queerly Research!

Since Queer theory emerged in the 1990's, there has been a shift in the way the GLBT community thinks about identity. Modern interpretations of queerness illustrate that one's identity formation exists beyond a mere consideration of one's sexuality. My presentation will draw on original research that illustrates the ways in which queer communities incorporate a 'multi-systems' approach to their understanding of self. While the academic theory certainly informs this process, it is clear that queer identified youth understand their identities as both intersectional and as highly political, which is clearly beyond the scope of the literature. Further, while research in this area is sparse, I will argue that Qualitative inquiry could prove to be a powerful point of discovery regarding the gap between radical, queer identities and academic, queer theory. I will argue that it is imperative to "deconstruct" the classist literature of queer theory and ground it in the lived experiences of queer youth.

Gossett, Andrea Marie, *University of Illinois at Chicago*
Combining qualitative research methodologies with grassroots advocacy to influence community-based service provision for people with psychiatric disabilities

People with psychiatric disabilities represent a growing group within the population of nursing home residents in the US despite their preference to live independently in community-based settings. However, availability of services in the community is hindered by barriers at the service provision and the public policy-

level. This presentation will discuss a participatory action research endeavor where university-based researchers worked with community collaborators to set the research agenda. Qualitative research methods comprising focus groups, interviews, and case studies were used to: 1) identify needs and gaps in the service provision and public policy system, 2) to determine best practice models to address these gaps. Findings from this research will be used as empirical data to advocate for systemic changes in order to better serve people with psychiatric disabilities. Overall, lessons learned from this endeavor highlight the merits of combining qualitative research with grassroots advocacy to influence systemic changes affecting the lives of people with psychiatric disabilities.

Graffigna, Guendalina, *Università Cattolica del Sacro Cuore*
Conversational Exchanges On Aids In Various Interaction Contexts: A Preparatory Study For An Effective Health Communication Campaign

See Bosio, Albino Claudio

Granados, Arturo, *Universidad Autónoma Metropolitana Xochimilco*
Sexual Identity, Aids And Self Prevention. Learnings From A Qualitative Inquiry Experience

With this work I tried to better understand ways in which young homo and hetero sexual persons construct their experience as HIV infected or not infected individuals. By interviews and dicourse analysis the social identity processes had been reconstructed aswell as processes of developing or supressing the capacity to face mental health damages and the influence of this on sexual practices. In a context of sexual diversity tolerance, homosexuals find ways to prevent AIDS and HIV infection beyond prescrived official recommendations. When in exclusive environments, homosexuals are the object of ofysical and symbolic homophobic violence that through mental health damage diminishes this self-prevention capacity. As observer I developed not only understanding but sensible involvement with the significations and representations built as inter-subjectivity.

Granados, Arturo
Health On Female Sexual Workers. Learnings From A Research Work In A Context Dominated By Quantitative Approaches.

See Santos, Eva

Gray, Mary L., *Indiana University*
'You Can't Do That!' The Ethics and Pragmatics of Ethnographic Approaches To New Media Research

From the beginning of my research on new media use among queer and questioning rural youth, my Institutional Review Board's (IRB) investments in the appearance of distance, objectivity, and propriety were palpable. Each review of my IRB proposal came back with recommended tweaks to my research design that revealed little knowledge or experience dealing with material realities that define many rural communities. Requested revisions also spoke to the then (arguably current) uncertainty of how to conceptualize and regulate the Internet as a "fieldsite." This discussion offers a detailed review of my project's methodological approach uses of information communication technologies (ICTs) as

both tools and sites of ethnographic research. I show how the approach I took connects to and departs from the broader literature on studies of rurality, identity, and research of queer youth sexualities and genders. I move from the particularities of my investigation as it developed in the field to a brief overview of some of the dilemmas ethnographic studies of new media and sexuality face in defining a clear object of study. Earlier studies are examined to show how the implications of framing the unit of analysis as 'new' and 'sexual' played out in the research design of my investigations. The third and final part of this presentation explores what I call the "plasticity of vulnerability" — the construction of youth (among a growing list of subjects) as vulnerable. This construction of youth-as-vulnerable is mapped through an analysis of the IRB approval process for this project.

Greaves, Lorraine, *BC Womens Hospital and Women's Health Centre*
Impairing Agency: Exploring the Ethics of Participatory Qualitative Health Research with "Addicted" Women

See Salmon, Amy

Gregoriou, Zelia A., *University of Cyprus*
Ethnography in Memory of Derrida's 'Impossible Mourning': Surviving the Return in Cyprus

Since the April 23 2003 opening of the UN checkpoints on the Green Line, the line which marks Cyprus' division into 'Turkish north' and 'Greek south', young Greek Cypriots have been escorting their parents to the north as pilgrims at the place of birth. For GreekCypriots born after 1974, the home constitutes the primary topos of unlived memory; for ethno-national politics, the home constitutes a productive source for traumatic memory and irredentist state subjectivities. The paper records the youth's alienation and their difficulty to reconstruct the visit as a meaningful experience of return, but it also assists the re-signification of their passivity from ancillary bystanders to witnesses at the site of mourning. Unlike their parents' narrative memories of 1974, these new witnesses have no audience to tell of their loss, no sanctioned public language to name and represent their disillusionment, no public rites to cloth their grief. This trauma of unlived memory is to be endured in private, as a psychic travail (and trouble), as melancholia. Ethnographic testimony troubles this political economy of visible mourning, hosts the narratives of return and reflects them back to its subjects, enabling the youth to trace in their re-turn the beginning of a new politics of reunification.

Gregory, Katherine A., *University of Wisconsin-Parkside*
Flaming the Room: methodological constraints, lurking, and ethnographic findings in chat room research

Online chat rooms are fast becoming a significant source for community engagement and a complex way in which users can assert their identity claims. Undergraduate students at the University of Wisconsin-Parkside discovered how cultural production of identity and online activism are mediated through communication on the Internet. This paper presents their findings and methodological considerations made when they conducted qualitative participant observations of chat rooms.

Gregory, Katherine A., *University of Wisconsin-Parkside*
Turn up the Dutch noise: Islamic youth, Hip Hop, and cultural resistance

The presence of Islamic youth in the Netherlands is changing the Dutch landscape by reshaping urban, national and cultural life. Yet representations of Muslim youth are either absent from mainstream media, constructed as a social problem, or as the marginalized "other" in Dutch corporate media. This ethnographic video project explores the narratives of Muslim youth living in Amsterdam as a way to understand how a confluence of popular cultural forms, particularly Hip Hop, influences Islamic identity and manifests as cultural resistance towards Dutch hegemony. To counter many stereotypes about Muslims circulating in Dutch society, I embarked on the question of how Islamic youth negotiate their identities living in multiple cultures and how they produce cultural agency on a day-to-day basis through consumption and production of popular culture. Through the use of video ethnography, my project begins to unveil Western notions of how Muslim youth "assimilate" into Dutch society, identifying at times ambiguous tensions that exist in the Netherlands around "acculturation," and citing ways counter resistance is emerging in many Muslim communities across the European Union through Hip Hop culture.

Gregory, Katherine A., *University of Wisconsin-Parkside*
Me and my virtual 45: Identity display in a pro-gun chat room

This paper explores how the cultural production of pro-gun identities is mediated through communication on the Internet. I explore how virtual gun culture "materializes" in online chat rooms through text, images, and audio to produce coherency among this loose social network. Establishing an ethnographic approach to this online study required tackling a variety of methodological challenges unique to virtual observation and participation of chat rooms and websites. In particular, it raises question of how correspondents in "virtuality" force the ethnographer to grapple with disembodied voices that are de-historicized and without cultural communication markers provided by a "real" life environment.

Gregory, Katherine A., *University of Wisconsin-Parkside*
From the windows to the living room: transgendered sex workers in the Netherlands

This paper is based on a two-and-half-year study on the everyday lives of transgendered and migrant sex workers in the Netherlands. For this conference, I will examine how commercialized sexualized space reinforces identity politics for transgendered sex workers, impacting social and economic relations between their clients. This project is part of a larger project published by Routledge Press (2005) and represents the complexity and diversity of social meanings experienced in the professional and intimate spheres of transgendered sex workers.

Grimes, Diane Susan, *Syracuse University*
Feminist communicology as ethnographic method

Feminist communicology, Ashcraft and Mumbys communication-centered perspective that operates at a critical / postmodern nexus is developed as complex and theoretically grounded ethnographic method. The perspective takes into account crucial dialectics, including power/ resistance, discourse/ materiality

(here I add bodies and the creation of place/space), the co-construction of masculinity/ femininity (and other difference issues, including race, class, nationality, age, sexuality, ability). It explores shifting and unstable identities, situates the organization historically (and asks to what uses organizational history and memory get put), and explores an ethical moment that looks at the consequences of power relations and the possibility of change. Exploring these questions may lead to new theorizing about organizations. For example, it may call into question the assumption that organizational survival is the best way to judge the success of an organization.

Grothe, Jana, *Chemnitz University of Technology*
Intercultural Communication and Interaction in Psycho-social Counselling in Germany

It is only recently, that intercultural counselling within the public health care system has become a discussed subject in Germany. The growing migration processes in Germany and the geographical extension of the European Union brought up the question, to what extent immigrants have been integrated into the psycho-social services of the public health care system and in what ways the counselling of those immigrants has been put into action so far. It is beyond question, that equal opportunities within the psycho-social services of the public health care system are not yet achieved. Although several theoretical approaches to the problem exist, fundamental empirical research into the practical field of psycho-social health services is still to be accomplished. Therefore, this paper — by looking at the professionalism of counsellors in intercultural settings on the one hand and the conversation and interaction of German counsellors and their Russian clients in psycho-social counselling services on the other — intends to raise the following questions: How is research into intercultural communication and interaction in practical social work methodologically possible in general? How is the counselling process with immigrants initialised by the people being involved in the process? What aspects are of interest in a situation of intercultural psycho-social counselling within the process of communication itself? And what ethical issues has to take into account when doing such research?

Gunsalus, C. Kristina, *University of Illinois at Urbana-Champaign*
Ethics, Professionalism and Regulation

As a federal regulator once observed, an ethical psychologist may never "get" his or her subject, but an ethical journalist may. What does this mean for university-based journalists as IRBs expand their activities to encompass journalism departments, and apply the same standards to journalists as they do to psychologists? Federal regulations designed to protect human subjects are simultaneously overreaching in some arenas (universities) and underprotecting human subjects in others. What are the policy issues and what should journalists do to address them ethically, professionally and constructively?

Gust, Scott William, *Bowling Green State University*
In Defense of Hubris: Automethods as Revival

Music theatre culture celebrates itself in the practice of "revival" performances of shows from the past. Such a practice might be perceived as overbearing, or indicative of hubris. However, revivals also make possible a performance culture in which multiple, chronologically distant moments of history can be simultaneously juxtaposed, thereby compelling meaningful reflection on how understandings of texts and bodies change and/or stay the same over time. In this performance, I will interweave music theatre and overt automethodology as a way of reflecting on the politics of hubris across cultures.

Gust, Scott William, *Bowling Green State University*
Naming Our Sexual and Sexualized Bodies in the Communication Classroom: And the Important Stuff that Comes After the Colon

This is an essay about what we come to know as we struggle to name our historically-minoritized, non-normatively sexual and sexualized bodies as teachers in a variety of educational contexts. Regardless of one's opinion on the efficacy of "coming out" in the classroomand we ask you to kindly consider the possibility that one might "come out" as heterosexualit is certain that teacher's bodies are sexual and sexualized. Therefore, what we ask you to consider is not a question of if you name your sexual and sexualized body as a teacher, but rather how you name your sexual and sexualized body as a teacher. And not naming counts, too. In this essay, we commingle our stories of doing the naming of our sexualized teacher's bodies with a collection of scholarly attempts to name sexual bodies in theory.

Hachez, Chanel Ruth, *San Diego State University*
Fishing for Answers: An Ethnography on Family Alcoholism

Alcoholisms presence within a family breeds an unimaginable plethora of emotions that linger in everyday communication. As alcoholism has been an evident trend in our society, it is important to understand those stories told by the people involved. This ethnography delves deep into the life of one family whoes father suffers from the addiction. It navigates through a familys journey and mine (as a member of this family), and dilivers a vivid picture of alcoholism within a family. While this cancer is malignant within my family, it is not what solely defines us. Our communication reflects a much stronger understanding of who we are as individuals and as a family.

Hakak, Yohai, *Bun Gurion University of the Negev*
Abrupt Endings: When "Gate Keepers" Change Their Minds

Much has been written about the field work experience, but relatively very little was written about the phase of ending it. Even less attention was given to situations when, during the research, accessibility is suddenly stopped by the people studied and the researcher is forced to leave the field? At first this would seem to be a negative event whose only meaning is to threaten the completion of the research. However, in this lecture I will develop a conceptual framework for this kind of ending. I will show that this experience can become an important source of information about the field itself and the people studied. The lecture will be based on a research I carried out in four different sites, and which dealt with masculine identities in the Israeli ultra orthodox Jewish community.

Halse, Christine Margaret, *University of Western Sydney*
(re)thinking research ethics as discourse

This paper examines the processes that have transformed ethics from a way of

thinking into an institutional discourse, ideology and instrument of governmentality. It shows how the institutional discourse of research ethics has been colonised by other discourses to construct an expanding suite of technologies, structures and practices committed to sustaining its political ethos. It describes the sociological impact of the institutional discourse of research ethics, including the emergence of a new professional class, economic order, and organisational structures. The ontological and political implications of this sociological transformation are elucidated. It is proposed that thinking about research ethics as a discourse is necessary to transform current regulatory regimes and to (re)assert relational ethics and personal moral decision-making as the cornerstone of research ethics and ethical research practice.

Hamilton, Karen S., *Indiana State University*
Using Writing Prompts to Assess Preservice Teachers' Attitudes toward the First Year of Teaching for Purposes of Instructional Improvement in the Teacher Education Program

A sizable Federal grant afforded our College the opportunity to design and implement activities with our school partners. One of these was the creation of the Mentor Teacher Preparation program. Along with the state-directed instructional objectives for this program, we used the program as a vehicle for making meaningful connections between our mentor teachers and our preservice teachers through the use of writing prompts. Both groups responded to these prompts which focused on the perceived concerns in becoming a new teacher and working with a mentor. Along with content analysis of the responses to the writing prompts and sharing each group's responses with the other group, we implemented follow-up surveys and interviews in order to identify the ongoing perceptions and issues facing teachers in the first two years of teaching. This data helped us revise our teacher education curriculum in the areas of classroom instruction and assessment.

Handsfield, Lara J., *Illinois State University*
Literacy pedagogy in the postcolonial educational landscape: Reflective practice as rhizomatic cartgography

The recent proliferation of communications technologies and the flow of people and capital across geographic and cultural borders (Lankshear & Knobel, 2003; LoBianco, 2000; Luke, 2003; New London Group, 1996) bring parallel increases in linguistic and literate modalities that have altered the educational landscape. Because this polysemic terrain is incompatible with "back to basics," one-size-fits-all instruction, teachers must function not as curricular technicians, but as curriculum (re)designers (New London Group, 1996). In this paper, I present case study data of a teacher adapting her literacy instruction for her linguistically diverse students. I conceptualize her efforts toward change as rhizomatic cartography (Deleuze & Guattari, 1987), highlighting how she maps out practices that rupture and diverge from traditional assumptions and pedagogical trajectories. I draw connections with research on reflective practice (Zeichner & Liston, 1996), and discuss implications for teacher professional development. I conclude by discussing how critical inquiry may invite pedagogical lines of flight.

Hanley, Una Margaret, *Manchester Metropolitan University*
The timely interruptions of Mr Pollock

How can practitioner researchers 'write themselves' into research frameworks while at the same time embracing theoretical approaches that undermine notions of a centred, stable self? Utilising the idea that in art, contemporary preferences for certain kinds of work offer systems of possibility (Ranciere, 2004), this paper draws from the artwork of Jackson Pollock (1912-1956) to argue methodological possibilities with which to rethink what it means to 'do' practitioner research. Pollock described his paintings as memories arrested in space but that his work delineated some object (Lewison, 1999). The paper suggests that this conjecture offers a way of conceiving of research as potentially, a set of possibilities, some of which can be arrested by research endeavours and considered discursively. The paper considers a reading of Pollock's work as a way of interrupting rational/conventional approaches to practitioner research.

Harewood, Susan, *University of Illinois at Urbana-Champaign*
Masquerade as Methodology…or, Why Cultural Studies Should Return to the Caribbean

Caribbean popular culture has played a significant part in the early history of Cultural Studies. Foundational texts by Stuart Hall (1995, 1978), Paul Gilroy (1991), Dick Hebdige (1979, 1987), Simon Frith (1983), and others have all looked at Reggae and its role in British style. In fact Reggae allowed these scholars to explore the complex meaning-making strategies in which British youth were engaged, and it also allowed the scholars an opportunity to challenge monolithic, racist understandings of what it meant/means to be British. However, it was a Britishness that, within the conventions of subcultural studies, guaranteed Blackness as always subcultural, resistant, counterhegemonic and progressive in ways that were defined very narrowly. This is a view which is now exhausted. In this chapter, I posit a new way of thinking through Caribbean popular culture. Looking beyond Reggae, I draw upon the theoretical resonances of the contemporary transnational practices of Caribbean carnival and masquerade, which I conceive as a methodological approach that seeks full consideration of the complexity of social life, its dynamism and the multifaceted intersections of representation, identity and subjectivity. Due to its kinetic, sensuous, sensual movement through multiple spaces and identities, masquerade invites us to consider the unfinalizability of meaning (Bakhtin, 1984). This has implications for the ways in which one might examine how differently situated people put cultural practices and strategies to work. Rather than the zero-sum politics of subcultural studies, this approach examines the ambivalent positionings and repositionings by which people seek social, political and economic visibility.

Harper, Gary W, *DePaul University*
Creating Mechanisms for Multiple Voices to be Heard in Trans-disciplinary Multi-Site Community Research

This paper will use the exemplar of a current trans-disciplinary, multi-site research project funded by the National Institutes of Health (NIH) to demonstrate ways in which the project has created structures that facilitate the inclusion of multiple voices from multiple disciplines. In order to avoid hierarchical

structures and to assure that all voices are heard in trans-disciplinary teams, research teams must put feedback mechanisms into place that facilitate the sharing of multiple voices and perspectives, otherwise those in power will always have the most or only say in trans-disciplinary and multi-disciplinary research. By creating a combination of formal/informal feedback & input mechanisms, the likelihood that those from varying disciplines, backgrounds, and life experiences will have true input into the process is greatly increased. By using mixed methods (qualitative & quantitative methods) in these mechanisms, researchers are able to triangulate the data and offer a diversity of ways in which the players can express their views since those from various backgrounds may be able to articulate their concerns in different modalities. We further assert that including a number of measures and methods that are anonymous further helps to decrease power differentials since it may give those in less powerful positions the freedom to express their true opinions and perspectives. Creating formats for sharing the information gained in these various feedback and input mechanisms assures the various members of the project that their voice is truly being heard, which will encourage them to continue to offer their advice and to express their concerns.

Harper, Gary W., *DePaul University*
Multiple Identities, Multiple Voices: Gay Youth Speak Out

This presentation will describe a study that is exploring how gay, bisexual, and questioning (GBQ) adolescent males from three different ethnic groups (African American, Latino, European American) manage and integrate the sometimes competing demands of their gay, ethnic, and masculine identities. The study also explores relationships among the processes of identity management and health risk behaviors. In-depth individual qualitative interviews were conducted with 60 GBQ males (15-22 years) in Chicago and Miami, and focus groups were conducted with participants at two phases in the research process for member checking/analytic validation. Data regarding youths' conceptualization and management of their identity across the three identity domains will be presented, with attention to the influence of psychological, cultural, and contextual factors. A model that describes the interrelationship of identity management and sexual/substance use risk behaviors will also be presented.

Harte, Helene Arbouet, *University of Cincinnati*
A Solutions-Focused approach to Diminishing Graduate Student Stress

See Dyke, Karin Schumacher

Hasinoff, Amy, *University of Illinois at Urbana-Champaign*
Boys will be boys: The use of sociobiology to legitimate gender essentialism and women's subordination in Cosmopolitan

While some feminist scholars have attempted to reclaim women's magazines as sexually open or allowing for shifting and multiple identities, the rigid gender essentialism that magazines like Cosmopolitan endorse seriously complicates any possible feminist readings. Though Cosmopolitan adopts a tone of general female empowerment that is arguably an extremely productive position, this power is most frequently rooted in the successful performance of femininity or the 'power' to learn how to accept and negotiate the shortcomings of the univer-

sal male that the magazine endlessly reiterates. Cosmopolitan's use of sociobiology and the authority of scientific "experts" supports traditional gender roles and anti-feminist ideological positions. Explaining all social behaviour and gender role variation as a mere surface variation on fixed universal themes is politically dangerous, unproductive, and part of a deeply conservative ideology about the fixedness and naturalness of gender norms. In Cosmopolitan, sociobiology is employed to explain the rules and practices of femininity as a perfect reflection of the genetically encoded desire of males for universal representations of female fertility that cut across all race, class, and culture. Though beauty trends fluctuate wildly, Cosmopolitan provides the same rationale for each: this technique or product will finally allow a woman to successfully "fake" the appearance of naturalness and femininity. Cosmopolitan reassures readers that the embodiment of femininity is not merely a lifestyle choice or an optional tool for "getting ahead," but it is a natural and inevitable reality that all women must embrace, or ignore at their peril.

Hassantafaghodtari, Marzieh, *University of Ottawa*
Disrupting mass media as pedagogy: Two women's experiences of hijab

See Watt, Diane Patricia

Hauri-Bill, Roland, *Bern*
Photo Elicitation Using Participant Produced Photographs

The integration of photographs in a research interview is known as photo elicitation. Because of its advantages social scientists have used this data collection method in many research fields. But there are different ways how photographs can be integrated in an interview process. In the first part of my paper I will describe different forms of photo elicitation. To compare these forms I will distinguish between the process of taking and choosing the photographs before the interview and the interview itself. In which way the research subject is involved in the activities before the interview will have strong implications for the following interview. In the second part of the paper I will discuss one form of photo elicitation in detail. In a study of Christmas celebrations in ordinary families we interviewed children on the basis of the photographs they have taken during Christmas celebration. The photo taking process and the interview process will be carefully reflected.

Hawkes, Roland K., *Southern Illinois University, Carbondale*
Ethics, Bureaucracy and Collegiality

Ethics, Bureaucracy and Collegiality This paper reviews the history of institutional review boards, protection of human subjects, codes of professional ethics and the legal protections of researchers. It introduces the subject with personal experience. It reviews the establishment of federally mandated requirements for the protection of human subjects and the responses of colleges and universities. It discusses the codes of ethics of some major professional associations. It asks what promises researchers can make to research subjects about consent, anonymity and freedom from prosecution. It argues that in the work of most of social researchers, there is little real protection of subjects or of researchers themselves. Bureaucratic procedure substitutres for serious consideration of ethics and protection. With rare exception, researchers have not resisted this

bureaucratization. Finally, it explores general issues of ethics and accountability. It concludes that there is little serious ethical discourse or structures of accountability in social research and that renewed collegiality and interest in each others work is the only way forward.

Hawley, Todd Stevenson, *University of Georgia*
Making the "implicit" explicit: Writing as a means to expose and critique pedagogical decision making

This paper examines what happened when a group of six novice teacher educators used writing as a method of inquiry to more clearly expose and subsequently to more closely interrogate their individual and collective conceptions of what constitutes good teacher education. Each of the teacher educators served dual roles as both instructors in a graduate-level social studies teacher education course and as participants in a mutual, critical, and structured written discourse about their pedagogy. The protocol that guided this inquiry ultimately resulted in the creation of a collective text which revealed how the conceptions of good teacher education embraced by each of the novice teacher educators differed in previously unexamined ways. The collaboration in this study, and the conclusions we drew from it, revolved around both the content of the written pieces we produced and the process of writing them.

Hegde, Radha S., *New York University*
Narrating violence: The performative politics of transnational feminist research

The politics of representation takes a very complex turn in transnational research where issues, locations, national borders and individual lives collide. How does one present stories of oppression without spectacalizing misery or reproducing the archetypal third world subaltern body ' Embedded in the question is the insidious process of translation by which we lose and co-opt even as we archive. While self reflexive methodologies are de rigueur in feminist scholarship, this paper argues that the current global climate towards women requires a renewed engagement with what constitutes feminist intellectual choices in terms of methodology and representation. Drawing on ethnographic work conducted in south India on motherhood and the practice of female infanticide, this paper will explore the performative politics of representing violence in women's lives in the current global context.

Hein, Serge F., *Virginia Polytechnic Institute and State University*
Deleuze and Difference: Revealing the Excess of Diagnostic Categories

Although some readings of Gilles Deleuzes work have characterized him as anti-scientific, in actuality, he views scientific theories and empirical findings as an important "given." What he emphasizes, however, is that these products of science cannot be viewed in isolation from the conditions for their possibility. Moreover, for Deleuze, a problem leads only to a series of creative reactions rather than to any definitive solution. To illustrate this, I draw on some recent research in which I explored the experiences of college students who were diagnosed with dyslexia or other learning disabilities. In doing so, I attempt to show how positive difference produces multiple readings of the texts presented, thereby revealing the excess or instability of such diagnostic categories. A variety of understandings are apparent in the readings, allowing thought to move in

unanticipated directions and open up new possibilities for understanding learning difficulties.

Heinemann, Laura Lynn, *University of Michigan-Ann Arbor*
A Game of Telephone: Translating Qualitative Health Inquiry for the IRB

The IRB approval process can be uniquely complicated for qualitative researchers who craft inquiries within and about biomedical contexts. The terms we use to describe our research can be altered in significant ways as we translate our explanations of nuanced study protocols into language that complies with IRB requirements and categories. In turn, the IRB mandates subsequent and particular translations of the protocol to participants via HIPPA-compliant consent forms. This paper explores the tensions that emerged while complying with IRB during a project in which I spoke with parents whose children had been diagnosed with cystic fibrosis. In these processes of translation, I found myself playing the role of mediator between the IRB and participants. This seemed to run counter to the intended purpose of IRBs, that is, to be protective mediators between researchers and human "subjects." My interactions with parents, who were largely enthusiastic about participating in open-ended interviews, suggest that the biomedical IRB model as it currently exists may be inappropriate in the context of certain qualitative health-related studies.

Heller, Erga, *Kaye College of Education*
Professional life stories of veteran college lecturers

See Tohar, Vered

Helsing, Deborah, *Harvard Graduate School of Education*
Teachers Conceptions of their Responsibilities

Differing conceptions of responsibility emerged as an important theme in a larger study of teacher experiences of their dilemmas and uncertainties. For that study, I conducted three 60-90 minute interviews with each of twelve teachers, all of whom work at the same middle/high school in eastern Massachusetts. In this presentation, I focus on one finding from that study — that as teachers gained experience, they developed qualitatively different conceptions of teacher responsibility. The fact that the second conception of responsibility was only evident among the more experienced teachers in my study, and that these teachers described this conception as something they developed that replaced the first version, suggested to me that a developmental explanation was appropriate. This finding is particularly robust because the theme of responsibility was generated by the teachers themselves rather than through my explicit use of the theory and measure in the design of my study.

Hennessy, Kristen Marie, *Duquesne University*
The Performing Experience of Performance Ethnography

Following an emotionally intense yet enormously illuminating experience of performing performance ethnography, I felt confused by a literature base that largely left out the performing experience of performance ethnography. It seemed that the performing experience deepened my understanding of the dynamics that the performance attempted to capture. I argue that the experience of performance ethnography is a valuable addition to the ongoing reflexive

process of ethnographic research. In this piece, I explore the ways in which the performing experience of performance ethnography fosters this deeper level of understanding. I specifically focus on the ways in which my reflections on experiences of my self, co-performers, audience, and the content of the performance ethnography led me to richer cultural insight. Throughout, I argue that rigorous reflection of the experience of performing performance ethnography furthers the ethnographic project.

Herrmann, Andrew F., *University of South Florida*
Home is where the Heart was: A Family's Stories of Foreclosure

Although relatively common, stories of personal bankruptcies and foreclosures are not generally told, nor are there enthusiastic audiences for them. I examine noncanonical economic/financial literature and narratives that disrupt the grand societal narratives of upward mobility. This paper is also an examination of family stories surrounding the loss of our family house in 1991. I present the four stories by my family members concerning the final dissolution of our nuclear family during the period when we lost our house through foreclosure. Following these stories I examine silence in the family and why, despite the general desire for clear and open communication, silence can be positive and productive during a period of intense family strain. Finally, I substantiate why eliciting noncanonical economic narratives is personally and collectively beneficial for communication research.

Herron, Sonya, *Saint Louis University*
Teaching and Learning Qualitative Research through a Group Project:
Perceptions toward Counseling among Racial Minority Students

See Matsuo, Hisako

Hesse-Biber, Sharlene Nagy, *Boston College*
Integrating Qualitative Data Analysis Software into Qualitative Methods Courses

For the last two decades, a wide variety of computer-assisted qualitative data analysis software (CAQDAS) has been created, followed by increasing interests and uses. There have been issues raised as to how to incorporate these data analysis tools effectively into the curriculum in qualitative research methods courses. At this point, we know very little concerning the possible costs and benefits such an introduction of software into teaching has for student's understanding, interpretation and analysis of qualitative data. This paper discusses the results of an exploratory study of interviews with instructors and graduate students who have engaged or are currently engaging in qualitative methods teaching or research projects. In addition, we have gathered a case-study example of the experiences of students who attended a five-week instructional workshop on integrating qualitative data analysis software into qualitative research. We track individual students workshop experiences through the evaluation of students' memos about their learning of computer software. We specifically focus of issues dealing with the timing of students' introduction to the software, the proper approaches to teaching, the curricula development, and ultimately, how to best assist graduate students in acquiring the knowledge, skills and attitudes that would result in the successful integration of qualitative

data analysis software into their understanding of the qualitative research process. The experiences and philosophies of instructors' are also examined regarding the process of integrating qualitative data analysis software into their teaching of qualitative research methods.

Hewitt, W. E. (Ted), *Western of Ontario*
Political participation and the fight against HIV/AIDS: A analyze by the depth's hermeneutic.

See Silva, Carlos Roberto de Castro

Hickey Snyder, Katie, *University of Illinois at Urbana-Champaign*
The IRB Monologues

As graduate students in Curriculum and Instructional, Education's IRB jurisdiction over research motivated an interest to pursue a project exploring a departmental IRB Committee for CI. The College of Ed has gone beyond the original intent of the Belmont Report to protect human subjects' rights of respect, justice and beneficence. Qualitative research in CI frequently falls under the heading of "practice" rather than "generalizable" research. "Risk" and "harm" does not fall outside of that which could be considered minimal and expected in everyday life. In an effort to police the ethics of research, IRBS impose restrictions on practice that are contrary to the ethics teaching. Withholding new, worthwhile practice while waiting for IRB approval, or trying to predetermine the ways in which practice may unfold instead of allowing for natural hermeneutic discussions, is not in the best interest of our students, the "human subjects." After interviewing a focus group of graduate students and professors about the current IRB process, we purpose to present our finding. It is our hope that our research into the needs of researchers will lead to CI implementing a committee similar to that in Communications. We hope that when appropriate, researchers will bypass the Ed. IRB and will instead be regulated by a CI committee. Establishing such a committee would be beyond the power of three graduate students, but it is our hope that by illuminating the problem and a possible solution, we will motivate those who do have that ability to take the first step to make this much needed change.

Hidalgo, Marco A., *DePaul University*
Contexts of Condom Use Among Gay, Bisexual, and Questioning Young Men

Young men who have sex with men are at especially high risk for infection from the Human Immunodeficiency Virus, and comprise the majority of young people, between 13 and 24, who are living with the Acquired Immune Deficiency Syndrome. Literature on sexual risk behavior suggests that condom use among gay, bisexual and questioning (GBQ) young men needs to be understood within an ecological model of development. This qualitative study explored the sexual narratives of GBQ young men to understand what role microsystemic factors play in the use of condoms with non-monogamous sexual partners. To do so, a comparison between two sexual episodes was conducted for each participantone in which condoms were used and the other in which condoms were not used. Results highlight the degree to which three microsystemic factors- psychosocial, partner-related and setting-specific factors- relate to condom use among this multiethnic community sample of GBQ young men.

Higgins, Jane, *Lincoln University*
The children of New Zealand's neo-liberal reforms: tracing discourses of choice and self-reliance

See Nairn, Karen

Higgins, Karen Marie, *Oregon State University*
The Mindful Eye (I): Using Software Tools for Qualitative Data Analysis

See Stephenson, Chris Gale

Hildebrandt, Eugenie F., *University of Wisconsin-Milwaukee*
Words of women with HIV who describe obstacles in taking the medications that keep them alive but make them feel sick

Medication is the most important factor in prolonging the lives of people with HIV. Their lives depend on their facing the difficult challenge of taking the drugs on an almost perfect schedule, and for the rest of their lives. The sample for this presentation was 14 women who had difficulty with HIV medication adherence. The women were part of the larger NIH funded longitudinal, qualitative, parent study of 55 women with HIV (P.I., Patrician Stevens; #R01NR04840). In this repeated narrative interview study up to ten semi-structured interviews were conducted with each woman over a two-year period. Interviews were entered into N-VIVO, a software program, to facilitate multistage narrative analysis. The findings illustrate issues of non-adherence that include perceptions about side effects, limited health literacy, relationships with providers, and inexperience with daily routines. Threaded through the data was the role that self efficacy played in the phenomenon.

Hinderliter Ortloff, J.D., *Indiana University*
Imagined Citizen: Civics education curricula in the era of multicultural Germany

The idea of citizen is undergoing radical global revision in light of cosmopolitanism, nationalism, both the emergence of new nation-states and nation-state alliances (e.g. the EU) and increased globalism. In the German context this revision is even more prominent because, as a nation, Germany hasinfluenced by the reunification process, dramatic demographic changes and new political alliancesrevised citizenship criterion and immigration policies. If indeed it is the intention that these revisions become more than rhetorical devices then we would expect educational processes to be initiated. While certainly implicit efforts to create citizens are necessarily part of the entire schooling process, an examination of the most explicit efforts will reveal the nature of the State's educational intentions vis a vis citizenship education. This presentation will discuss the findings of a pilot study that compares civics education curricula in six federal states in Germany. Critical framing theory, as suggested by Goffman (1974) Gamson (1997) Entman (1993), is used in order to analyze the curricula in terms of cultural and normative frames. The results show citizenship as a contested image both within individual states' curricula and certainly between states. Frames of a cosmopolitan citizen in line with Nussbaum's (1996) thinking emerge along side frames which serve to reproduce the recent political idea of a guiding culture (leitkultur)which foregrounds enthocultrual ideas of being German. Entman,R. M. -Framing: Toward Clarification of a Fractured Para-

digm." Journal of Communication 43, (1993).: 293-300. Gamson,W.A. "News as framing: Comments on Graber." American Behavioral Scientist, 33 (1997): 157-161. Goffman, Erving. Frame Analysis: An Essay on the Organization of Experience. New York: Harper and Row. 1974. Nussbaum, M. For love of country : debating the limits of patriotism. Boston: Beacon Press. 1996.

Hindle, David Alister, *Victoria University of Wellington*
Revitalising and Sustaining Traditional Contexts for Learning

For generations our children have been schooled in environments that hold no connection to their past, tenuous connection to their present, with the potential of creating dismal outlooks for their future. For at least three to four generations research has been carried out by others about this condition, placing our people as deficit and in need of the help of the wise and knowledgeable to find ways for us to cope. It has never worked. Resistance created transformative action in the form of Te Kohanga Reo, language nests, from the language nests kura kaupapa Maori, schools of Maori learning grew. In a way they have become action research centres that continue to develop through a process of praxis, not always getting it right, but striving to get it right through Maori World View.

Hirsch, Barton J, *Northwestern University*
Moving beyond outcomes: Using mixed methods to understand youth settings

See Deutsch, Nancy L

Hiscock, Julia, *Liverpool*
Research design conundrums in the UK context

Naturally occurring support and information exchanges are present among friends, colleagues or neighbours, in often subtle and indistinguishable ways. This paper analyses a conundrum experienced at the design stage of a UK study which explores these interactions. Generated data (e.g. interviews) should provide accounts of how participants recount, reconstruct and perceive the meaning of this naturally occurring support. However, interviews may be hindered by the fact that the participants may be unaware of these behaviours. Ethnographic data, on the other hand, could reveal the patterns and processes of the giving and receiving of this support — whether or not the participants are aware of them. However, other factors also influence study design. This paper will analyse the study design process used in this particular project. It will explore the way research ethics, British regulatory systems and perceptions of the methodological preferences of the funding bodies contribute to affect the methodological choices.

Hiscock, Julia, *Liverpool*
Designing ethnography in health care research in the UK

This paper discusses the constraints and influences on designing ethnographic research to obtain funding, within the context of a highly regulated research environment in the United Kingdom and specifically in health care where research review is strongly influenced by neo-experimental models. Design decisions making will be analysed in a study which sought to explore the naturally occurring help and support ('natural helping') that people give within friendship

groups and social networks providing health promotion, prevention and management. Generated data (e.g. interviews) was problematic as the sole data gathering method, as some of the actions involved in 'natural helping' may be subtle, intangible or unnoticed by the participants. However, ideas for auto-ethnography or non-participant observation by asking groups of friends to record their social gatherings themselves (thus taking on a more active and participatory role in the research), have been tempered by the perception of the lens through which they would be viewed for funding purposes.

Hocking, Clare, *Auckland University of Technology*
Crossing Regional Boundaries: A Derived Etic Methodology

See Shordike, Anne

Hocking, Scott, *Center for Creative Studies*
Working Ectropion Modes: A Performative Anti-Manifesto on Limitation(s), Value, and Scrapping

See Byrnes, Mary

Hoeck, Bente, *University of Aarhus*
Qualitative evidence in evidence-based practice

In evidence-based practice (EBP) in healthcare in Denmark there is a preference of randomized controlled trials (RCT) as the preferred method of achieving evidence and meta-analysis of RCTs are considered the highest level of evidence. Qualitative studies are considered as being of lower status and quality. This differentiation is problematic for EBP, since some problems are better investigated and unfolded by using qualitative methods. Meta-analysis is also being used in qualitative research as an interpretive analysis that goes beyond aggregating, but the methods are purely developed. The limitations are among other things due to the qualitative terminology, the diverse methods and disagreement about criteria for qualitative quality. My paper will discuss philosophical aspects of the concept evidence and the accumulating of knowledge: Is it a positivistic activity or is there a place for it in the qualitative paradigm? Are there qualitative criteria for good qualitative research regardless of methods?

Hofmann, Amparo, *New York University*
Interweaving and borrowing from diverse traditions: the dilemmas of mixing methods within qualitative traditions

See Ospina, Sonia M.

Hogarth, Kathy, *Centre for Research and Education in Human Services*
Engaging multiple stakeholders towards social change: The immigrant skills project

See Janzen, Rich

Højgaard, Lis, *University of Copenhagen*
(Re)Negotiating the Complexities of Subject / Matter: Co-Thinking STS and Poststructuralist Discourse Analysis

See Søndergaard, Dorte Marie

Hole, Rachelle D., *University of British Columbia*
Narratives of identity: A poststructural analysis of three Deaf women's life stories

Living in the world as a Deaf person provides a different situatedness in which deaf individuals construct their identity. In this paper, I present the findings of a narrative study which explored the intersections between hearing loss and identity. Phrased in constructionist terms, the research questions guiding this study were: how do three culturally Deaf women perceive the influence of hearing loss as they construct their identities? And how do they incorporate, resist, and/or reject various cultural discourses as they go about the creative act of constructing their identities? Drawing on the narrative summaries of the participants and a poststructural reading across the narratives, I will discuss how four cultural discourses were at work in the participants narratives: discourses of normalcy, discourses of difference, discourses of passing, and Deaf cultural discourses. Lastly, the ethical implications of using a poststructural analysis to disrupt the binary identity categories of deaf and Deaf will be considered.

Holman Jones, Stacy, *University of South Florida*
Cob building works only when people depend on each other. Cob is one form of arts-based inquiry that crosses disciplines, boundaries, and tries to address processually the ethical nature of qualitative inquiry. Some of the goals of this day-long installation include (but are not limited to) sustaining: 1. Individuality: To nurture individual involvement in the community by contributing our ideas, talents and energies in the spirit of active commitment and participation 2. Community: To use cooperation as the fundamental model where there is a proper balance between independence and community interdependence, caring for and supporting each others physical, emotional and spiritual well being. 3. Environment: To use an environmentally friendly process that will aesthetically enrich and functionally preserve an outdoor space. 4. Education: To teach an alternative building technique. To provide tactile and communicative skills that promote environmental, personal, and societal integrity. 5. Creativity: To cultivate the creative process by taking individual ideas and applying them to the overall design of the sacred space. We will approach the work of this installation and interaction mindfully and carefully, not just producing a product, but embracing the consecrated process of creating a functional entity and community space together.

Holmes, Rachel, *Manchester Metropolitan University*
"East is East"

This paper considers how a university teacher uses reflexive and autobiographical writings. These derive from an encounter with students where they had opportunity to reflect upon notions of childhood as portrayed within the film East is East. Specifically the paper grapples with the question: does (the film) "East is East" (Khan-Din, 1999) seek to reassure white audiences of the practical adequacies of western culture and society? (Godfrey, 2004). Reflexive and autobiographical writings that are based on the teaching session are used as a context for deconstructive readings (Derrida 1982). These prompt shifting conceptualisations of Other (Hall, 2002) as well as a sharper awareness of how visual and narrative spaces are colonised by non-other. The paper reflects upon ways responses to the film's characterisations are read in particular ways; and

how they might be re-read in ways that allow for indeterminate moments within the complexities of the film's visual narratives.

Honan, Eileen, *University of Queensland, St. Lucia*
Writing a rhizome: an (im)plausible methodology

In this paper I provide an overview of a rhizomatic methodology using illustrations from my doctoral thesis, where I used Deleuze and Guattaris (1987) thinking about rhizomes in three different ways. First, using the figuration of a rhizome allowed me to construct my thesis as non-linear with self-conscious attention paid to the writing of the text. Second, I understood the texts under analysis as rhizomatic, which enabled me to produce an account of the linkages and connections between various discursive plateaus. Third, I applied a method of rhizo-textual analysis that mapped the connections between the texts under analysis and stories about teaching told by myself, the research participants, and popular and academic texts on teachers and teaching.

Hoogen, Siri R., *Miami University*
Voices of Depression: Using Women's Stories to Explode the Medicalized Narrative

Perhaps the most popular way of promoting cultural and academic understanding of depression is through the question: What does depression do when you drug it? This research, coupled with an apparent bias toward accepting depression as a medical problem, has entrenched an understanding of depression as a simple story of brain-chemistry problems and fixes. Currently, this simple, medicalized narrative is voiced by the popular media, in advertising, and interpersonally in the arenas of health care, the professional world, and private life. In this study I used narrative methods guided by feminist research ethics to collect and present women's experiences with depression and antidepressant treatment. The richly detailed, personal stories offer evidence that the simple rhetoric of the medicalized narrative is insufficient to describe how women hurt, and how it may be detrimental if it overrides and makes irrelevant the spectrum of tangled contexts of disempowerment women encounter in their lives.

Hoop, Katrina C, *Loyola University Chicago*
Methodological and ethical concerns researching unlikely coalitions

This paper involves three cases of where unlikely coalitions have come together in some form — the anti-gambling/casino, the anti-PATRIOT Act legislation, and the anti-sex trafficking movements. I have been studying these coalitions through in-depth interviews with participants and allies of movements, participant-observation of meetings, conferences, and press conferences, and document analysis from the movements and the media. This research has raised both internal and external challenges. External challenges include group structure and practices, gaining access to groups and members, and the type of documents available to me as a researcher. These challenges exist simultaneously with internal challenges, which include how I present myself personally as a researcher (i.e. sympathetic vs. objective), how I present an organization (i.e. conflicted or harmonious), and how I treat the confidentiality of public organizations and activists, when their identity is central to my analysis.

Hoppe-Rooney, Tianna
Deconstructing family therapy approaches to anorexia/bulimia: Applying creative analytical processes

See Aragona, Jennifer

Howell, Annie, *Harvard Graduate School of Education*
Using Intentional Reflection as a Means for Transformative Learning

In this study, I facilitated a reflective practice tool called the Four Column Exercise with six aspiring public school principals. The exercise is designed to help elicit hidden assumptions in the way that the adults make meaning of their future leadership roles. The participants in my study held hidden assumptions on a range of topics including racial identity, community-building, and difficult conversations. Over the course of six months, I then interviewed the participants as they reflected on, tested, and often changed their understanding of those assumptions. To understand the phenomenology of participants reflective practice, I employed an interview method called "clinical interviewing" which aims to follow and support the adults evolving meaning making. Although Kegan's theory helped me to understand the developmental demands required of epistemological reflections, I did not need a specific score since I focused on how participants engaged in the learning process rather than on their stance.

Howell, Michael Lee, *Virginia Commonwealth University*
What Color is Your Paradigm?

Humans' fascination with color exceeds a simple interest in artistic aesthetics as color stimuli in the environment evoke physical, psychological, and cultural responses. Colors, having attained symbolic meaning, permeate social and cultural tradition. Early efforts to systematically understand the world were based on beliefs about color, thus providing one of the first theories used to explain and predict social and environmental phenomena. Color has significant implications for contemporary research across disciplines. Color acuity and perception may influence cognitive and social perception of other phenomena, as well as the degree to which phenomena must be satisfactorily explained. Detailed explanation, for example, may be beyond the ability, or interest, of populations with limited color perception. Researchers' own color preferences may reveal underlying cultural, epistemological, and paradigmatic beliefs that may influence, or even conflict with, particular methodologies. This presentation will elaborate upon color's relationship with, and potential impact upon, multiparadigmatic research.

Howell, Michael Lee, *Virginia Commonwealth University*
Co-creating Social Justice in the Classroom: A Gadamerian Approach to Teaching

Social philosopher Gadamer theorized "knowing" as an interpersonal fusion of horizons. Students and teachers enter classes with different horizons, influenced by privilege and historic positionality within society. Using a Gadamerian framework, this presentation demonstrates employing three pedagogical methods to co-create socially just learning environments by facilitating the fusion and knowledge construction process in a manner that accounts for differences. This

fusion provides opportunities for exploring and understanding differing value and knowledge positions while making one's own positions more transparent and amenable to reflective consideration. Instructors facilitate and mediate this process by attending to both social justice concerns and course content.

Hsieh, Ivy, *University of Florida*
Surveillance of methods in qualitative research

The purpose of this presentation is to highlight ways in which common, 'legitimate', and often 'neutralizing' methodological practices, such as member checks and audit trails, can be examples of practices that can assist the strategic distribution of power and thus contribute to control and the normalization of research. Furthermore, it can be argued that member checking and audit trail exemplify practices that are subjected to surveillance (e.g., external audits for validation) through a system of permanent registration (detailed document trail to ensure rigorous research choices). For example, in these common research practices researchers are required to record and document in detail data themselves, study procedures, and their important insights to seek validation from the co-researchers. These recording and registrations then in turn are subjected to objectification, labeling, categorizing, and evaluation by the researcher him/herself, by other researchers and by the participants contributing to the normalization and standardization of the research process.

Hsieh, Ivy Haoyin, *University of Florida*
Away From Home — Parents' literacy practices in Chinese immigrant families

This presentation will illustrate family literacy practices in working-class, low-literate Chinese new immigrant families with an emphasis on parents' social interactions and literacy practices. Data were gathered from the families who live in a college town in southeast. These families were not only isolated from mainstream society but were also separated from their own ethnic community. With intensive participant-observations, formal and informal interviews with two families, this longitudinal study aims to explore the meanings and practices of literacy among the families. Furthermore, along with Social Constructionist theory, the discussions of the social interactions among family members and within social communities form one central focus of this paper. Since literacy is interactive and shared by all members of family, it is important to highlight the literacy interactions including verbal communications as well as the ways that parents pass cultural values, beliefs, and attitudes to their children through literacy practices.

Hsieh, Yu-Ling, *National Chung-Cheng University*
A hermeneutic phenomenological study of the lived experience of Daughters-in-law in Taiwan caregiving families

A daughter-in-law (DIL) has been viewed and requested as a major person having obligation in intergenerational caring in traditional Chinese society. However, few studies have been designed to understand daughters-in-laws perspective of the caring situation. This qualitative study was conducted to explore daughters-in-laws perspectives of their experience of intergenerational caring situation. Sixteen daughters-in-law (32-52 years old) who suffered father-in-law or mother-in-law with disability were interviewed. The interviews were recorded, transcribed and then analyzed by using van Manen's hermeneutic phenomenological approach. The result indicates DIL's caring situation was affected to varying degrees by the relationship between parent- and daughter-in-law, and economic capacity of family. In modern society, DIL encounters various values and beliefs since patriarchal society to individualism. However, they will argue or confront this caregiving situation when gender-based inequities exist. Although the role of direct-caregivers from DIL was replaced by foreign workers, DIL is still struggling with traditional gender roles. Their mental burden was depended on the attitude of their husband and the capacity of housekeeping. Their stories are reflective accounts, which when DIL with awareness of feminism, reveal the essence of this experience of living in intergenerational relationship.

Huggins, Richard Timothy, *Oxford Brookes University*
Community Research, Action and Development: Three Cases Studies.

This paper will examine the method and value of employing participatory action research methods in community based projects. Starting from a critical overview of the development of this methodology the paper will analysis current approaches and applications of participatory action research and will explore the reasons for the apparent current popularity of this approach. This paper will further explore three case studies of community participatory action research which the author has been involved in and examines the method, rationale and approaches used. The paper will explore the relative strengths and weaknesses of such approaches to research and will argue that important political, ethical and community issues can be addressed through applying a community/participatory action research approach

Hughes, Michelle R, *Arizona State University*
Using Black Feminist Thought to Foreground Women as the Subjects of Discourses of Childhood Education and Well-Being

See Cannella, Gaile S

Humphrey, Christopher, *University of Manchester*
Back to the future: Towards a rediscovery of a critical qualitative accounting research

See Lee, Bill

Humphreys, Carol L.
"If this were my dream . . .": The shared experience of a dream group

See Koelsch, Lori E.

Humphreys, Michael, *University of Nottingham*
QI & AOM Compared: We're Managers, We Don't Do That Sort of Thing!

Our paper explores experiences of two different academic conferences, the Academy of Management, New Orleans (Aug. 2004) and the Congress of Qualitative Inquiry, Urbana Champaign (May, 2005). The AOM struck us as a rather middle-class, straight, male environment where papers were presented in an orthodox style that marginalized feelings and emotions. In contrast the QI

conference appeared to have a much higher proportion of women delegates; papers were presented in a more adventurous way, many with an emphasis on emotion — indeed, some of the more powerful performances produced unembarrassed tears in the presenters and the audience. The purpose of our paper is to reflect on these differences by paying attention primarily to the differing emotional and personal impacts as we experienced them. As qualitative researchers we often find ourselves marginalized by the dominant research traditions in business schools. What follows is an autoethnographic reflection on the business and management academic environment where we seek to celebrate emotion as central to all our lives as academics.

Humphreys, Michael, *University of Nottingham*
Researching and Supervising by Storying Around: An autoethnographic trio

This paper is a joint autoethnographic story of a period in the lives of three interacting academics. It is a reflexive account of career change, studentship, research supervision, and collegiality. Three narratives are presented for discussion. Thomas explores the changes in his life from paratrooper to academic. Michael reflects on a late change in career from teacher-trainer to publishing researcher and Andrew examines the issues arising from the supervision of two mature PhD students. The paper is thus a "story about stories" (Humphreys, Gurney and Brown, 2005) which, via a discussion of emergent intersections and disjunctions, seeks to create insight into the complex relationships between research students and their supervisors and, in the process, highlight synergies in academic collaboration and co-authorship. The research contribution of the paper is in its value to academics and research students as an interpretive framework for reflexive examination of their own experiences.

Hunt, John, *Southern Illinois University*
Talking Cents: Performance, identity, and democratic public education in East St. Louis, Illinois

See Roseboro, Donyell L

Hunter, Cheryl A, *Indiana University*
New "Labor" Markets: Community-based doula programs for underserved women

Most American women give birth while being entirely encapsulated within a medical institutional model of childbirth. Negative birth outcomes, such as high rates of cesarean sections and low birth-weight infants, have raised concern within the medical community (Kennell, 1991). A number of such communities have started to accept alternative models of childbirth, such as the inclusion of labor-support women (doulas) in the birth process (Gordon, 1999) with resulting positive outcomes (Altfeld, 2003). Outcomes-based research, focused upon the inclusion of doulas in childbirth, has supported community-based programs to adopt a doula model of maternity care. The role that doulas enact with their birth clients is multifaceted even though it brackets clinical/medical responsibilities. My analysis of two models of doula training and curriculum has highlighted several components that are integral to the role of doulas and offer an exploration of the implicit nature of the program while highlighting how a state level program defines childbirth education.

Hunter, Joshua E, *Indiana University*
Coming Back to Place: the changing landscape of nature interpretation

Subtle policy shifts over the last decade have radically changed the scope and intention of interpretive naturalist work in state parks. This paper addresses the shift from a generalist approach to nature literacy to a particularistic approach to natural and cultural systems. This engendering of a sense of place for visitors by interpretive naturalists is dependent upon structured pedagogical methods meant to interpret the story of place for those who participate. This important shift in policy has been joined by recent policy shifts which direct naturalists to develop verifiable goals as part of their program development and at times to meet state educational standards for science and cultural history. This ethnographically informed paper examines implicit policy directives and how they are interpreted and implemented at a state park by interpretive naturalists. Through interviews and participant observation the naturalists' pedagogical methods are explicated and are correlated to policy changes to elucidate how this elusive sense of place is defined.

Hurd, Ellis, *University of Northern Iowa*
My Self-Fulfilling Prophecy: An Autoethnography of My Emotional and Dichotomous Journey as a Medical Translator

The Identity Salience Hierarchy (Brinkerhoff et al., 1995) "often forces us to choose between different selves." These different selves lead to constructed realities dichotomized between the ideal self and the limited self. Role-identity crisis, indefinite obscurity, maintenance repression, emotional dichotomy, and negotiated idealism are concepts developed within this self-questioning, autoethnographic study of my life as a part-time medical translator. My perceptual salience, or anchoring heuristic, within each sub-group changed—and continues to do so—as a result of the hidden agenda of control and the manifested selves interacting with one another. The result was a negotiated identity, in view of verisimilitude, based upon these emotional dimensions and heuristics. Thus, this relived journey demonstrates the inseparable duality existing within aspects of fieldwork and self-reflexive qualitative research.

Hurst, Carol Grace, *Virginia Commonwealth University*
Co-creating Social Justice in the Classroom: A Gadamerian Approach to Teaching

See Howell, Michael Lee

Hussein, Lutfi M., *Mesa Community College*
Multimodality in the WWW: Constructing Identity

In this paper I examine the World Wide Web as a semiotic resource (Kress and Leeuwen), one that is used to produce discourses, genres, and identities (Fairclough). While addressing discourse and genre, this paper will focus on how identity (social, political, religious, sexual, and professional) is constructed discursively. Kress (Kress) proposes that a multimodal text could be analyzed by examining the "blocks" it has, each of which may include both writing, images, audio or video recordings, among other media. Then each block would be analyzed individually; this means each text is seen as consisting of multiple "levels." Adapting Kress's block concept, I have analyzed within the framework of criti-

cal discourse analysis (Fairclough) more than 300 websites. These websites belong to Arab(-)American organizations and groups. The paper concludes by illustrating how the various electronic media are pulled together to construct a website's identity. Reference List 1. Fairclough, Norman. Analysing Discourse: Textual Analysis for Social Research. London: Routledge, 2003. 2. Kress, Gunther R. Literacy in the New Media Age. Literacies. London: Routledge, 2003. 3. Kress, Gunther R., and Theo van Leeuwen. Multimodal Discourse: the Modes and Media of Contemporary Communication. London: Arnold, 2001.

Hwa-Froelich, Deborah, *Saint Louis University*
Constructing Shared Realities: Interdisciplinary Collaboration of the International Adoption Clinic

See Matsuo, Hisako

Iehsima, Akihiko, *Kyoto University*
Role of the fictitious character in adolescent personality development: What influence has the university student in Japan received from MANGA and ANIME?

The purpose of my study is to investigate about the person who has an influence on adolescent personality development. In this paper, I focus on fictitious characters, especially, characters of MANGA (=Japanese comic books) and ANIME (=Japanese animation). In Japan, MANGA and ANIME are widely popularized and are being experienced by a lot of children. There are many Japanese who read MANGA even if growing up though the Japanese who sees the ANIME even if growing up is not so many. MANGA and ANIME have a wide variety of storylines and include many attractive characters. There seem to be some relations between Japanese personality development and them (MANGA and ANIME). 20 university students were interviewed. In their narrative, they have recognized the similarity between their favorite fictitious characters and their ideal self-images. They each have favorite works and memorable characters and/or scenes, and mostly it is related to their experience.

Ignacio, Emily Noelle, *University of Washington*
The Impact of Transnationalism on the Study of Race, Class, Gender, and Nation: Exploring New Territories and Methodological Terrains

Nations, "always already" entities, often go through a gate-keeping process, whereby some authoritative figures uphold and approve the images that reflect current political alignments. Often, these images are racialized and gendered, which historically has helped justify the creation and maintenance of existing inequalities. But what happens when images of a nation — or even race, culture, and gender — don't just cross national boundaries, but are articulated through technological advances across national borders by anyone, regardless of authority? Because transnational movements and communication continues to increase, I believe that those interested in race, ethnicity, and, more broadly, diasporic studies must re-examine the methods they use and the terrains in which they study diasporas/communities to better examine how this affects diasporic members' construction of national, racial, ethnic, and gendered identities and can help create new coalitions apart from, rather than through the maintenance of, these socially constructed boundaries.

Inglis, Pamela Anne, *Northumbria University*
Holding the keys: understanding consent in research. Learning together in a forensic setting for men with a learning disability.

See Cook, Tina

Ironside, Pam, *University of Wisconsin-Madison*
The Hermeneutics of Thinking and Questioning in Educational Contexts: Toward a Narrative Pedagogy

Narrative Pedagogy, an interpretive phenomenological pedagogy, is an approach to teaching and learning that makes the practices of thinking and questioning co-equal with teaching content and skills in nursing classrooms. Enacting Narrative Pedagogy challenges the isolation and competition endemic in schools of nursing and reflects a conscious call to gather the collective wisdom of teachers and students toward improving students' thinking and practice. For example, in conventional classrooms, questioning is often used as a method of evaluation wherein teachers ascertain the extent to which students have learned particular, pre-determined content. As such, questioning provides teachers with "evidence" that students have learned some-thing(s). In this paper, questioning will be explicated hermeneutically as a path to thinking that challenges the evaluation/audit culture in higher education and the pervasive focus on content. The nature of educational questioning will be explored, critiqued, and re-interpreted using Narrative Pedagogy and alternatives that foster pluralistic thinking will be proposed.

Isaac, Carol, *University of Florida*
Surveillance of methods in qualitative research

See Hsieh, Ivy

Isaac, Carol A., *University of Florida*
By Their Own Hand: Irreconcilable Difference

The word "suicide" takes on a life of its own. People are both repulsed and intrigued by the word and the images it brings. Those who survive a loved one's suicide face the inherent contradictions that exist in society: a mixture of sympathy and disgust, spectacle and removal. With my sister's suicide, in which she blamed academia, I faced within myself a mixture of horror and wonder, isolation and community, resignation and resistance, and anger and serenity. A survivor's grief rambles to the next memory of their loved one and then the next. Grief has no structure, and feelings and thoughts meander without rhyme or reason. An uncovered memory begins a train of thought that constantly stops in the middle and reflects to another. This autoethnographic paper explores Deleuze and Guattari's oppositional binaries and my wanderings to make sense of the outcome.

Isaac, Carol A., *University of Florida*
Women Deans: A Deconstruction of Leadership

Women leaders are rarely studied in higher education because the authorial voice has been largely white male,. As Foucault (1980) suggests, what counts as knowledge is the relative power of those who claim it. The term "leadership"

embodies a gendered division of labor where sex-neutral institutions are dominated by masculine structures. These concepts of Foucault's "technologies of the self," which are concrete, socially and historically located institutional practices, construct our identities. Thus in organizations, masculine language predominates the feminine. In this study, I interviewed ten women deans from a southeastern university to deconstruct the term "leadership" using a feminist poststructuralist perspective. As opposed to a critical perspective, poststructuralism questions hierarchical relationships between knowledge and power, thus enabling us to understand leadership in differently shaded terms. The data portrays the multidimensional qualities of power, and how men and women use power consciously and unconsciously, both sustaining enduring inequalities.

Ivashkevich, Olga V, *University of Illinois at Urbana-Champaign*
Decolonizing Research with Children

Since the period of Enlightenment, a number of scientific, public, religious, and educational discourses have shaped a distinct image of a child as vulnerable, innocent, lacking self-control, and in need of education. These distinctively Western discourses created the boundaries between childhood and adulthood, which were aimed at not just establishing control over real children but also suppressing adult character traits associated with child-like behavior. Such concepts of childhood have been recently criticized as "colonialist" (Cannella & Viruru, 2004). They also contradict contemporary children's own constructions of themselves as knowledgeable, sophisticated, and possessing various kinds of powers. For a researcher who interacts with 10-11 year olds, this image of children creates an opportunity for challenging my own authority, erasing the modernist adult/child dichotomy, and inscribing the voices of my participants as knowledge holders.

Izazola, Haydea, *Universidad Autónoma Metropolitana Xochimilco*
Qualitative and quantitative approaches for the study of internal migration in Mexico

Migration within and between countries is the main variable that will define demographic outcomes in Latin- America, especially after the decline in both fertility and mortality experienced throughout the 20th Century. But it is within countries -i.e. internal migration- that research is most needed in light of the radical socio-economic and ecological transformations experienced in the past decades. Quantitative approaches provide a very general picture of the migration process -usually through the analysis of census and survey data, which are very limited in scope. On the other hand, qualitative approaches have proven to be the best methodology to explore the complexity of population spatial mobility, its causes, meaning and consequences both in origin and destination areas. Nevertheless, the results are limited to the specific case study. In the paper the pros and cons of both approaches will be discussed, and exemplified with the migration processes to and from Mexico City in the late XX century.

Jackson, Alecia, *Appalachian State University*
Power and Pleasure in "Home-Work"

This paper is a feminist deconstruction of the power and pleasures that were produced when I returned to my hometown to conduct a critical ethnography of the school system that I had attended K-12. Utilizing Kamala Viswewaran's views of feminist deconstruction and "home-work," I analyze my various enabled and enabling positionalities within relations of power (with former teachers and classmates). Furthermore, I explore how my researcher positionalities produced the guilty pleasure of my returning (parading?) home as a different (better?) woman, the satisfaction of disproving those who had little hope in my attempts to break from an imposed identity as a working-class girl. The collapse of myself into myself, denying a single, coherent identity, became a source of situated, complex knowledge from which I deconstructed the social and cultural worlds (including my own) of small-town schooling — and a site of "home-work" that produced rich data for analysis.

Jackson, Kristi, *University of Colorado*
QDAS as Liberation or Constraint?

According to some postmodern and critical theorists, technology is an extension of existing structures of power/control and should be examined in terms of the way it continues to disenfranchise some groups of people while it privileges others. The digital divide is an example of this dynamic. However, via the application of theorists who examine the forces of social reproduction and production implicit in human interaction, the adoption of technology can be examined as either a liberating OR an oppressive process (Bakhtin, 1981; Guttierez, Larson & Rymes 1995; Sawyer, 2004). To understand the many potential avenues computing technology can take us, and to move beyond the "technophobia/technophilia binary" (Sophia, 1995), it behooves us to examine several alternative frameworks for analyzing the role and impact of this type of technology. These frameworks can help us understand, for instance, our reactions to the use of software in qualitative research.

Jackson, Kristi, *University of Colorado*
Boolean Logic and Qualitative Research

Some researchers are concerned that entities such as IRBs push standardized approaches to qualitative research and thereby contradict the epistemological foundations of such research. The prominent role of Boolean classes in qualitative data analysis software is viewed by some as an example of this encroachment of Logical Positivism on qualitative research methodology. We articulate an embodiment perspective, whereby Boolean classes are conceptual metaphors for apprehending and manipulating data, concepts and categories the same way we perceive and manipulate worldly objects and containers. Drawing on examples from seminal approaches to qualitative methods, and from the literature on embodied cognition, we demonstrate how the process of coding data can productively be viewed in terms of collecting and containing concepts and categories in this embodied sense, regardless of the epistemological foundation of the research enterprise, itself. We discuss the implications of this for coding and for bridging qualitative and quantitative methods of inquiry.

Jackson, Kristi, *University of Colorado*
Graduate Student Perceptions of the Integration of Qualitative Data Analysis Software into Qualitative Methods Instruction

This paper presents findings from a data collected in early 2005 from gradu-

ate students regarding their learning experiences in a qualitative methods course. More specifically, the goal was to better understand how they perceived the integration of qualitative methods instruction and qualitative data analysis software instruction. All of the 14 subjects were first-year graduate students taking a required course in qualitative data analysis. While they were required to take the course and submit coursework as determined by the instructor, their participation in the study was completely voluntary. The study included the analysis of several different types of data: 1. A Pre-Post Knowledge Inventory 2. Student materials submitted as part of their grade 3. Classroom observations by the PI 4. An optional half-day "tutorial" session 5. An end-of-course focus group (facilitated by an outsider to the school) 6. A post-course interview (for five of the students in the course)

Jacobs, Jennifer, *University of Florida*
IRB and the normalization of research participants

See Koro-Ljungberg, Mirka Elina

Jager, Kathleen Burns, *Michigan State University*
Family Therapists and Nutritionists in Parks and Recreation: A Qualitative Response to Regional Risk for Childhood Overweight.

Healthy Families, Healthy Kids (HFHK) is a community-based program to address childhood overweight. In a region with designated risks for childhood overweight, a literature review reveals a dearth of accessible, family-centered, and culturally sensitive interventions. Based on research of Human Nutrition and Family Therapy faculty, HFHK is designed to promote change in family dynamics related to variables of nutrition, fitness and communication. HFHK is a free, multi-family group offered in Parks & Recreation Community Centers, to engage families in opportunities to discuss, pose, and solve "real world" problems related to overeating, stress, and inactivity. Facilitating focus group evaluation methods supports participant interaction, ownership, and curriculum refinement to effectively meet community needs. HFHK is in the first phase of program delivery and data collection. Preliminary data analysis reveals themes of perceived health and nutrition linked to parent-child interaction ("listening") and SES perception ("We're poor!").

Jager, Kathleen Burns, *Michigan State University*
Exercising family therapists: A constructivist grounded theory approach to locating the health of the therapist

See McElroy, John M.

Jager, Kathleen Burns, *Michigan State University*
Deconstructing family therapy approaches to anorexia/bulimia: Applying creative analytical processes

See Aragona, Jennifer

Jago, Barbara J., *University of New Hampshire at Manchester*
Reconstructing Relationships in the Classroom: An Autoethnography of Learning

This autoethnography considers the role of human relationships in the educational process. Approaching learning as a transformational process rooted in human experience and interaction, the author explores the central role of emotion in learning relationships. Through an analysis of a learnable moment experienced in a relational communication course on language, the author theorizes new ways of "doing" learning relationships.

Jamil, Omar B., *DePaul University*
Melting Pot As Self: Multiple Identity Development Among GBQ Youth of Color

Despite the vast amount of literature regarding identity development as it pertains to ethnic and gay identity, the literature does not sufficiently attend to individuals who are both gay or lesbian and ethnic minorities. Research has suggested barriers for gay identity development in communities of color, through cultural and individual heterosexism, but few research exists as to how these barriers have impacted the process of identity development. Also, no research exists which suggests protective or facilitative factors to identity development for multiple minority status. This presentation will focus on the results of qualitative interviews with Gay/Bisexual/Questioning-identified Latino and African American minority youth, which investigated their gay and ethnic identity development process. Findings indicate that ethnic and sexual identity development is both facilitated by and compounded by multiple identity development processes.

Jankoski, Jo Ann, *The Pennsylvania State University - Fayette*
Building collaboration to address the effects of poverty on social conditions in Fayette County, PA

See Rapano, John Vincent

Janzen, Rich
Engaging ethno-racial communities on sensitive issues: Gaining entrée in a community mental health project

This paper will feature a Community University Research Alliance (CURA) project that actively involved five ethno racial communities on the sensitive topic of mental health/mental illness. Using a participatory action research (PAR) approach, the purpose of this needs assessment was to explore how best to provide community-based mental health services and supports that will be effective for people from culturally diverse backgrounds. The paper will describe the process of entrée by which researchers engaged these five diverse communities. Using the values of PAR as a framework, the paper will detail progression from initial resistance, to inclusion, to ownership of the research process. Challenges along the way, and strategies to overcome them, will be highlighted.

Janzen, Rich, *Centre for Research and Education in Human Services*
Engaging multiple stakeholders towards social change: The immigrant skills project

This paper will feature a needs assessment initiative that brought together a large number of diverse stakeholders in Waterloo, Ontario, Canada. This initiative adopted an explicit social change agenda, seeking to ensure that local immigrant skills would be more optimally utilized. Given that immigrant employment barriers are complex and systemic in nature, solutions require the effective collaboration among stakeholders with varying interests. Using a participatory action research (PAR) approach, the initiative identified barriers local immigrants experienced in securing meaningful employment (identifying need), identified local capacities and needed partnerships (identifying resources), and developed a broad-based and comprehensive strategy that would address those barriers (mobilizing solutions). The paper will outline the steps involved in this process. It will end with a discussion of the benefits and challenges of researchers adopting the role of change agents, including ethical considerations.

Janzen, Rich, *Centre for Research and Education in Human Services*
Engaging immigrant youth as co-researchers: The immigrant youth in schools project

See Ochocka, Joanna

Janzen, Rich, *Centre for Research and Education in Human Services*
Theoretical overview: Needs assessment as social intervention

See Ochocka, Joanna

Janzen, Rich, *Centre for Research and Education in Human Services*
Participatory action research and mental health consumer survivors: Imagining a new future

See Ochocka, Joanna

Jarillo, Edgar, *Universidad Autónoma Metropolitana Xochimilco*
Qualitative Research under Scrutiny: What Are The Limits?

See Chapela, Consuelo

Jarillo, Edgar C, *Universidad Autónoma Metropolitana Xochimilco*
The subject and the idea of History. A methodologic approach for the study of the speeches in the field of the public health.

See Mendoza, Juan M

Jarillo, Edgar C, *Universidad Autónoma Metropolitna Xochimilco*
De-constructing the learning spaces in medicine as a possibility of construction of the subject.

See Mendoza, Juan M

Jarillo, Edgar C., *Universidad Autónoma Metropolitana Xochimilco*
Understanding the patients and doctors power relationships: Patients representations about doctor's office space.

See Mendoza, Juan M

Jegatheesan, Brinda India, *University of Illinois at Urbana-Champaign*
Lifting the Veil: Research Etiquette, Fieldwork Anxieties and South Asian Islam in USA

Approximately 6 million Muslim people live in the US. After the 9/11 tragedy, antagonism between Islam and the West became the hegemonic framework for understanding the Muslim community and Islam worldwide. I am an Asian Indian ethnographer. My goal in this presentation is to discuss the methodological issues when researching families who live in times of political complexities. The presentation emanates from my dissertation of multilingual Muslim families having children with autism and language(s)acquisition. For 17 months, nearly weekly, I drove 350 miles for data collection. Using fieldnotes and transcripts, I describe the "on-site" and "off-site" complexities. I present methodological features, working within the framework of the families' own history that allowed me to understand their value system. I discuss my "dangers in the field" induced by the research process, which shaped my analysis and understanding of the participants and the settings. My own feelings of fear and threat, was integral to uncovering their silenced voices and gritty experiences.

Jegatheesan, Brinda India, *University of Illinois at Urbana-Champaign*
The Missing Page in NAEP, the National Report Card: Experience of Becoming Educated

See Stake, Robert E

Jegatheesan, Brinda India, *University of Illinois at Urbana-Champaign*
Ethics, Politics, and the Changing World

See Stake, Robert

Jeha, Natalie Jane, *San Diego State University*
Choosing "Good" in the Garden of "Evil": Cultivating Identity Free from Self-Destruction and the Binary of Morality

Binary discourse organizes the world in polar opposites. As a young woman, I complied with binaries that society communicated to me, and I was led down a path of self-destruction. This autoethnography describes events in my life that were defined by self-destructive behaviors over a ten year period from the age of 13 to the age of 23. My experiences with compulsive self-imposed starvation, heroin addiction, and an emotionally and physically abusive relationship provide the context for describing my struggle with identity construction in the binary framework of good and evil. My reflections detail how a binary perspective of reality is communicated to women, the stifling effects that it produces, and how these effects impose oppressive identity constructs that are comprised of damaging and potentially fatal behaviors. The communicative possibilities for transcending the binary constructs of identity are discussed.

Jenkins, Kuni, *Te Whare Wananga o Awanuiarangi*
Rethinking Collaboration: Working the Indigene-Coloniser Hyphen

Jensen, Melanie K., *Flagler College-Tallahassee*
Social Justice Dispositions: What Might These Behaviors Look Like?

Jin, Li, *University of South Florida*
Building a Research Community of Practice: Five novice researchers' experience

Jirek, Sarah L., *University of Michigan*
Soul Pain: The Hidden Toll of Working with Survivors of Physical and Sexual Violence

Professionals in many different fields have long recognized that trauma affects not only the individual victims, but also those who assist them. However, research on vicarious traumatization and emotion management have failed to recognize a deeper, more life-altering effect of working with traumatized clients — namely, "soul pain." Using in-depth interviews with advocates working on behalf of survivors of physical and sexual violence, I present data to suggest that, as a direct consequence of hearing countless stories of human brutality, staff members experience a profound woundedness of the spirit that may best be described as soul pain. This finding is important not only because it expands upon our current understanding of the occupational hazards of the helping professions, but also because it reveals a hitherto unexamined dimension — that of the soul or spirit — that is impacted by one's activities in the workplace.

Johnson Jones, Violet R., *The University of Texas at El Paso*
Denying History: The Role of Black Educators in the De-Colonization of Mexican-American Students

This paper proposal discusses the role of black educators who work in k-16 institutions along the border between the United States and Mexico. The researcher is an African-American college professor at a predominately Latina/o border university. This ongoing study of teacher discourse highlights situations that questioned the assumptions black educators make about people of Mexican descent, as well as how the various epistemological groundings of both African-ist and Latin-American educators clash or coincide along the border. Questions that are addressed in this paper include: In what ways do African-American educators and Latino/a educators resists subjugation and mutual histories of colonization? What issues arise from the different histories and methods of resistance used by black and brown people? How can black educators best engage students of Mexican origin in ways that raise awareness of linguistic and social subjugation, advance the goals of social justice, and ameliorate the possibility of neo-colonization?

Johnson, Phil, *University of Sheffield*
Positioning Qualitative Research as Resistance in the Contemporary Academic Labour Process

Johnston, Brian, *University of South Florida*
Bi Planes and Blue Skies: A reflexive analysis of grieving the living

In February 2005 I had a dream. In this dream I began to grieve my father. My father, however, is still living. This dream remains crystal clear in my mind, though I experienced it nearly a year ago. Also, my emotional response to the dream has affected the way I think of my father. In the following narrative, I unpack my relationship to my father over time, focusing on what I believe to be the most formative points of our relationship. My primary goals in this process are (1) to find possible answers to why I have begun to grieve my father while he is still living, and (2) to more clearly understand how this particular type of grief affects the way I think of and relate to my father now. A variety of theoretical perspectives and popular literature relating to grief and loss guide my reflexive approach to this analysis.

Johnston, Brian, *University of South Florida*
Alternative Methods of Studying Dying

This portion of the panel explores the ethical implications of doing documentary work with the dying. Panelists will discuss their collaborative research ideas and methods for conducting this type of inquiry at a national cancer research center. In an interactive panel, audience members will be asked to contribute ideas for negotiating the IRB process and gaining access while maintaining academic and ethical standards. It is the contention of the panelists that this type of academic research would be beneficial to the disciplines of Thanatology, communication, sociology and society as a whole.

Jones, Alison, *University of Auckland*
Rethinking Collaboration: Working the Indigene-Coloniser Hyphen

The authors, a coloniser and an indigenous scholar respectively, consider possibilities for research collaboration in a postcolonial context. Cautious of models of respectful listening, empathy and sharing voices, we take a critical stance towards collaborative inquiry understood as face-to-face, dialogical engagement. We argue that white/settler desire for dialogic collaboration is often based in an imperialist (and impossible) demand for knowing the Other — and thereby in danger of strengthening the very impulses it seeks to combat. We do not argue for a rejection of collaboration, but we unpack its difficulties to suggest a less dialogical and more uneasy, unsettled relationship, based on Sharon Todds idea of learning (about difference) from the Other, rather than learning about the Other. We take Michelle Fines notion of working the Self-Other hyphen to consider the possibilities for collaborative inquiry between indigenous and coloniser researchers.

Jones, Liz, *Manchester Metropolitan University*
Reflexivity as a ground clearing exercise.

The paper concerns itself with the struggles that are prompted by the question 'what is my position as a teacher who whilst wanting to pursue emancipatory practices nevertheless is fearful of finding herself supporting and perpetuating normalizing structures?' An extract drawn from a journal entry serves as a base on which a series of reflexive readings are rehearsed. These have spanned over a period of time (1999-05) and as a consequence convey the theoretical vantage points that have been used in order to create conceptual openings where there are possibilities for thinking 'differently'. Both practices of deconstruction (Derrida, 1996) and anthropological work on purification rites (Douglas, 1970, Kristeva, 1982) are used to shift the means by which I make sense. Overall the paper depicts an individual's attempts at creating a 'becoming space' (Derrida, 1980), where thinking and doing may be a less bounded.

Jonsdottir, Elsa Sigridur, *Iceland University of Education*
A New Home — a New Identity?

Children of immigrants have had difficulties in Icelandic schools and few pursue further education. Can these facts be explained by the experience of immigrant families, their adaptation to new identities and new surroundings? This presentation deals with these issues. The data was collected amongst two populations, parents of non-Icelandic origin who have school children in Iceland and amongst Icelandic parents who have moved to USA. The methods were open interviews with the parents, transcribed and then analysed. During my sabbatical leave and study in a University where the language and codes of conduct were foreign to me I came across several incidents and difficulties which gave me a better understanding of the experience of immigrants. In this paper I focus on experience of parents, identity issues and the role of language and culture in the adaptation to a new society.

Joo, Hyejoo, *Kyungin Womens College*
The Decision Making Process on Divorce of Korean Women

Recently the divorce rate has rapidly increased in Korea. The purpose of this study is to develop a substantial theory that explains the experiences of divorced women and the decision making process before divorce in Korea. Eight divorced women participated. Data were collected through in-depth interviews and observations. Data were analyzed according to the grounded theory methodology suggested by Strauss and Corbin (1990). The core category of this study is "Searching for the Real-Self not an Imposed-self." The decision making process on divorce of Korean women is confirmed to have six stages. The findings of this study are expected to be useful in establishing effecttive nursing strategy and intervention suited for the stages of the decision making process on divorce.

Kahn, Bruce M., *University of Illinois at Chicago*
Feminism and Nursing at Odds

While the number of male nurses has increased over recent years, the field of nursing remains overwhelmingly female. Despite this fact, feminism and nursing have historically been at odds. Even today, the role of feminist thought as it pertains to clinical practice, the politics of national nursing organizations, and general media images of nursing remains unclear. In this study, I will interview faculty at the University of Illinois at Chicago in order to gain insight into their concepts of feminism, and if and how it informs their research. I plan to focus not only on their relationships to roles traditionally perceived as either masculine or feminine, but also the status afforded to stereotypically female qualities in and of themselves. This case study will provide qualitative data which may form the basis for future research in this area and will illuminate how an institution's philosophical environment influences its research product.

Kahveci, Nihat Gurel, *University of Illinois*
A case study evaluation of Turkish students' adaptation process in a Midwestern University

The United States accepts a great number of international students each year. Turkish students are one of the significant student bodies in the United States. According to the Turkish Higher Education Council, approximately 50,000 Turkish students annually go abroad for university education. Statistically, majority of the Turkish students prefer the United States. (Ciloglu, 2003). This study investigates Turkish students' perceptions about their adaptation experiences at a Midwestern University. Adaptation in this study is defined as sociocultural and academic adjustment to a new environment. A case study approach was chosen to elicit data and evaluate the situation. Data sources in this qualitative evaluation study were in-depth interviews with two Turkish graduate students about their adaptation experiences and perceptions in a Midwestern University. Data were analyzed in terms of thematic categories which are classified by emergent themes, explanations, and patterns.

Kainan, Anat, *Kaye College of Education*
A Model for interpreting the relations between story and situation: The case study of Teacher Education

See Shachar, Rakefet

Kakai, Hisako, *Aoyama Gakuin University*
The Use of Mixed-Methods Approach in Examining Cultural Influences on the Development of Dispositions towards Critical Thinking

Drawing its theoretical framework from the sociocultural approach to cognitive development, this study employed quantitative and qualitative analyses in investigating the effects of social context on the development of critical thinking (CT) dispositions among college students. Social contexts of individuals were examined through their independent and interdependent self-construals. The goals of the study included (a) identifying causal relationships between two types of self-construal and different types of CT dispositions; (b) identifying mechanisms in which students' CT dispositions are developed through the interaction with their home, school and broader social environments; (c) examining whether there is ethnocentrism embedded in the currently available conceptualizations of CT dispositions; and (d) exploring culturally unique components of CT dispositions perceived by students in multicultural Hawaii.

Kamberelis, George, *University of Albany-SUNY*
Community-Based English Language Learning as Rhizome

In this paper I report on three years of work developing and trying to sustain an adult English language learning program in a former mill town in rural New York with a rapidly growing Latino immigrant population. The program's primary function is the social, economic, and political empowerment of Latino individuals and the Latino community through English language learning. The program's constitution is perhaps best described as rhizomatic. Ever-growing horizontal networks of connections among heterogeneous nodes of discursive and material forces aboundfrom how classes are funded, to where classes are held, to who teaches classes, to what community leaders, volunteers, and resources appear or disappear at key points of emergence or dissolution. Movements and flows (of students, teachers, volunteers, spaces, resources, and practices) are often re-routed around disruptions and severed connections regenerate themselves and grow, forming new lines, flows, and pathways. Learning and teaching are cartographic"not amenable to any structural or generative model. . . stranger[s] to any idea of genetic axis or deep structure" (Deleuze & Guattari, 1987, p. 12)and always on the prowl for greater effectivity

Kang, Hyunsook, *Kyung Hee University*
Psychosocial Adjustment of Young Korean Adults with Hemophilia

See Yi, Myungsun

Katula, Sarah, *University of Illinois at Chicago*
Extending the Boundaries

As a Psychiatric nurse, I have paid close attention to boundaries with clients, students, and staff. When the opportunity arose to extend myself further into a relationship of caring and learning, I found I needed to adjust the boundary lines. Two years ago an employee at my workplace, knocked on my office door. She was sent by a friend who knew I could help with domestic violence. What happened in that first meeting set the course for the next two years. My friend, the one abused, and myself, the clinician, had both needed something at the same time, and it was at this point that we entered each others' lives. Boundaries were maintained and they expanded appropriately to fulfill the needs of both. This is the account of two people coming together and extending themselves in order to help one another grow, learn, take risks, and learn to trust.

Katz, Sara, *Shaanan Teachers' Training College*
Eliciting Personal Attributes of Medical School Applicants; A Qualitative Set of Tools and Methodology leading to A New Admission System Model

Qualitative methods were used to elicit non-cognitive attributes of 299 medical school applicants aged 18-25 from various cultural backgrounds. A concept map of 12 personal attributes has emerged, the core constructs of which are motivation, cognition and sociability. The constant comparison methodology elicited a personal attribute profile for each subject. Group differences by aggregated profiles were found significant (p< .001) by Npar Wilcoxon Signed Ranks Test. Two profiles of applicants who handed in a second portfolio task (n=6) were found identical. Inter-rater agreement was 83.3%. Significant differences were found between the research group and a sixth year students (n=12) who underwent the same procedure as the research group: Rank order was different, Arrogance was a new construct elicited in the student's group. This model, unlike currently used tools, delicately differentiates both between individuals and groups, and provides a useful basis for selection for any admission committee and a potentially new admission system model.

Katz, Sheila M, *Vanderbilt University*
Buying In: Participatory Action Research for Social Justice by CalWORKs Mothers and Supporters

In 1998, California implemented its TANF welfare reform program, CalWORKs, which included five-year lifetime limits on cash-aid. In response to the first families reaching their time limits, Low-Income Families' Empowerment through Education (LIFETIME) created an action agenda in 2003. This agenda is carried out by welfare mothers and a small group of support staff and includes a large research project aimed at documenting discriminatory practices by the California Department of Social Services (CDSS) and social actions against Governor Schwarzenegger and CDSS director, a public awareness media campaign, eight report releases, bargaining for seats on advisory committees, and suing for individual's services. This paper explores the process by which staff and mothers created ownership in the project, conducted research, social actions, and helped constituents buy into the political process as a whole. LIFE-TIME released a research report about the discrimination at a briefing on Capitol Hill and is in dialog with state and federal representatives about legislation and policy changes.

Kaufmann, Jodi, *University of Georgia*
Narrative Analysis, Photo-elicitation and Transgressive Data: Expanding the Heteronormative

Roof (1996) suggests that narrative in the West constitutes the body/subject within the heterologic, the logic of the heteronormative, and forecloses the possibility of homologic identity, ambiguous bodies/subjects. Bal (1999) discusses narrative as anything that can be read. Is it possible, then, to read photo-elicited interview data (Ewald,2000; Harper, 2003) as a narrative, analyzing the fabula for its heterological and homological moments? I gave one of my participants, a male-to-female transsexual, a camera and asked her to take pictures of "What does transsexuality mean to me." She told me about each photograph. After transcribing the interview, I examined her photo-elicited narrative, photographs and interview text, using Roof's theory of heteronarrative and Bal's narratology. I found that her body/subject position was continuously sutured to the heterologic. Homologic moments were brief and rare. Following these homologic moments may be one means by which to expand the heteronormative bounds.

Kawashima, Daisuke, *Kyoto University*
The multiplicity of meanings of death and their relation to religion: Perspectives of elderly Buddhist monks

Although empirical studies using questionnaire-based methods have shown a simple correlation between the meanings given to death by elderly people and religion, the multiplicity of meanings of death has not been sufficiently considered. The meanings of death involve not only consistent narratives, but also

ambivalent narratives. These multiple meanings, therefore, should be considered using qualitative methods. This study examined multiple meanings of death and their relation to religion by analyzing the narratives of elderly Buddhist monks. First, semi-structured interviews were conducted with elderly Buddhist monks. Subsequently, the narratives were transcribed and coded in order to study the multiple meanings presented in these data more thoroughly. Then, assemblages of meanings were identified using the Kawakita Jiro (KJ) method. Finally, the multiple relationships between these meanings and religious narratives are discussed.

Kazubowski-Houston, Magdalena, *University of Western Ontario*
Orchids: A Case Study in Developing Appropriate Methods for Assessing Audience Engagement in the Development of Health Policy

See Cox, Susan M

Kazubowski-Houston, Magdalena Joanna, *Simon Fraser University*
Speak To Me No More: Bodily Means of Expression in the Construction of Ethnographic Knowledge

This paper examines theatre performance as an ethnographic research methodology. Focusing on my Ph.D. research I conducted in collaboration with Roma women in postsocialist Poland, I discuss the possibilities and challenges of bodily modes of expression (movement, gesture, and non-verbal vocalisation) in the construction of ethnographic knowledge. Specifically, I discuss the ways in which bodily means of expression can engage the ethnographer, research participants and audience members somatically and empathetically in the issues explored, facilitate a dialogical negotiation of knowledge, and expose the relations of power in the research field. I also look at the challenges marginalised groups might face when using bodily means of expression as a means of communication. At the centre of my discussion are three ethnographic theatre projects — "Dance As I Play You", "Horses and Angels", and "Hope" — performed in Elblag, Poland in 2002-2003.

Keats, Patrice Alison, *Simon Fraser University*
Visuality in Counselling Psychology: Photographs and Artifacts as Experiential Evidence

Visuality permeates Western culture, yet has only begun to be accessed as a means of exploring and understanding human experience by researchers in counselling psychology. In the moment of looking, both the participants and researchers are able to construct a wealth of knowledge through the sensual immediacy of nonverbal symbols. Specifically, researchers using photographs and artifacts (e.g., drawings, sculpture) may create meaning from this nonverbal symbolism in two ways: by forming an externally interpreted narrative of the participants experience by reading for aspects of their meaning using visual signifiers specific to the research question; and/or working in collaboration with participants to elicit memories, emotions, and interpretations about the photograph(s) or artifact(s) that form the participants internally interpreted narrative. This, in this paper I compare the analysis methods of visual readings and photo/artifact-elicitation, by focusing on methodological perspectives, types of evidence created, and usefulness for specific research questions.

Keim, Kathryn S, *Rush University Medical Center*
Cultural perceptions of a healthy diet and the transition from traditional dietary practices on Native American women

See Taylor, Christopher Alan

Keinan, Anat, *Kaye College of Education*
Professional Life Stories of Veteran College Lecturers

See Tohar, Vered

Kennedy, Margaret Ann, *St. Francis Xavier University*
Challenging a Culture Industry Through Critical Reflexive Cultural Studies

This research employed a critical reflexive cultural studies approach to challenge the political packaging of electronic health records and to theorize the consequent cultural impact. Agger's (1992) work on cultural studies was used as a basis to position electronic health information management as a culture industry. The extent to which this industry positions and protects its hegemony through features such as sign value, academic disciplining, and creating false needs was challenged. This presentation illustrates the application of a critical reflexive cultural studies approach to bring forward written health records as cultural texts. The discussion highlights how cultural studies enabled decentering electronic health information management as the quotidian, challenging the prevailing positivism in health information management. Further, this application facilitated a critical dialogue about the written health record as a political force, as a representation of popular health care culture, and as reflections of the literary lives of health care practitioners.

Khurshid, Ayesha, *University of Wisconsin-Madison*
Politics and Ethics of Social Justice Research in the Third World: An Ethnographic Study of Pakistani Punjabi Christians

The objective of my paper is critical examination of qualitative research designs employed for social justice research in third world countries. As a case study, I use ethnographic research with Punjabi Christians, a religious and social minority in Pakistan — a predominantly Muslim country. My paper describes the epistemology of such a research process at three levels. Firstly, I discuss the impact of unavailability of funding for qualitative designs that can be used both to study social processes in-depth and question the status quo. Social science research in Pakistan is largely supported by international agencies and generally conducted by NGOs. This research severely lacks critical approach and is mainly geared towards short-term policy implications. Secondly, I analyze the need to examine the processes by which social positioning of the researcher influences knowledge production. I discuss my research experience both as an outsider and a member of the group that suppressed Punjabi Christians for centuries. Thirdly, I discuss the threats involved in dissemination of research that challenges the role of the state and the state elite in the third world.

Kiegelmann, Mechthild, *University of Tübingen, Germany*
Applying ethical principals in research design

Growing contention with human subject reviews has been problematic.

Researchers conceptualize ethics committees as bureaucratic hurdles. Such a misconception is strengthened by a normative approach to ethics which utilizes value-laden criteria. In contrast, we propose an approach to research design with ethics that focuses on procedures of weighing conflicting issues and on processes of decision-making. Such an approach could be adapted from John Rawls Theory of Justice. Our approach is especially appropriate for qualitative social research which focuses on social processes rather than on variables. We argue for applying ethical principals in the beginning of the design phase in empirical studies. We discuss a model of design that starts and ends with the social relevance of a proposed research project. One of the authors has applied this design model in teaching doctoral students as well as in actual qualitative studies in the area of psychology.

Kiegelmann, Mechthild, *University of Tübingen, Germany*
Investigating the first-person plural in feminist research

See Beauboeuf, Tamara

Kien, Grant, *University of Illinois at Urbana-Champaign*
Wireless Mobility and 'Being' Canadian in Toronto

Nationalism has a tendency to dominate all other identity discourses, both enframing and enlisting discourses of race, gender, ability, and other identity-based definitions. Although at times performances of love and friendship refocus one's attention away from the nation as the ultimate token of power, nationalism always lurks in the background, ready to be called into alliance. If the global telecom network is the primary physical network of wireless mobility, nationalism has found a reliable ally in its extensions of cultural territory. The performance of mobility "sustains both conscious and unreflexive impressions of national belonging" (Edensor, 2004). "Embodied codes" guide actions in particular settings" (Edensor, 2004). Working with Charland's (1986) premises of "technological nationalism" and "Cultural Territory, one need look no further than mundane everyday habits for ethnographic demonstration of this phenomenon.

Kim, Elena, *American University - Central Asia*
The Ethical Dilemmas of Investigating a Banned Islamic Fundamentalist Movement in Kyrgyzstan

The paper proposes to examine the researcher's ethical dilemmas in conducting women's involvement in a banned Islamic fundamentalist movement, Hizb Ut-Tahrir, in Kyrgyzstan. The discussion explores what meanings women bring in their participation, and how their goals and views shape the organisation. In this respect, this paper proposes a feminist perspective on the politics and ethics of research questions and methods, as it investigates women's position, status, rights and roles within the largely male dominated religious movement. This paper reveals how the researcher deals with ethical problems of the study, including the illegality of the organisation, overcoming informants' suspicions and distrust, and ensuring compliance with ethical standard of research conduct, such as informed consent and feedback request.

Kim, Eunhyun, *University of Illinois at Urbana-Champaign*
A teachers decision making in reading practices

This paper is to examine a Korean teacher's reading practices to know whether reading comprehension instruction was found in this classroom. The teacher was teaching Korean fourth and fifth graders for native language instruction. She was interviewed about her beliefs about reading comprehension instruction and her practices were observed for six weeks. The study uses not only a case study design to understand the teacher's theoretical orientation and teaching environment, but also quantitative research methodology to analyze the teacher's behaviors during class time. Major findings included that sizable amounts of time went to word-meaning instruction and non-instruction, but comprehension instruction was rarely found in this classroom. The study suggested that the factors influencing her practices, such as specificity of Korean language, fixed curriculum, and teacher's educational background, should be considered before concluding that the teacher neglected comprehension instruction.

Kim, Eunhyun, *University of Illinois at Urbana-Champaign*
Teachers beliefs about reading comprehension and their practices — case studies of three elementary teachers

This paper is to find the relationship between three teachers' beliefs about reading comprehension and their practices. Each teacher in Korean, ESL, and regular classroom was interviewed with a beliefs interview technique borrowed from anthropology and their practices were observed for six weeks. This study uses case study design to understand situations in which beliefs and practices match or do not match. The findings included that the Korean teacher's practice could be accurately predicted from the belief interviews, but this was not the case for the other two teachers. This study pointed out that the mismatches could be explained by contradictions of teacher's position in belief interviews or no teaching practices observed in the classroom. Mastery of English language was a determining factor for the ESL teacher to decide her position in teachers' theories of reading comprehension. The regular classroom teacher spent most of the class time on preparing materials.

Kim, Eunyoung, *University of Illinois at Urbana-Champaign*
Redefining Transcultural Identity in Cross-cultural Interviews

Drawing upon fieldwork, this paper discusses how ethical values and power relationships interact in cross-cultural interviews with peers and elites, and how similar/dissimilar cultural norms between a researcher and interviewee factor into the process. While interviewing two women of different culture, social class, and races than the researcher, the degree of authority and reciprocity between interviewer and interviewee was explored along with the process of negotiating different identities and one's otherness. The conclusion from examining cross-cultural interviews is that they are a complicated process imbued with the multifaceted dynamics of power relations and personal characteristics, such as native language, race, ethnicity, sex, age, and nationality. Other identity dimensions such as authority, knowledge, culture, and social class are intricately interwoven to influence the level of rapport with the researched in the interview context, where a varying degree of intimacy is created and social behavior is constructed.

Kim, Hyunjin, *Univeristy of Wisconsin-Madison*
Effectiveness of qualitative research methods in teaching practices for children of diverse cultural and family backgrounds

Demographic data indicate that the U. S. is becoming increasingly diverse, and is experiencing one of the most dramatic shifts in its racial and ethnic make-up in history (Holmes, 1996), resulting in a need for culturally inclusive teaching practices for the increasingly diverse American classroom. No Child Left Behind has brought considerable attention to effective teaching practices in the area of early childhood education. A considerable body of research has been done to examine teaching practices for children from diverse cultural and family backgrounds by using traditional quantitative methods without comprehensive illustrations. In our paper, we discuss how critical theory underpins qualitative research more feasible to comprise the cultural and family backgrounds. Using critical theory, we discuss how qualitative research impacts the study in culturally relevant teaching practices as effective teaching practices which make learning more appropriate and effective for children of diverse cultures and family backgrounds.

Kim, Jong-Hoon
The Experiences of Recovery from Disease in Patients doing Meditation

See Son, Haeng-Mi

Kim, Joo-Hyun, *Kwangwon National University*
The Experiences of Recovery from Disease in Patients doing Meditation

See Son, Haeng-Mi

Kim, Saeromi, *Clark University*
Stories and silences in clinical intake interviews with Latina mothers

This paper explores how certain mothering stories come into view while others remain absent in the context of clinical intake interviews. I use transcripts from interviews I conducted as a clinical intake interviewer for a depression prevention program for Latina mothers of low socioeconomic background. While applying a critical perspective to how clinical interactions impact the telling and not telling of particular stories, I focus on how these narratives evolve, how silences are produced, and what can be learned from both stories and silences. This requires paying close attention to the institutional site of interaction in which these stories and silences unfold, the asymmetrical relationship between interviewer and interviewee, and the particular constraints produced by a clinical setting. This paper thus addresses the impact of institutions on co-constructed narratives, as well as the use of narrative and reflexive methodologies for a study that aims to consider what is said in relation to what is not said.

Kim, Sungjae, *Kangwon National University*
From good girl to being left with the shell of women: Drinking experiences among Korean women

The study was to explore socio-cultural influences on the motivation of drinking and the pattern of drinking behavior among Korean women. In-depth interviews were conducted with six participants who were either currently hospital-ized or had been hospitalized for their alcohol problems. Four main life stage were emerged from comparative analyses; the pre-drinking phase that represents being a good girl, the early drinking stage of emancipated-child, the serious drinking phase characterized by massive drinking behind the cultural norm of Hyun-Mo-Yang-Cheo(wise-mother-good- wife), and the last addiction phase that represents left with a "shell" of woman. These four thematic phases showed that the gender norms rooted in the traditional family relationships interact with various individual needs, which was related to the motivation of drinking and the pattern of drinking behavior. The study suggested that drinking experiences among Korean women should be understood in the contexts of socio-cultural factors rather than as individual experiences.

Kim, Won Ock, *Kyung Hee University*
Psychosocial Adjustment of Young Korean Adults with Hemophilia

See Yi, Myungsun

Kim, Wooksoo, *University at Buffalo*
From good girl to being left with the shell of women: Drinking experiences among Korean women

See Kim, Sungjae

Kim, Yujin, *Loyola University Chicago*
Understanding the experience of living with Alzheimer's: Implications for social work practice

The purpose of this study is to understand Korean American families' experiences of living with elderly relatives with Alzheimer's disease (AD). In view of the limited scope of studies in exploring the experiences of caregiver of AD, this study purports a phenomenological approach to explore the phenomena of AD caregiving with ten participants. It is an appropriate method in gaining of holistic understanding of family caregiving and is harmonious with social work's basic tenet, "start where the client is." Gaining knowledge from this study may help professionals find ways to minimize distress and to maximize positive caregiving by addressing caregivers' unique experiences. It is an important step for advocating services, keeping families together, and improving the quality of life of both the patients with AD and the family caregivers. An enhanced understanding of the subjective experience of family caregiving can facilitate a more culturally appropriate geriatric social work intervention.

Kline, Kimberly N., *Southern Illinois University*
Cerita Pontianak: A Ghost Story (Hantu) as a Narrative that Makes Sense of Patriarchal Hegemony and Cultural Paradigmatic Contradictions in Malaysia

See Nicholas, Cheryl L.

Kmiec, Cheryl, *University of Florida*
IRB and the normalization of research participants

See Koro-Ljungberg, Mirka Elina

Knaapen, Loes Anne, *McGill University*
The regulatory power of clinical information-retrieval technology

The evidence on which clinical decisions according to the Evidence Based Medicine movement should primarily be based (results of randomized clinical trials) is increasingly accessible for individual practitioners in primary care. Clinical information-retrieval technology (CIRT), for example electronic databases of scientific literature like PubMed, plays an important role herein. CIRT has the potential to guide and organize medical practice by managing medical knowledge and transforming clinical decision making. As such it can be seen as a new form of technogovernance in medicine. This paper analyses the role of this technology in transforming and regulating contemporary medical practice. It is based on a qualitative content analysis of medical literature on information and CIRT in Family Medicine in the past four decades. We will explore the regulatory role of CIRT but also the way it is used as a solution to the ambiguous role of biomedical research in the specialty of family medicine.

Knudson, Roger M., *Miami University*
Emergent Dream Perspectives

See Finocan, Gillian

Koc, Mustafa, *University of Illinois*
Turkish Academicians' Representation of Self through Faculty Web Pages: A Pictorial Semiotic Case Evaluation

Using Saussurean and Peircean discourse of semiotic analysis as a framework, this study attempts to examine how Turkish academicians working at the colleges of education represent themselves through the use of personal pictures on their faculty web pages. For this purpose, more than two hundred faculty members` home pages from thirty university web sites were observed by three graduate students. By using a checklist, demographic data and detailed information about their photographs were gathered and categorized in terms the types of figuration and ambient objects apparent in the photographs. The results indicate that a computer or other piece of technology is heavily and indeed sometimes deliberately used as a signifier in the photographs. Several interpretations regarding what this sign may connote were discussed by decoding it across other variables such as gender, age, experience, title as well as within the dynamics of given culture and society.

Koelsch, Lori E, *Miami University*
"If this were my dream . . .": The shared experience of a dream group

A dream group is a leaderless gathering of individuals who meet in order to share and explore dreams. We believe that dream groups provide spaces in which openings are created, boundaries are blurred and dichotomies are eschewed. Researchers/participants involved in a long-standing dream group will engage dream images as we would in an actual group meeting. This presentation will involve a semi-scripted demonstration of a dream group and provide guidelines for running an Ullman (1979) inspired dream group. As a supplement to Ullman's model, we add the Jungian understanding that each dream exists outside of the dreamer's individual psyche, and thus it can have a meaningful

impact on all group members. An abbreviated dream group will be performed in which one member/researcher will share a portion of a dream and other members/researchers will discuss their relationship to the dream and it's images.

Kohn, Wendy Koppel, *Kwamba Productions*
VISUAL TEXT — Tent Cities Toolkit: A grassroots organizing tool for social change

The authors present the Tent Cities Toolkit visual-text as an example of collaborative media-based research projects. The Tent Cities Toolkit is an interactive organizing tool centering on the story and struggle of Dignity Village, a self-governed and self-help tent city fostering community and empowerment. The main goal of the Toolkit is to facilitate both housed and unhoused people to become active citizens in finding a solution for homelessness by using these action tools to set up alternative housing and to join forces to affect social policies. We will demonstrate the Toolkit's interactive aspects and its use of digital video, poetry, photographs and voices of homeless activists at Dignity Village to raise awareness nationally of the lack of housing and criminalization of the poor. The Tent Cities Toolkit and the forthcoming AHAS toolkit illustrate a range of collaborative approaches given the varied constraints of the participant groups.

Kohn, Wendy Koppel, *Kwamba Productions*
VISUAL TEXT — The Dignity Village Orientation Action Tool and its creation

See Mosher, Heather Irene

Kohn, Wendy Koppel, *Kwamba Productions*
At Home At School (AHAS) documentary: Ethics and power in using film in arts-based research

See Finley, Susan

Kohn, Wendy Koppel, *Kwamba Productions*
Whose Voice Is It?: The colonizing potential in creating social performances and participatory films

See Finley, Susan

Koro-Ljundberg, Mirka
Conceptualizing democratic methodologies

The purpose of this paper is to illustrate how the idea of participatory democracy can shape the goals of qualitative methodologies. Furthermore, the paper will address the concept of democratic methodology and how various simultaneous data analyses of same data (Critical incident method, Discourse analysis, and political analysis) serve both personal and political epistemological purposes of participatory democracy. We argue that the rights of the participants and researchers, representation of all voices, and shared decision making characterize democratic methodologies. Similarly, democratic research plans include decisions and strategies that acknowledge and utilize different perspectives, theories, and methods simultaneously without prioritizing one over the other. Furthermore, democratic methodologies operate as political systems that take into consideration the problems and inequalities associated with power, race, gender,

and class and that aim to transform cultures, promote change, values and research structures that allow participants to become more active in the research process.

Koro-Ljungberg, Mirka, *University of Florida*
Through the Lens of ADHD: African American Teens' and Their Teachers' Experiences with School Culture

See Williamson, Pamela

Koro-Ljungberg, Mirka, *University of Florida*
Surveillance of methods in qualitative research

See Hsieh, Ivy

Koro-Ljungberg, Mirka Elina, *University of Florida*
IRB and the normalization of research participants

This presentation will discuss practices in which specific forms of knowledge guide and regulate the IRB process and consequently normalize (Foucault's view) research participants. In particular, we will focus on three areas of normalization: 1) Acts and procedures that regulate participants' perceptions of research and their assumed aims of knowledge production (e.g., structure and language in IRB protocol), 2) Acts and procedures of gaining consent (e.g., participants' consciousness participation as a result of authorization, responsibilities, and legality), and 3) Acts and procedures that prioritize and legitimatize the researcher's agenda over participants' freedom and creativity (e.g., strict execution of preplanned procedures, IRB violations, and studying one's own practices). Finally, we propose that the researchers must carefully investigate how various assumed and expected research acts, guidelines, and procedures normalize the research process and especially limit the role of the participants in that process. Freedom, creativity, and spaces for negotiations are essential conditions in order to develop decolonizing research practices.

Korth, Barbara D., *Indiana University*
Naming Ourselves: Feminists Doing Feminist Research

In a recent interchange on partisan research, Hammersley (2005) argued that there can be no legitimate feminist research because to be partisan is to exceed the boundaries of proper research conduct. He also argued that naming ones self as a feminist researcher factionalizes the research community. These claims seem to rest comfortably in the realm of researchers who have not had to name themselves and whose research communities already included their interests. This paper explores the basic validity of feminist research and of naming ourselves feminists when doing such research. To do this, the paper explores the meaning of validity and bias. Furthermore, the paper discusses the way feminist research has contributed both to creating and to better understanding less biased, more valid social science.

Krauskopf, Marian, *New York University*
Interweaving and borrowing from diverse traditions: the dilemmas of mixing methods within qualitative traditions

See Ospina, Sonia M.

Krizek, Robert L., *Saint Louis University*
Infiltrating the IRB

If you can't beat them, join them, and once you join them be ready to teach them. This paper examines the journey from being an outsider to being an out-group insider on an Institutional Review Board. In it we share our experiences with our institution's IRB (a group solidly entrenched in the traditions and beliefs of post-positivism) as we attempted to obtain approval for our and our graduate students' qualitative/interpretive research projects. As part of doing business with the IRB we experienced confusion and frustration as we struggled to determine what makes a study exempt and what exactly these in-group insiders meant when they invoked terms like "generalizability" and "informed consent." Borne from that confusion and frustration, one of the authors decided to join the IRB becoming an out-group insider in the land of post-positivist logic. As part of this paper, we share his experiences of determining and negotiating the conflicting systems of meaning that inhabit the wizard's chamber better known as the IRB.

Kroeger, Janice, *Kent State University*
Research with Asian Ethnic Families: Striving for Ethics, Autonomy, and Authenticity

See Adler, Susan Matoba

Kroeger, Steve, *University of Cincinnati*
Increasing Access to the Science Curriculum at the Middle Level Using Peer Assisted Learning Strategies

Many students face significant barriers to success in science. In learning environments where there is decreased expectancy of success or a sense of uncontrolled failure students often attribute learning difficulties to themselves, making an assumption that their own abilities are the barriers to success in the science curriculum. This negative reaction is referred to as a coping action that competes with the efforts students make to complete learning activities. Withdrawal creates a negative behavioral momentum that leads to a context of increased risk. This study proposed to facilitate behavioral momentum of desirable behaviors through the use of an adapted peer learning process that integrates principles of universal design for learning with effective instructional principles in the science curriculum. A set of effective instructional principles form the peer assisted learning strategies (PALS) process. The strategy adheres to challenging standards, utilizes self-verbalization methods, and makes use of physical and visual representations of concepts and problem solving.

Kroeger, Steve, *University of Cincinnati*
Role Models in Best Practice: Improving Pedagogy to Prepare Intervention Specialists

See Musti-Rao, Shobana

Krook, Mona Lena, *Washington University in St. Louis*
Are There Feminist Research Methods?

Among feminist scholars, there is an emerging conventional wisdom that there are no feminist research methods, but there is a common feminist approach to social research. This methodology is shaped by feminist theory, ethics, and politics and is grounded in women's experiences. In this paper, I review this literature — as well as various applications in feminist research — and find that most studies in fact adapt existing methods in more or less feminist ways, to the point that some even fundamentally alter the character of these techniques. At the same time, various authors outline alternative approaches to feminist research that react to distinct aspects of the scientific method: they focus on the body instead of the mind, experience instead of neutrality, and emotion instead of reason. I conclude, therefore, that there are not only feminist research methods, but also multiple feminist methodologies.

Krook, Mona Lena, *Washington University in St. Louis*
Comparing the Political Representation of Women: Methodological Ideas for a New Research Agenda

The political representation of women is one of the central questions in research on women and politics. Although most scholars examine elected assemblies to establish whether or not female legislators promote women's interests, others advocate a closer look at the contributions of feminist actors inside the state and the activities of women's movements in civil society. To bridge these discussions, we suggest reformulating the central research question from when women make a difference to how and where the political representation of women occurs. This shift, we argue, enables us to avoid strict a priori definitions of women's issues and interests, as well as assumptions about the policy arenas that have an impact on the lives of women. We consider the methodological implications of this revised focus and then offer some insights as to how to integrate alternative approaches to expand and compare the meanings and locations of political representation.

Krumer-Nevo, Michal Livia, *Ben-Gurion University*
From personal knowledge to political platform: Inclusive debate methods for social change in Israel

Inclusive debate is a public discussion based on the active participation of excluded and marginalized groups, designed to alow expression to their attitudes and perspectives (Beresford and Wilson, 1998). This presentation will describe and analyze an inclusive debate held recently in Israel. It included 78 people living in poverty as well as academics, policy makers, social practitioners and social activists. Three position papers which described the peoples experiences, their ways of coping, their attitudes and their recommendations regarding welfare, education, and public housing systems formed the nucleus of the debate. Implications to be drawn from this project for the further development of inclusive debate as a vehicle for social change are discussed.

Kuchta, Lisa, *University of South Florida*
From W.O.M.E.N. to Women: A Local Abortion Fund and the Pro-Choice Fight

This paper explores the role of W.O.M.E.N. (Womens Organization for Med-

ical Emergency Needs), a local abortion fund in Tampa, Florida, and its recipients (pregnant women with unwanted pregnancies) in the context of the larger abortion debate. The layered account includes a variety of perspectives: pro-life dogma taken from several prominent pro-life sources, the words of W.O.M.E.N. board members, my own pro-choice sentiments and experiences of teaching pro-life undergraduates, and—perhaps most importantly—letters from the women who receive funding from W.O.M.E.N. It is my hope that the words of those involved in funding and receiving abortions help to speak back to pro-life dogma that seems to show little concern for pregnant women seeking such procedures.

Kuntz, Aaron M., *University of Massachusetts Amherst*
Faculty activism, faculty work: A case study

This study examines new possibilities that arise when we challenge existing conceptions of faculty work. Potentially, there exists an array of faculty practices that remain beyond the scope of the language with which we have learned to define faculty. Such practices might help reconfigure our basic conceptions of who faculty are and how they operate within higher education. Faculty activists potentially challenge traditional faculty roles within the academy. Little scholarship examines the way in which faculty activists consider part of their faculty work their local, daily interaction with issues, individuals and institutions that transcend the university walls. With the established aim of examining faculty activists as a means towards better understanding the work of faculty, this paper asserts a qualitatively-based descriptive case study utilizing ethnographic interviews, document analysis, and proxemical observation in order to explore the material realities of activist and non-activist faculty on one large, research oriented university campus.

Kuntz, Aaron M., *University of Massachusetts Amherst*
Faculty and Early Career Qualitative Scholars: Creating a Language for Transformative Research, Teaching and Learning

See Pasque, Penny A.

Kvale, Steinar, *Aarhus University*
Dialogical oppression in qualitative interview research and in human management

Dialogical oppression in qualitative interview research and in human management Steinar Kvale Qualitative research interviews have often been regarded as a progressive form of social research. The interviews sometimes go under the name of dialogue, a concept, which has also become popular in political, managerial and educational contexts. I shall here discuss the possibility that research interviews may also entail soft, subjectified forms of power exertion, and outline their asymmetrical power relations. As a contrast to a neglect of power and conflict in warm and caring dialogical interview research, I will depict various forms of agonistic interviews, which deliberately play on power differences and contradictions. I shall then address societal contexts of interviewing and draw in the use of dialogues by the exercise of power in politics, management and education. Finally, I discuss interviews in relation to seductive forms of manipulation in the interview culture of a postmodern consumer society.

Kvale, Steinar, *Aarhus University*
Interviewing between Method and Craft

Interviewing between Method and Craft Steinar Kvale In qualitative interview research there has been an emphasis on methods of interviewing and in particular on methods for analyzing transcribed interview texts. I shall question the emphasis on methodology in interview research, first by contrasting a reliance on method vs. the person of the interview researcher. Then the concept of the researcher as a craftsman or craftswoman is suggested. Third, learning the craft of interviewing through apprenticeship advocated. Fourth, in lieu of available practice communities for interview apprenticeships, a learning of interviewing through an interview practicum is suggested. Fifth, the extensive training for becoming a skilled practitioner of the craft of interviewing is posited. Sixth, theoretical knowledge of the interview topic is emphasized, and seventh the question is raised, whether a current emphasis on paradigms and methodology for interview research may reflect a new qualitative positivism.

Kvale, Steinar, *Aarhus University*
Qualitative inquiry between scientistic evidentialism and subjectivist ethicism

Qualitative inquiries are today caught between external demands for scientific evidence and internal beliefs in a qualitative ethicism. If evidence is confined to controlled designs and quantified data, we may not obtain multifaceted qualitative knowledge, which may contribute to the human situation. If qualitative research is regarded as ethical and progressive in itself, a critical evaluation of its consequences for the human situation is neglected. While qualitative researchers may strive on a micro level to create warm and caring relationships to their subjects, the macro level concerning the broader social consequences of the knowledge produced tends to be overlooked. Thus a major part of qualitative interview research is carried out for social control within marketing and human management, and today dialogues and dialogically conceived interviews are becoming a major form of domination in the interview culture of a consumer society.

Kvale, Steinar, *Aarhus University*
Comments and discussion

The fourth paper is a discussion of the three previous ones. The discussant will have read the papers in advance.

Kwan, Samantha, *University of Arizona*
The Runaway Bride, Racial Hoaxes, and the Reproduction of Racial Inequality: A Frame Analysis

A racial hoax occurs when someone fabricates or commits a crime and blames it on another person because of his or her race (Russell 1998). White-on-minority hoaxes involving a falsely-accused minority perpetrator are particularly damaging because they reinforce stereotypes of minorities. This study examines newspaper coverage of a media event that culminates into a racial hoax involving a fictitious Hispanic male. A media frame analysis of newspaper coverage in the top 10 American newspapers and the Associated Press of the disappearance of Jennifer Wilbanks (or the runaway bride), post-confession, reveals several media frames. Specifically, four key issues surface: (1) The extensive coverage of the disappearance of an upper-class white woman; (2) capitalist exploitation and injustice after Wilbanks sells the media rights to her story; (3) wedding etiquette and pressures; and (4) the false-accusation of a minority. The paper examines these media frames using the "framing matrix" (Gamson and Lasch 1983) and discusses their intersecting class, gender, and racial implications.

Kwok Keung, HO, *Hong Kong Institute of Education*
A qualitative evaluation of the developmental trend of timetable in Hong Kong elementary schools

The weekly timetable is widely adopted by schools all over the world. However, a very unusual timetable pattern, the cycle timetable has been adopted in the secondary schools of Hong Kong in the last few decades (Ho, Lee & Ng, 1997). The local Ministry of Education has tried to introduce different patterns of timetables for schools to consider (CDC, 2002). It will be interesting to see whether the cycle timetable plague among the secondary schools in Hong Kong will spread to the elementary schools or just limited to the secondary sector. The purpose of this qualitative evaluation is to discover the current timetable pattern in Hong Kong elementary schools, exploring the pros and cons of some timetable systems that are rarely used in the local schools. After detailed analysis of each kind of timetable establishments, the future trend of timetable in Hong Kong elementary school will be discussed.

Kynard, Carmen, *Rutgers University*
Research with communities made poor: Re-searching ourselves

See White, Carolyne J

LaJevic, Lisa M., *The Pennsylvania State University*
An ethics of embodiment through a/r/tographical inquiry

A/r/tography a form of arts based educational research is a process of living inquiry. A/r/tography attends to the practices of art making, researching, and teaching. It is a methodology that invites participation of the in-between. It is this openness, uncertainty, and exposure of meaning that allows us to inquire into and create new models for research. More specifically, a/r/tography develops the relation between embodiment, meaning, and ethical obligation challenging educators to re-define the terms by which research is understood and created. This presentation will develop arguments for a/r/tographical research and teaching through an examination of an ethics of embodiment. The implications of which argue that a/r/tographical research is necessary if we are to develop ethical approaches to educational research that belie a focus on acquiring knowledge or establishing moral codes, but would instead suggest that participating in a network of relations lends itself to gestures of non-violence and social justice. Drawing on this theoretical framework, we have implemented an a/r/tographical project in an art education course for pre-service elementary generalist teachers. Through writing and imaging as inquiry [using primarily visual journals] student-teachers engage in a process of interrogating knowledge of self and other as situation and relational. In education, ethics is often reduced to a series of moral guidelines where teachers focus on how to best encourage the acquisition of ethical knowledge and how best to model ethical principles and

concepts. Instead we aim to inquire into the very forms of relationality that structure our encounters with other people. While this poses difficulty for teachers, in that it does not offer the security that codes or principles of ethics might, it implies that education become an embodied process of responding to the Other an exposure.

Lamme, LInda L., *University of Florida*
A Critical Qualitative Evaluation of Students' Experiences on the Issue of Diversity in a Literature Class

See Dedeoglu, Hakan

Langer, Susanne, *Cardiff University*
Deliberative Research Methods

See Evans, Robert

LaPastina, Antonio, *Texas A&M University*
Storied Research: A Methodological Continuum

See Sharf, Barbara F.

Larke, Patricia, *Texas A&M University*
The ways of words: a critical postcolonial reading of "Ways with Words"

See Shelton, Marcia Collins

Larson, Elizabeth A., *University of Wisconsin-Madison*
How Does the Use of Multiple Methods Alter Our Findings? An Illustration from a Study of Maternal Well-Being

Single method approaches have led to contrary findings of maternal well-being when parenting a child with a disability. This paper will illustrate the use of mixed data collection and analysis methods to illuminate the complexities of this phenomenon. Purpose: Compare data describing maternal well-being generated via different research approaches. Methods: 48 mothers parenting "high burden" children participated in in-depth interviews, and completed 3 well-being surveys (Hassle Scale, Juster's global well-being scale and Ryff's purpose-driven well-being scale). Detailed descriptions of maternal well-being were elicited in interviews. Analysis: Data analysis included: 1) descriptive analysis of maternal well-being using the three survey measures; 2) recursive coding of transcripts identifying common themes; 3) analysis of the features and qualities of mothers who vary in self-described well-being; 4) reanalyses of qualitative data using groups defined as high/low on each well-being survey measure. Findings: Differences in findings as illuminated by these different data collection and analyses will be compared and contrasted.

Larson, Mindy Legard, *George Fox University*
Research as Transitional Space

We have been reading Elizabeth Ellsworth's (2005) Places of Learning: Media, Architecture, Pedagogy. If Ellsworth explores "pedagogy not in relation to knowledge as a thing made but to knowledge in the making," (p.2) then can this also be applied to research? If "the space of learning is the space of self in rela-

tion" (p. 80), then is this not an active space to investigate? How has/can data act as a "transitional object"? "A transitional object becomes pedagogical when we use it to discover and creatively work and play at our own limits as participants in the world" (p. 78). How do data, perhaps even the participants in our studies, become such transitional objects? In this paper, we consider research as transitional spaces, using personal experiences as teacher educator/researchers to interrogate knowledge still in the making.

Lather, Patti, *The Ohio State University*
(Post)Feminist Methodology: Getting Lost

The nature of scientificity is on the feminist agenda. This paper will unpack a variety of analytics and practices that I am gathering in this effort, including Eve Sedgwicks reparative reading, Elizabeth Wilsons analytics of breaching and Gayatri Spivaks dislocating negotiation in terms of their usefulness toward what I call "philosophical ethnography." Against positivist dreams of authentic, undistorted knowing on the part of the sovereign knower, such practices recommend analytic deferral and open up the unthinkable. At the heart of such efforts is a reinscription of scientificity where the question of what makes a science a science is positioned against the Popperian and even Kuhnian sorts of demarcation projects that have historically dominated in framing such questions. This paper expands on my earlier work by exploring practices toward a counter-science that is constituted by the interplay between scientificity and the necessary interpretation that has historically been excluded from its definition.

Lawler, Steve, *Washington University*
Relatio-graphy, Relatio-ethnography and Collaborative Practices

Methods of writing and depiction feature an auto voice work to locate an individual and their perspective in both autobiographical and autoethnographic works. Social constructionist motifs invite a performance of polyvocality and invite a certain hesitancy in locating an individual voice. This paper continues an exploration of relationality through biographical and ethnographic work that emerges from multiple persons and selves and their "withness" as performative collaborative practices.

Lawson, Robert F., *The Ohio State University*
Cultural Perceptions of Healthy Weight in Rural Appalachian Youth

See Williams, Kelli J.

Learmonth, Mark, *University of Nottingham*
Girls Working Together Without 'Teams': Gentle Resistance To Managerial Colonization

This paper presents the findings of an ethnographic study conducted amongst clerical workers in the medical records department of a UK general hospital. The intent was to explore how terms generally assumed to be characteristic of progressive managers' ways of talking ('culture', 'leadership', 'performance', 'strategy', 'teams' and so on) are used by workers who are not managers and have little contact with them. A particular concern was to observe the extent to which these terms might still be internalized and incorporated into individual

workers' ways of thinking and being. However, what was found was the virtual absence of this kind of language — particularly strikingly, given the continuing seepage of management language into wider society. The paper argues that this absence can be understood as a subtle identity politics: a form of unobtrusive and non-confrontational resistance, fueled by reluctance to think of self-identity using managerially defined terms.

Learmonth, Mark, *University of Nottingham*
QI & AOM Compared: We're Managers, We Don't Do That Sort of Thing!

See Humphreys, Michael

Learmonth, Mark, *University of Nottingham*
Contesting TINA: The possibilities of the history of alternative organizations

See Reedy, Patrick

Lee, Bill, *University of Sheffield*
Back to the future: Towards a rediscovery of a critical qualitative accounting research

Qualitative accounting research in Europe is facing a number of challenges. On the one hand, research assessment exercises that grant high status to American journals that publish predominantly quantitative research encourages young academics to target these journals. On the other hand, despite the development of what Guthrie & Parker have described as an alternative academic super-structure of journals in accounting prepared to publish qualitative research, the critical edge provided by this research is often seen as blunted by the theoretical divisions between its ageing professorial pioneers. This article reviews the current state of qualitative accounting research against such a backdrop and discusses the opportunities for a re-invigorated critical qualitative accounting research.

Lee, Dong-Hoo, *University of Incheon*
Popular Cultural Capital and Cultural Identity: Young Korean Womens Cultural Appropriation of Japanese TV Dramas

In order to understand the ongoing multi-layered, complicated sites of production, circulation and consumption of popular culture in Asia, it is necessary to examine a local site of transnational cultural consumption. This research attempts to ethnographically study the transnational TV consumption articulated in young Korean women's everyday lives. Specifically, it intends to understand how they have viewed and related Japanese TV dramas to their daily lives and what kinds of popular cultural capital have been created by these enthusiasts' appropriation of the cultural codes found in Japanese TV dramas. With easy access to Japanese TV dramas via the Internet, one can accumulate popular cultural capital beyond the control of formal production or distribution agencies and utilize them for one's own pleasure. Thus, this research tries to look at how young Korean female fans have accumulated popular cultural capital by viewing practices and what it has meant for their lives. Rather than generally mapping out Korea's consumption of Japanese TV dramas or investigating the reception of a specific type of Japanese TV drama, this research makes an attempt to

examine in both an experiential and microscopic dimension how young Korean female fans from the late teens to the early thirties, whose social conditions have been changed but still constrained by conventional gender systems, have received and appropriated Japanese TV dramas in their daily experiences. By examining their Japanese TV drama consumption, this study discusses not only the ways in which young Korean female fans have created or experienced transnational consumption space, in which they have negotiated their cultural or gender identities in an age of globalization, but also the degree to which their reception experiences have been hybridized.

Lee, Sungkyung, *University of Illinois*
Narrated Landscape:Re-visioning Place Theory in Contemporary Everyday Urban Landscape

Traditionally landscape architects have understood urban environments by either practical or artistic analysis on forms and functions of a space. However, the conventional analysis often failed to show the public understanding of urban environments. This study focuses on how existing users socially and culturally construct meanings, values, and activities to reveal more personal interpretations of urban environments. The physical urban environment works as a background for socially and culturally constructed meanings. Particularly, this study focuses on the personal and intimate meanings of urban environments imbedded in the narratives about an urban space by the everyday users. My aim for this study is to find existing urban places and to examine place-making processes through either individually or collectively constructed personal narratives about urban places. Further, I attempt to suggest place theory as a humanistic design approach that emphasizes both cultural heterogeneity and cultural collectivism.

Lee, Young Ah, *Ohio State University at Lima*
Becoming a social justice educator: Six student teacher case studies

This is participatory action research that explores and describes what learning and teaching for social justice means to early childhood preservice teachers and what their practice of socially just teaching looks like. The perspectives that guided me in this research were socio-cultural theory, critical feminist perspectives, and poststructuralist theories. As a supervisor, I worked with six student teachers in early childhood (PK - 3) M.Ed program from autumn 2003 through spring 2004. Data collection included interviews, observations, and documents analysis. All informal and formal conversations were audio taped and transcribed, and my participants' course assignments, lesson plans, reflective journal writings, and writings from their electronic portfolios were collected and analyzed. Each participant's understandings and teaching practices about social justice were different from each other because of various influences. This study will contribute to raising the awareness of social justice in teacher education program.

Leisey, Monica, *Virginia Commonwealth University*
IRB and Privacy: Protection at All Costs?

IRBs subscribe to principles of respect, beneficence, and justice as identified in the Belmont report. The principle of respect includes the notion of privacy, the

ability to choose what information about one's self is shared. The decision to protect an individual's privacy during the recruitment phase of an inquiry has multiple consequences for the principles of beneficence and justice. Denying the use of some recruitment strategies such as snowball or serial nomination to protect an individual's privacy may result in denying the opportunity to add marginalized voices. This has serious consequences for the principles of beneficence and justice. Qualitative inquiry methods that include the potential for change facilitate the empowerment of the unvoiced by providing space for exploration and affirmation of the individual's life experiences. Creating barriers to these opportunities maintains the hierarchical status quo, which is neither beneficial nor just, and reifies as true that which we already know.

Leisey, Monica Rene, *Virginia Commonwealth University*
Co-creating Social Justice in the Classroom: A Gadamerian Approach to Teaching

See Howell, Michael Lee

Leo-Peraza, Gisela, *Escuela Normal*
Ethical concerns for Mexican researchers working with indigenous children

See Cortes-Camarillo, Graciela

Levy, Dalit, *University of California, Berkeley*
Teaching by WiDi — A Case Study of Leading a "Wireless Discourse" in the SCience Classroom

TELS (Technology Enhanced Learning in Science) and wireless computing are two large-scale initiatives that take advantage of relatively new technologies for improving science education. Changing teaching practice is widely believed to be one of the most powerful outcomes of introducing new technologies. Yet the integration of the abovementioned technologies has not been extensively tried out in authentic classroom settings, and the nature of the needed change is not clear. This case study aims at supplying a descriptive account of the teaching practice within the complex space of teaching science using wireless laptops. While the study is still in its initial phase, questions have already emerged concerning a few of the common beliefs with regard to what changes teachers should make in their practice. While these questions are directed specifically at science educators, they are of value for the larger community that is concerned with how new technologies affect teaching.

Lew, Jamie, *Rutgers University*
Research with communities made poor: Re-searching ourselves

See White, Carolyne J

Lewis, Magda, *Queens University*
New Strategies of Control: Academic Freedom and Research Ethics Boards

Academic Freedom is the collateral damage in the current turn to an audit culture in the academy. Informed by critical theory, this paper is a vivid analysis of how a Research Ethics Board was used to attempt to silence critique of the commodity culture of higher education and the academic practices it has spawned. An article I wrote, critiquing the ideology of the knowledge economy and the problematic academic culture that the commodification of higher education has encouraged, was published in the *Journal of Curriculum Theorizing*, Spring 2005. It was subsequently challenged under the Adverse Event Complaint process of my universitys Research Ethics Board. An analysis of the challenge to this published article, and the subsequent Academic Freedom case that it precipitated is the subject of this paper.

Lewis, Patrick J., *University of Regina*
Repetition & Recollection: Storying Teachers' Past(s)

Kierkegaard (1983) suggested that "repetition and recollection are the same movement, except in opposite directions, for what is recollected has been, is repeated backward, whereas genuine repetition is recollected forward" (p. 131). Can stories from a person's memory of a schoolteacher they had while growing up contribute to our understanding of a "good teacher"? Many people have memories of a teacher from their primary/elementary school days whom they feel was a good teacher. Accompanying these personal memory stories are, of course, popular culture stories and teacher education stories of good teachers. Which stories make the greatest contribution to good teaching? Which stories are listened to the most and have the greatest influence? Through visual and oral representation of individual memory stories, teacher education stories and popular culture stories, a montage of a good teacher is explored, and new stories are created.

Liebenberg, Linda, *Saint Mary's University*
The use of image-based methods to enhance communication in border-crossing research

This presentation reviews methodological and epistemological underpinnings of visual research methods pertinent to contexts often encountered within diverse societies. Internationally, many people continue to be marginalised as a result of illiteracy, poverty, age and gender. Within immense stratification,

researchers attempt to produce knowledge that contributes constructively to policy and services surrounding these groups. Image-based methods provide a research tool by which to address many of the concerns regarding challenging research contexts. Visual methods, such as photo-elicitation interviews surrounding the self-produced images of participants, may facilitate researchers in crossing boundaries (Giroux, 1992) of power, culture and language, which often stem from more 'conventional' research methods. This paper argues the relevance of image-based methods to meaningful research, illustrated by a case study conducted with five teenage mothers from an informal settlement outside of Cape Town, South Africa.

Lightfoot, Brenda J., *University of Texas at Austin*
Nature of Vocational Rehabilitation Counselors Reflective Practices

This study examined the nature of reflective practice (Schon, 1983) of eight rehabilitation counselors who have enrolled in a distance education program in rehabilitation. Reflective practitioners frame practice dilemmas or problems as similar to others in their repertoire but different enough to require new solutions. The practitioner draws upon past experiences, modifies them, tests them, and maintains openness to experimentation or adjustment if needed. Reflective practices can be defined broadly as a combination of improvisation, creativity, tacit knowledge, critical reflection, and the ability to "think on one's feet" within the context of rehabilitation counseling. Data was obtained through e-mail interviews and analyzed using phenomenological methods. Interviews focused upon participants' perceptions of themselves as reflective practitioners and their descriptions of the reflective practices they use. Results indicated participants engaged in such reflective practices as problem solving with coworkers, individual research or information-gathering, self-evaluation, and the integration of previous experiences.

Lincoln, Yvonna S., *Texas A&M University*
The Search for Emerging Decolonizing Methodologies in Qualitative Research: Further Strategies for Liberatory and Democratic Research

See González y González, Elsa M

Lindqvist, Per, *University of Kalmar*
Turned on and Tuned in — Grounded Theories on teachers work outside classrooms

The aim of this paper is to discuss teachers´ use of their professional time. With the support of substantive grounded theories from two separate studies - focusing two "invisible" parts of teachers´ work, recesses and off-the-clock work — we aim to conceptualize some patterns in contemporary work of teachers' and discuss them in the light of changing working conditions. The results show that uncertainty, in different forms, has encroached on the territory of teachers work, leading to the disappearance of interspaces and feelings of constant public appearance — of being permanently 'on stage'. The recesses seem to be out of the teachers' control. In addition, off-the-clock work appears to flood every part of teachers' lives. A constant mental alertness, with thoughts as intrusive bonds, seem to be connected to a 'not enough', success-oriented attention. But the findings also indicate differences in how teachers handle the situation

and provides a more elaborated explanation of how recent changes in working conditions has affected teachers. The discussion points to novel means to understand and re-frame reasonable working conditions for teachers.

Lisboa, João Carlos, *UNIJUI*
Quality of life in the elderly: satisfaction with the life as a parameter.

Satisfaction with the life can be used as a parameter of quality. In this sense, life is a most important property in the human existence. The longevity has a character of a good by itself as a conquest to be used. Nowadays the paradigm of longevity with quality aggregates the vision of life as source of pleasure and satisfaction. A qualitative inquiry was accomplished with people who were 60 years old and more, in Public Health Services — Ijuí, Brazil. In our research, 81,2% of the them are satisfied, however this can be a sign of hopeless, submission, humility. The satisfaction is related to the health, family, happiness, friendship, social relationships and to be alive. High percentage of satisfaction allows us to infer that studied population has a good quality of life. The educational process in doctor and patient relationship in the elderly is better when involves patients with high affection.

Lisboa, João Carlos, *UNIJUI*
Sexuality in the debate of the doctor and patient relationship in the elderly.

The importance of sexuality and quality of life in the elderly is studied in the perspective of the doctor and patient relationship. The sexuality in the elderly is a subject of recent interest in the literature. The rationalities related to involution ideas, biological and hormonal, had a view of the aged individual as somebody unable to search for sexual satisfaction. A qualitative inquiry was accomplished with people who were 60 years old and more, in Public Health Services - Ijuí, Brazil. To 47,6%, sexuality is very important, and to 27,2% has no importance. Only 20% accept to dialogue with the doctor about sexual subjects. This date allow us to infer that this theme is "taboo" in the doctor and patient relationship. Difficulties are concerned to doctor formation and to social and cultural context in which our patients grew old. These factors displace sexuality to the social invisibility.

Locke, Karen, *College of William and Mary*
Beyond the Double Hermeneutic: Reflexive Interpretation in Narrative Research

See Cunliffe, Ann

Lockford, Lesa, *Bowling Green State University*
The Making and Re-Making of a Hero: Honor, Pat Tillman, and Me

In this essay I consider how heroes are constructed in public discourse and how such constructions depend upon popular conceptions of masculinity. Through critical rhetorical analysis of the events and media representations of Pat Tillmans enlistment in the military, his death, funeral, and the subsequent investigations into his death by friendly fire, I consider the hero beyond the rhetoric. Moreover, through autoethnographic writing I weave a counter narrative of resistance to football, military might, right-wing spin-doctoring, jingoism, and the glorification of violence in order to discover a space for honoring this hero.

Loewen, Gregory Victor, *University of Saskatchewan*
Ethical margins of qualitative research

There are a varity of grounds within fieldwork which slope away from the supposed center of human subjects research as has been recently officially defined as low risk, non-intrusive and overt. Among the centrifugal forces which attempt to attract researchers to this rationalized center are IRBs, funding agencies, journals and the admitted convenience of the field itself so defined. Yet Ricoeur reminds us that to have "an authentic encounter with the other" involves a holistic risk on the part of the being of the researcher and methological risks on the part of the mode of being which researches. The covert participant observation and the "eclaircissement" of intimate dialogue continue to be necessary to understand alternate worldviews to our own.

Logue, Jennifer, *University of Illinois at Urbana-Champaign*
Categories of Ethnographic Analysis Reconfigured: Youth Subcultures and Conceptual Calamity

I examine the changes that need to take place when ethnographic and other qualitative researchers use sexuality as their primary category of analysis. Inadequate attention to the multiple meanings of sexuality forecloses understanding of the ways in which youth negotiate social meanings and expectation, creating new terms, concepts and categories with which to identify that seem to get lost in much ethnographic narration and concern with the crisis of representation. Drawing on my own ethnographic experience working as a research assistant on gay straight alliances in public schools, I argue that in order to democratize and augment qualitative inquiry, time and space needs to be made for discussion and evaluation of the meanings of terms involved in the research (between both the research team as well as the researched).

Logue, Jennifer, *University of Illinois at Urbana-Champaign*
Queer Observations on Youth Subculture

We draw on our own ethnographic work on gay straight alliances in public schools, examining how conversations start, which issues are taken up as central, and which are relegated to secondary status or ignored completely. We argue that gay straight alliances, because they are associations across multiple forms of difference, offer at least the possibility that multiple vectors of identity and experience will become part of group discussions and action. Our experiences with group interviews and dialogues have shown us that individualizing sexuality works against the ways in which sexuality is a contextual, social, and political experience and activity. We criticize approaches to research on sexuality that only engage in individual interviews, arguing that the methodologies such researchers as Deborah Tolman and Ritch Savin-Williams exacerbate the tendency to view sexuality as individualized, privatized experience. Our own experience, not only in observing groups, but critically analyzing each of our observations and definitions of key terms collaboratively has repeatedly reminded us that we each view sexual identity, sexual activity, and desire from our own particular and different experiences and self identifications. We contend that those deeply considered analyses of key terms are missing in the work we criticize. In order to establish reciprocity between researchers as a team and between researchers and researched, we argue that time and space needs to be made for

discussion of the meanings of terms involved in the research.

Lorenz, Leslie, *University of South Florida*
(Care)Giving and Receiving: A Layered Story of Multi-Generational Mother-Daughter Relationships

In this paper I explore relationships of care-giving and care-receiving among my great-grandmother, grandmother, mother and myself. Using a layered account (Ronai, 1995; Fox 1996) to tell our stories, which are both separate and intersecting, I create a conversation about care-giving and -receiving. The dynamics of our family's situation are difficult to tease out, because no one plays one clear role. I focus specifically on the negotiation of roles and identities in our relationships, placing the caregiver-carereceiver and mother-daughter tensions as my primary sites of interest. These relationships seem to be quite dependent on varying circumstances, which Ellis (2001) observes, calling caregiving "an evolving process" (p. 611). Because of this ever-changing situation, I also concentrate on the caregiver-carereceiver and mother-daughter relationships both in times of sickness and wellness, terms which themselves are ever-evolving in meaning for the aging.

Lorenz, Leslie, *University of South Florida*
Looking Back and Moving Forward: Negotiating a Relationship Begun in Infidelity

This paper presents layers of co-constructed narrative of my fiancé, Jean-Paul, and myself. Our relationship began online, in distance and infidelity. We look back through e-mails sent during our relationship's beginning and reflect, through story, on the negotiation of "us" — both then and now. I focus on the concepts of idealization and commitment in romantic relationships, and how these feelings transform and change over time, with increasing closeness — both spatially and emotionally. What results is a layered account' (Ronai, 1995) of past e-mails and memories, current reflections and feelings. We realize that despite the infidelity that spawned our relationship, telling our meeting story honestly represents a catharsis, and has made our story one we have learned to cherish.

Lovett, Maria, *University of Illinois at Urbana-Champaign*
Creative Intervention through Arts Based Living Pedagogy

See Plummer Rohloff, Rebecca

Lowe, Staci T., *University of Wisconsin-Madison*
Welfare Discourse and the Everyday Lives of Urban Adolescents

This purpose of this study was to examine adolescents' understanding of welfare reform in the context of policy and cultural discourse. The adolescents largely supported welfare reform's key dimensions, which include work requirements, time limits, and school attendance regulations. Their views were mixed in relation to child support enforcement, teen living requirements, and the family cap policy. There was little support for abstinence-only education. While most claimed to back the principles behind reform, their lives were filled with a myriad of other difficulties, such as homelessness, drugs, and domestic violence. This mismatch highlights the perversion of typical conceptions of "policy suc-

cess". The complex circumstances in which many teens found themselves were based on an accumulation of socioeconomic hardships sustained over their lifetimes. Findings demonstrate the need for a new conceptualization of policy analysis, one that is more holistic and democratic.

Ma, Ming, *Indiana University*
A Critical Ethnography of Technology Use in a Democratic Alternative School

The purpose of this study is to examine technology use in a democratic alternative school environment, and gain insights on how technology is perceived, how it is promoted, how it is learned, how it is used, and what effects it has on student academic learning and social development. Although the focus of the study is on technology, data are collected in a comprehensive way including pedagogy, student social development, student sub-cultural groupings, student-teacher relations, identity concerns of the participants, the culturally constructed distinction between school work and fun which is rather blurred in this school, and other things. Analysis then relates teacher and student uses of informational and educational technology to school culture generally and school organizational structure.

Mabasa, Layane Thomas, *University of Limpopo*
Challenges in the use of Participatory Action Research in researching educators unwritten alternative forms of pupil discipline at schools in South Africa

This paper, reports on the study that was conducted, looking at issues of values and human rights at schools in the Limpopo Province of South Africa using Participatory Action Research. A case study design (where four schools were selected as sites for the study) was adopted. Three methods of data collection namely; Interviews, Observation and Documents were used. The study found that since corporal punishment was abolished, educators resorted to verbal abuse as an alternative form of discipline. Furthermore, since the study wanted to empower those who were affected by the situation, it was found to be a challenge to empower them since both pupils and educators accepted the situation as normal because of the general practice in the village where the schools are situated. The study recommends that more effort be taken in empowering both learners and educators on issues related to Values and Human Rights in South Africa.

Mabry, Linda, *Washington State University*
Social Justice and National and International Regulatory Agencies

Ethics at the border between the demands made by regulatory bodies and the actual doing' of research have implications for national and international research with a goal to furthering social justice. This presentation will connect theoretical ethical models with complex dilemmas that arise in research work caught in the tension between the regulatory concept of ethics and the ethics of social justice that arise throughout the research process. It will use examples from donor agency funded research, domestic and international. It will explore the ethical responsibility to return some value to the researched community.

Macleod-Johnstone, Emma, *University of Plymouth*
Othered lives OR the grass is always greener (isn't it?): reflexive classed reflections

See Sikes, Pat

MacMillen, Sarah L., *University of Notre Dame*
Ethnography of Suffering and Situated Seeing: Feminist Methods/Epistemology, Value-full Science and Ethics

Using critiques from feminist methodology and epistemology, this paper, an excerpt from the methodological chapter of my dissertation on grief and mourning in an American context, explores questions on the validity of value-free "science" as a paradigm for the exploration of research in the sociology of emotions, especially the sociology of negative emotions and suffering. I address the difficult balance between researcher objectivity and empathy using phenomenological modes of investigation and the thought of Weber on the verstehen method, as well as Scheler, Stein, and Clarke on sympathy and empathy. I explore the value and relevance of phenomenological methods in conducting research in the sociology of emotions. I also discuss the value of feminist methods in helping to establish "trust" with the research subject. I also explore the need for ethics and "being with the other" via an evaluation of the application of feminist Christian ethics to sociological practice.

Madigan, Jennifer, *San Jose State University*
The Young Womens Leadership School: A Model of Hope

In January 2003, the United States Department of Education announced plans to allow public schools to educate boys and girls separately, enabling school districts to create single-sex schools without the previous restrictions prohibiting such programs under Title IX regulations. There is a revived interest in single-sex education as a means of addressing the needs of students identified as at risk for school failure in urban public schools. The Young Womens Leadership School (TYWLS) in North Philadelphia, Pennsylvania is a national model for gender separate public school education for female students of color attending secondary school in a high poverty urban school district. This paper highlights the experiences of African American female participants attending TYWLS based on conversations derived from focus group and individual interviews contextualized for the audience through live readings of the words and accounts of the students.

Magalhães, Nara, *UNIJUI*
Fieldwork with people of groups of middle class: invasion of privacy or ethical limits in the research

The paper the presented being detaches a methodological discussion on a research accomplished with people to focus groups of middle class, with which semi-directing interviews were accomplished, audience ethnography, collection of depositions, take pictures and a video. The study object is it vision on television, which the daily meaning of the television message and the social analysis that do starting from the interpretation of this message. The people interviewees reveal the strong notion of privacy, they plows plenty active and critics in the research relationship, what brings great to inquiry it goes them the possibilities

of the anthropological work. The classic method, presupposes an intense con-viviality in the culture of the studied group and it puts as ideal the possibility to build the coalition of horizons, so that the ethnography to happen. What other perspectives can build when the relationships of power between anthropologists and studied groups are more equilibrium?

Maiter, Sarah, *Wilfrid Laurier University*
Engaging Participants from Diverse Ethno Racial Backgrounds in Qualitative Interviewing: Empowering Experiences from a child protection project.

This paper explores the sense of empowerment that can be experienced by research participants from marginalized diverse ethno racial groups during in-depth qualitative research interviews. Experience gleaned from a project with minority group members who had come to the attention of Child Protection Services is explored. Benefits, pitfalls and caveats are examined.

Makagon, Daniel, *DePaul University*
Audio Documentary and the Ethnographic Audience

Although film and video documentaries have historically provided sites of analysis for qualtiative scholars and venues for sharing ethnograhic work, audio documentary has basically been ignored by scholars. We tend to view the recorder as a tool to record field notes only. My presentation will ask us to explore how audio documentary can be used to re-present ethnographic work. I will play an 11:30 audio documentary I recently made about blessing the ani-mals events in Chicago to provide a shared context for the audience. I will then use this documentary to discuss how we can use audio to re-present fieldwork.

Malagreca, Miguel, *University of Illinois at Urbana-Champaign*
Writing Queer Across the Borders of Geography, Desire, and Power

In this chapter, I merge auto/ethnography, performance and experimental writing to situate a transitional, fictionalized self that performs through writing. This means that, unlike previous explorations of Butler, mine is not a theoretical exploration of performance, but a performance in itself. By performance I do not mean pure fiction but a planned, articulated experimental writing that sub-verts the centrality of the monolingual heterosexual identity that has been foun-dational of cultural studies. This is a chapter that explores the intersections and tensions of time, desire, law and power as my I moves across time and space, crossing national and linguistic borders and changing legal, marital and work status in Argentina, the United States and Italy. This is a personal and political exploration of the transitions that I experience as my identity unfolds and changes. Much of my work illustrates the inseparable relation between political structures, history and agency. Unlike other studies on Italian culture, mine does not begin by assuming the existence of regular, preexisting identities that are distributed within the cultural map of a nation. In doing so, I apply an interpre-tive perspective that does not reify Italy as an object or essence, inhabited by groups of people whose nationality define their cultural identities (e.g, the Ital-ians) or groups of people whose sexual choices define who they are (e.g. the homosexuals). Against this position, I explore contexts (historical, personal, political, representational) in which the I performs a critique of national, sexual and racial boundaries.

Malagreca, Miguel Andres, *University of Illinois at Urbana-Champaign*
Queer Italy: in the Borders Between the Personal and the Political

This essay explores spatial and identity borders as transitional spaces. Part of my PhD dissertation, this work unfolds the potential of autoethnography to per-form cultural analysis of a sector of Italy that is nominally audible: Italian queers, for the most part of history, have inhabited a negative border space. This paper studies the particular contexts that make Italy a specific, even peculiar, case of study. By being a non Italian person writing about Italy, I want to set in motion a project that traverses the space of complete negativity made of social alienation, group ostracism, familial secrecy, historical erasure, Catholic cursing, communist rejection, military execution, university segregation, parliamentary refusal, media revulsion, political misrepresentation and everyday panic. In times when being queer is being modeled globally, I hope that my work contributes to clarify the specific historical events, political circumstances and symbolic-material negotiations that distinguish queer Italians.

Mamidipudi, Annapurna, *Dastkar Andhra*
Negotiating Knowledge Building in Development Praxis

See Gajjala, Radhika

Manyak, Patrick C., *University of Wyoming*
Parent Slugs, Two-Dimensional Worlds, & Boarding Schools: An Exploration of Educators' Commentary on Families, Excitable Speech, and Reflexive Discourse Analysis

Patrick: Do you think that the goal of 85% of the identified children reading at grade-level is reasonable? Why or why not? Darcy, a first-grade teacher: I just think that that is a pipe dream unless we are going to put kids in a boarding school and we control all the things from when they are first born. In the above exchange, Darcy, a first-grade teacher, suggests that the only possible remedy for her struggling readers would be to take them away from their parents at birth and raise them in a boarding school setting. Her words immediately call to mind one of the darkest experiments in American schooling, the placing of American Indian children in boarding schools in order to "Americanize" them through the erasure of their cultural and linguistic heritage. Although perhaps more extreme, this comment does not differ in kind from those offered by many teachers and administrators that I interviewed during a research project examining early reading intervention in the state of Wyoming. In disconcerting ways, dedicated, well-meaning educators repeatedly emphasized the irresponsibility and apathy of parents and called for programs that would hold parents accountable for sup-porting their children's literacy development in ways valued by their districts and schools. In this article, I offer a multifaceted analysis of this commentary on literacy education and families, and, in the process, provide a history of my evolving discourse analytic processes as I struggled to develop a complex, nuanced, and reflexive approach to the data.

Mariana Altopiedi, *Sevilla*
How Do Schools Improve? Analysis of the Improvement Processes and Their Incidence in the Quality of Education

See Estepa, Paulino Murillo

Markula, Pirkko Helena, *University of Bath*
Sensible Concepts: Dance, Movement and Transformation

Performance ethnographers conceptualize research as a performative act that by harnessing the aesthetics has the ability to transgress social boundaries. They may also use performance as a way of representing their research. This paper examines how contemporary dance can be used as performance ethnography. In addition, it explores how dance can, not only serve as a representational tool but actually create new social science concepts. My discussion derives from Gilles Deleuze and Felix Guattari's (1994) vision of art as sensitive knowledge and Brian Massumi's (2002) notion of the body as a sensible concept to explore how dance movement might generate transformative social science.

Marques, Olga, *University of Windsor*
Discourses of Prostitution and Policy Recommendations

Fuelled by the disappearance and murder of 69 female sex workers in British Columbia, the Subcommittee on Solicitation Laws (SSLR) was enacted in November 2004 to both review existing solicitation laws and recommend changes to reduce violence against and exploitation of sex workers. This mandate is unique in that the SSLR is the first of four Canadian governmental committees struck to deal with prostitution laws, to specifically address the safety of sex workers. Although researchers have examined the final reports of the previous three prostitution-related committees, none have examined the use of prostitution discourses on the policy deliberations of the committees. Using discourse analysis, this paper specifically explores the prostitution discourses used by SSLR Committee Members and how the use of specific discourses influences the types of policy changes recommended.

Martimianakis, Maria Athina (Tina), *University of Toronto*
Interdisciplinary Research and Paradigmatic Differences: Exploring the Career Trajectories of PhD Research Faculty in Psychiatry

Funding structures encouraging interdisciplinary research which incorporates social science and humanities perspectives in the health sciences has created unique manifestations of what critical sociological perspectives refer to as the basic science clinical teaching rift'. Six, one and half hour, semi-structured interviews of faculty appointed to the Department of Psychiatry were conducted. Interviews were read, coded and analyzed iteratively, and themes were developed using a process of meaning condensation. The experiences of participants were further contextualized drawing on critical sociological literature and an analysis of related institutional documentation. Results show that basic science faculty are perceived to be more relevant to clinical training than social science and humanities faculty. This perception creates unique career challenges for researchers who do not identify with the label basic scientist', with evidence to suggest that academic career trajectories relate to the ability of researchers to internalize and identify with the teaching mandate of the Department.

Martin, Vivienne, *University of Bristol*
The illness narrative in relation to discourses of 'Get on with it, get over it, and get back to normal': An exploration of the relationship between illness experience and professional identity.

This paper draws on my doctoral research into narratives of illness and surgery and the impact they have on our conceptions of self and life-story. I will draw primarily on the stories of two of my participants; 'Janet' who is a psychologist, and 'Patricia' who was a renal nurse. 'Janet' was born with a congenital hip condition requiring orthopaedic surgery throughout her life, and 'Patricia' has experienced kidney failure, dialysis, transplant, and heart surgery. I will also draw, in an oblique sort of way, on my own experience of illness and neurosurgery, and subsequent writing (1997, 2000), as well as on my background as a person-centred counsellor. I aim to portray, through literary and poetic means, the ambiguity and complexity of the interplay between illness experience and professional identity

Martinez, Marisela Montenegro, *UAB*
Performance, Ethnography and Situated Knowledge

See Montenegro, Karla Eugenia

Martínez, Rocio Anguita, *University of Valladolid*
Formative portrayals emerged from a Computer Supported Collaborative Learning environment: A case study to establish experiential generalizations

See Abellán, Iván Jorrín

Martinez-Salgado, Carolina, *Universidad Autónoma Metropolitana Xochimilco*
The emotional meaning of demographic events

There is a general concern among demographers to develop more accurate methods to collect demographic data, to avoid imprecisions and lacunae, to correct the imperfections of the sources and the inaccuracy of the series. However, very few is done to reflect upon the undoubtable fact that demographic events are loaded with human emotions which make them extremely susceptible to be incorrectly recalled and accounted. This paper discusses how the emotional meaning of certain events affect the accuracy of the recollection and therefore limits its value as a reference to be used in research. Some cases are analyzed in reference to the validity of the declaration of age, number of children born alive, infant mortality and migratory incidents. It is suggested that such problematic effects, if they are considered from this different perspective, could serve to enrich the possibilities of the interpretative work within the Population Studies.

Martínez-Salgado, Carolina, *Universidad Autónoma Metropolitana Xochimilco*
The emotional implications of qualitative inquiry with poor urban women: An experience from Mexico

While conducting an in-depth interview study on the perception of health risks within a group of poor urban families in the southern part of Mexico City, my research team got involved in emotionally complex situations with the women in the study. The research team was constituted by four female Mexicans living in Mexico City like the interviewees, however they came from a dif-

ferent social class. Among the researchers there were several characteristics that differed: the age (two in his thirties, two in his forties), marital status (three married, one single), professional background (two psychologist, one anthropologist and myself, a medical physician) and styles of personal interaction. This last was crucial in understanding the kind of attachment the women developed toward each of us during the field work. In this paper I examine some of the emotional implications of doing this kind of inquiry, both for the interviewees and the researchers.

Marzano, Marco, *University of Bergamo, Italy*
An unbeliever in the salvation industry

Have we ever been modern? Contrary to the thesis of the triumph of generic spirituality and the individualization of faith, typically pre-modern forms of religiosity centred on collective rituals and outpourings, and powerful communitarian fervor, still persist in Catholic Europe. Religious pilgrimages are significant manifestations of this phenomenon. The paper recounts, with autobiographical overtones, the experience of a pilgrimage undertaken accidentally by an unbeliever to a celebrated Marian sanctuary in the heart of Southern Europe, where the pilgrims at prayer were able to witness the encounter between visionaries and the Madonna, and to take part in extraordinary events.

Matlock, Jennifer Campbell, *San Diego State University*
I'm Not a Person, I'm Your Mother

The paper is autoethnographic in nature and explores the realtionship I have with my mother. The relationship is explored as one between an adult daughter and her adult mother. I discovered through research that the relationship between mothers and daughters has been explored when one is dependent on the other; my mother and I are fully independent of each other, and this makes my research unique. When a mother and daughter are independent of one another, it raises issues about how their relationship is defined. At such a point in the relationship they are choosing to spend time with each other. In my relationship to my mother, our relationship has been defined by power, and since I am no longer dependent on her, she no longer has power over me, and this has created tension. Questions are raised about our realtional dynamic, how similar we are, how we love and hate each other, and how we each take turns as caretaker to each other. My research includes interviews, extensive journaling, and a literature review. Since the paper is an autoethnography, large portions of it focus on my journey and struggle in life on my way to adulthood. Through a childhhod filled with adversity, I have come out the other side, and I am now able to look back and examine my relationship to my mother with new eyes, as an adult. I believe the mother-daughter relationship is one that is often overlooked. Mothers and daughters share a unique relationship in which they can be friends and rivals. This relationship is the one that teaches women how to be women, and I believe to get the most out of this relationship it must be taken apart and examined to see what really has been learned. This paper does its best to stay objective, and to not vilinize my mother or make me the hero. I say things about myself in the most honest way possible and reveal the realtionship with my mother that many women can relate to.

Matsuo, Hisako, *Saint Louis University*
Constructing Shared Realities: Interdisciplinary Collaboration of the International Adoption Clinic

This paper addresses how the researchers and graduate students have come to embrace shared realities during the creation of the International Adoption Clinic (IAC) at Saint Louis University. The IAC was established in collaboration among three departments: Communication Science and Disorders, Counseling and Family Therapy, and Research Methodology. Each department represents critical aspects of the clinic which provides services to children who have been adopted from abroad and their parents, focusing on language development, socio-emotional issues, and ethnic identity. Because of the interdisciplinary nature, the team has struggled with finding common terminologies, defining appropriate conceptualization, and selecting sound methodologies. During the process of data collection, the team has also observed that the parents are caught in a dilemma between facing the problemstheir children have and denying such problems. This paper concludes with some suggestions for those who plan to develop interdisciplinary research projects.

Matsuo, Hisako, *Saint Louis University*
Teaching and Learning Qualitative Research through a Group Project: Perceptions toward Counseling among Racial Minority Students

This paper addresses issues that counselors encounter in dealing with multicultural populations. The research was carried out as a group project in a qualitative research course at the graduate level during spring semester 2005. We found that common barriers among racial minority students to utilizing counseling are lack of accessibility, lack of education for the professional and the community, fear among racial minority populations, and negative image of the profession. The participants believed that problems are to be addressed privately within an informal network of family, friends and church, confirming Block's (1980) argument. However, they shared the belief that the counseling profession could benefit the minority communities and suggested that the profession increase its visibility by increased advertising, public education about the benefits of counseling, and partnerships with organizations in the community. Several recommendations for the counseling students and the faculty are provided.

Matusek, Jill A.
"If this were my dream . . .": The shared experience of a dream group
See Koelsch, Lori E

Mayan, Maria, *University of Alberta*
Learning Qualitative Methods: As Innocuous as Discussing Religion and Politics
See Eldershaw, Lynn

Mayo, Cris, *University of Illinois at Urbana-Champaign*
Teaching Against Homophobia without Becoming the Subject

The coming out story has this twinned dilemma: to at once recount the subject's struggle against a dominant subjectivity, but to do so in a way that does not reinstate the individual subject. My contention is that coming out in the

classroom, by mobilizing autobiography, suggests that each gay person actually has an individual story to tell and that by so doing, the practice of coming out makes sexual subjectivity appear to be idiosyncratic. What we ought to rather do is engage with how subjects are produced and how they negotiate sexual identity in a way that underscores everyone has a shared negotiation of homophobia. In short, we need to avoid becoming the subject, but rather encourage a fuller understanding of how sexual subjectivity is formed and disputed.

Mayo, Cris, *University of Illinois at Urbana-Champaign*
Queer Observations on Youth Subculture

See Logue, Jennifer

Mayuzumi, Kimine, *University of Toronto*
Centering spirituality by reclaiming a decolonizing epistemology: Writing towards healing

Using an indigenous knowledge framework, I raise the following epistemological questions: "What is spirituality" from the perspective of a woman who was born and raised in rural Japan? And how can I (re)claim my spiritual epistemology that allows me to engage in the decolonization of knowledge? By sharing the journey of writing one of my articles entitled "The tea ceremony as a decolonizing epistemology: Japanese women and healing", I attempt to answer these questions and examine the state of my mind and spirit I encountered as a qualitative researcher who had a decolonizing agenda throughout the writing process. I hope that this "walking the talk" approach in research will continue as a healing journey.

Mazzei, Lisa A., *Ohio Dominican University*
Specters of Silence in Discourse Based Research

The primary objective of this paper-to demonstrate or to "put to work" poststructural theory in the doing of qualitative research, specifically discourse based research. Further, I hope to extend the call by researchers in the social sciences (e.g., Lather, Peters, Spivak) that in order for poststructural theory to be relevant, working examples of the applications of such theory in educational research must be presented as exemplars. My research is situated in the context of a critical examination of race in education, namely whiteness. I am not the first to engage poststructural theory in the doing of qualitative research, however, I believe that my approach is unique in that I not only use the theory, but through my use of the theory I am deconstructing the preference given to the spoken word and exploring a data set that is lacking in the methodological literature, namely silence. In the conversations in which qualitative researchers engage, silences often occur, particularly when researchers pursue issues of race and culture in education. Informed by poststructural theory, I propose that qualitative researchers not dismiss silence as an omission or absence of empirical materials, but rather engage the silences as meaningful and purposeful

McCann, Kim, *Bowling Green State University*
Insights of Rhetoric in Cultural Studies:

The responsibility to complicated postmodern world has demanded the needs of a paradigm shift in rhetoric. The critical studies in rhetoric is such tendency

challenging the traditional rhetoric that relies on linguistic influence to serve dominant ideology. This paper draws upon rhetorical criticism in conjunction with critical studies suggested by Brummett, to focus on television sitcom, Seinfeld, as the "site of struggle" embodied in everyday experience. Through the analysis, I argue that Seinfeld serves as transitory for a power shift by subversively creating its own meaning with empowering marginalized cultural groups. This paper concludes by addressing Seinfeld as a type of pop culture that demonstrates the altering demission of rhetoric in public sphere from the ideological construction to everyday social function.

McClellan, Patrice, *Bowling Green State University*
Voicing the Leadership Journey of Black Male Leaders

Portraiture uses the tools of academic scholarship and interdisciplinary in an attempt to tell stories of people who do not have "voice" in the realm of academia (Lawrence-Lightfoot, 1983). Sarah Lawrence Lightfoot (1983) explained that the methods of science maintained a research agenda of "pathology and disease rather than health and resilience" (p.8). To move beyond researching Black men from a deficit model is central to my study on Black male leaders. The search for goodness is a way to counterpoint dominant discourses about Black men that often pathologize their status as crippled without opportunity for affirmation. As one of the defining characters in this study, I felt an obligation to use portraiture as a methodology because of the dimensionality, the intentional "search for goodness", and the commitment to acknowledge subjectivities of human experience as well as "voice" that are inherent in human interaction, thus creating masterful portraits of Black male leaders.

McElroy, John M., *Michigan State University*
Exercising family therapists: A constructivist grounded theory approach to locating the health of the therapist

The marriage and family therapy (MFT) field has long considered the systemic interrelationship between physical and mental health. MFT research demonstrates effectiveness of family therapy in treating physical disorders (Campbell & Patternson, 1995: Law & Crane, 2000). The field also promotes "self of the therapist" work, meaning that MFTs reflect on the influence of therapists' culture, gender, and values in facilitating respectful, ethical therapy. These models create space for consideration of therapists' personal health practices, such as exercise, and how these practices influence therapy. Our epistemologies are informed by our experience as MFTs and athletes; and the first author's experience as a licensed college coach. This standpoint begins our development of a constructivist grounded theory (Charmaz, 2005); the "health of the therapist." Using qualitative methods, we consider how MFTs construct meanings around exercise and therapy practice through a focus group interview; layering emerging participant themes with our experiences and supporting literature.

McGibbon, Elizabeth, *St Francis Xavier University*
Weathered by Racism: African Canadian Nurses' Work life Experiences

See Etowa, Josephine B.

McGibbon, Elizabeth Anne, *St. Francis Xavier Uiversity*
Questioning the Relationship Between Critical Race Research and Whiteness

The field of critical race theory, and hence critical race research, has increased greatly in the last decades of the 20th century. This paper is a reflexive accounting of the locatedness of being a white researcher undertaking qualitative research using the framework of critical race theory. The centrality of white privilege in the authors critical race research is examined, with particular reference to research ethics, research relationships, and the decolonization of qualitative research. Whiteness is questioned in terms of its legitimacy as a location from which to engage in such research, and its potential to contribute, intentionally or unintentionally, to hegemonic practices of ongoing colonization.

McGibbon, Elizabeth Anne, *St. Francis Xavier University*
Social Justice and Health: Neo-Conservative Resistance in Health Policy and Research

There is much global attention to the concept that health status is based on social justice related aspects of human experience: gender, race, social class, sexuality, literacy and safe environments, to mention a few. The World Health Organization has expanded its definition of the determinants of health to include this seemingly obvious relationship between social justice and health. The health fields have recognized this relationship for over thirty years. Yet in countries such as Canada and the United States, health and social policy decisions actively ensure that certain groups are consistently disadvantaged in terms of safe and secure housing and access to the goods and services of society. In North America, child poverty and illnes morbidity consistently increase, despite increasing health policy and health research rhetoric about social justice. This paper examines the construction of this rhetoric in health policy interventions and health researh, and challenges corresponding neo-conservative resistance to social justice in the new millennium.

McGinn, Michelle K., *Brock University*
Research Participants Perspectives on Research Ethics Issues

Research ethics policy statements across the globe enjoin researchers and research ethics review committees (IRBs in the US, REBs in Canada, etc.) to take a "subject-centered perspective" on research ethics. For example, in Canada, the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans states, "Researchers and REBs must strive to understand the views of the potential or actual research subjects" (CIHR et al., 1998, p. i-7). Despite the centrality of a subject-centered perspective in research ethics policies, there is a dearth of literature regarding participant perspectives on research or research ethics. Through a series of focus group interviews with individuals who have participated in social science research, we identify participants perspectives about different research ethics issues and formulate policy recommendations intended to help researchers and research ethics review committees to make informed decisions about whether participants rights and interests are adequately considered in proposed research. Through the session, we hope to promote other research regarding participant perspectives on ethics issues.

McHatton, Patricia Alvarez, *University of South Florida*
The I in Diversity

Accreditation entities require institutions of higher education to demonstrate their ability to produce culturally competent educators. However, diversity is often addressed in teacher preparation programs through the ethnicity by chapter approach resulting in an "othering" of those not from the majority culture. A humanistic approach to preparing culturally competent teachers challenges the notion that diversity is something we "do." This study chronicles the experiences of a cohort of teacher candidates as they embarked on a reflexive journey of self. In true Socratic fashion we asked ourselves, "Who are we really?" And, how does who we are shape our ability to effectively work with differently positioned children, youth, and families. Through poetry we shared parts of ourselves long hidden and came to understand how our experiences intertwine with our perceptions of those who differ.

McHatton, Patricia Alvarez, *University of South Florida*
Intersections: When Two Cultures Collide

The number of children in our schools whose primary language is other than English has increased from 9% in 1979 to 19% in 2003; the native language for a majority of these children is Spanish. Issues surrounding language are increasingly discussed and debated in our schools, communities, and our nation. These conversations center on inclusion or exclusion (silencing) of diverse voices — voices not in English. Tensions surrounding issues of language voiced by bilingual students are presented through the use of Readers Theater. These voices are contextualized through the events and discussed which have emerged in the local community and nationwide. The goals are to provide examples of school and community as complicit partners in devaluing non-dominant communication forms and engage the audience in a dialogue on issues of language and power as played out in educational settings.

McHatton, Patricia Alvarez, *University of South Florida*
The School, My Child, and Me: Parent Perspectives

See Thomas, Daphne

McIntosh, Heather, *The Pennsylvania State University*
Public Practices, Public Spaces: Pedagogy, Autoethnography, and Blogging

The number and awareness of blogs, or web logs, have grown exponentially in recent years. From the radical to the personal, blogs range widely in their purposes and executions, but often they are dismissed as forms of narcissistic self-promotion and virtual soap boxes. When grouped with active reflection and directed intentions, however, blogs offer a potentially fruitful site for a form of public pedagogy that attempts to dismantle classroom power relationships, to include students in class development and management, and ultimately to foster a more democratic form of education. For this project I will situate my own experiment with a public blog within the scholarship of reflective and democratic pedagogy and autoethnography. Using entries, logs, comments, and informal feedback, I explore the usefulness of such an exercise to pedagogical training and practice, and detail some of its limitations posed by my internalizing of institutional expectations, the public sphere, and myself.

McIntosh, Michele, *University of Alberta*
Conceptualizing Risk in Qualitative Interviews

See Morse, Janice

McIntosh, Michele Janet, *University of Alberta*
Forging new methods of evaluating knowledge regarding the efficacy of screening women for domestic violence

Emblematic of depoliticized science is the decontextualization of complex human phenomenon to medical (not political) questions. The recent international (US, Canadian & British task forces) independent meta-analyses of evidence regarding the efficacy of screening women for domestic violence in health care settings, exemplifies this reductionism. Privileging scientific knowledge over other kinds of knowing, they discarded 2950 qualitative studies and included 20 randomized control trials in their analysis and justified this by saying that the rct is the "method least prone to bias." Not only is this clinical epidemiologic frame incongruent with the non-disease of domestic violence, but its evaluation criteria were seriously flawed. This paper argues that the simplistic, deterministic view of evaluation which these meta-analyses employ need to be replaced by an evaluation methodology that accounts for: diversity of knowledge, differentiation of utilization, potential user-in-context, and measurement tools that are sensitive to the phenomenon under study.

McIntosh, Michele Janet, *University of Alberta*
Neo-positivism: Why nurses must resist being good company men

Nurses have historically considered health care to be neutral and apolitical and have regarded themselves as powerless. A review of nursing research however reveals that nursing has been adept at operationalizing dominant discourses: neo-liberalism, new racism, among others. This agency alienates nursing from its own moral imperative to care as well as from those vulnerable populations who need nursing most. Nursing must resist neo-positivism by the following strategies: recognize its complicity with power and the implications of this (thwarts the development of nursing as a unique discipline and subjugates the production of its own knowing to magisterial discourse); situate the production of its own unique knowing in multiple epistemologies, especially feminist standpoint epistemology, and adopt a political identity. Dramatic examples of how these strategies have challenged dominant discourses and emancipated vulnerable populations from premature infants to the homeless will be detailed.

McKay, Cassandra, *University of Illinois at Chicago*
Popular Education is alive and well: A current day Freedom School

The principles of Freedom Schools are reflected in a current day example: the Senior Leadership Course, facilitated in a west side community of a Midwest city provides an avenue for seniors age 52-75 to participate in an emancipatory environment which emphasizes the study of African American history. As participants are enlightened through this study of their heritage, and affirmed in their African American identity, they are challenged to advocate for social and political change within their communities. I am conducting a study on how this enlightenment fosters community advocacy. Course classes will be observed; interviews conducted of the group facilitator, as well as students. I will not only record the narratives of students in their present learning emancipatory environment and their community advocacy, but also record the seniors' school days experiences as African American children, and discuss the implications for public, and popular education.

McKitrick, Sean, *Indiana State University*
Using the Delphi Method to Analyze Open-Ended Comments About Student Learning

Assessing student learning usually occurs by analyzing quantitative data, often from closed-ended survey questionnaires. Many of these same questionnaires ask respondents to respond to open-ended questions, yet these are rarely analyzed. This presentation presents a case study of how an analysis of open-ended responses, using the Delphi method, can lead to an understanding of how teachers' expectations change as a result of participation in a grant-funded seminar in which teachers were trained to use the arts to improve students' writing performance. It concludes with some strengths and weaknesses in respect to the use of this methodology for assessment and program evaluation in general.

McLachlan, Debra A., *Texas Christian University*
The Impact of Globalization on Internationally Mobile Fathers and Their Children

Family time has shrunk for many families, but especially for internationally mobile (IM) families living in other countries. Globalization and the drive of market economies have created new challenges for internationally mobile families. IM fathers are absent from their families due to the work related travel around the globe for the international corporations that employ them. The purpose of this qualitative study was to explore the experiences of 45 IM families in an international school setting in Southern England, using grounded theory method. 90 semi-structured interviews with family members provided insight into specific family experiences. Analyses revealed how families compete with international corporations for family time, how IM fathers manage the struggle to have family time and to support their children, and how children of IM families cope with father absence.

McLachlan, Debra Ann, *Texas Christian University*
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McNaughton, Nancy, *University of Toronto*
From 'Tools' to Engaged Educators

Standardized Patients (SPs) are healthy individuals trained to (re)present the clinical characteristics of patient cases for health professionals. Traditionally, patient scenarios portrayed by SPs are written by health care practitioners. This presentation challenges conceptions of SPs as "tools" that can be "standardized" in teaching and assessment. In a case study exploring the impact of psychiatry roles on SPs two themes emerged with respect to the construction of the patient role: "fit" between the case and the SP, and the SPs "reflection" about the patient they were enacting. Through focus groups, reflective journals and interviews, SP in role' responses were captured. Data was coded using an iterative, constant comparative approach. Among the findings, SPs reported that missing patient information was made up on the spot, often from their own history. Standardization may stand in the way of spontaneity, essential at higher levels of training for developing sophistication in diagnosis and therapeutic relationship building.

MCormack, Fredline, *University of Florida*
Through the Lens of ADHD: African American Teens' and Their Teachers' Experiences with School Culture

See Williamson, Pamela

MCormack, Fredline, *University of Florida*
Conceptualizing democratic methodologies

See Koro-Ljundberg, Mirka

McPhail, Brenda Jean, *University of Toronto*
Digital Identities with Real-world Effects: An ethnographic study of electronic performance monitoring in two call centres

Digital networks in white-collar workplaces are changing the ways that work takes place, including the ways in which performance is measured. One example of a technology-intensive, heavily-monitored workplace is the call centre, and this type of organization is the focus of my ethnographic research study. In call centres, face-to-face supervisory assessment is supplemented or replaced by statistical evaluation using data based on electronically-mediated transactions. The practice of using monitoring technologies and the statistics they generate at an individual level in effect creates an imposed digital identity composed of those numbers and details deemed significant by the organization. These compilations of statistics and transaction records can have considerable consequences for workers who are judged by them during performance evaluations, yet workers often have little formal control over, and limited access to, the information collected about them. This study examines some consequences of this trend for front-line call centre workers.

McPherson, Charmaine Marie, *St. Francis Xavier University*
Blending Case Study Approaches: Philosophical Ideals or New Wave Practicalities?

Discourse regarding ontological, epistemological, and methodological congru-ency among the various case study approaches, or pieces of approaches, that investigators integrate within one study is lacking in the literature. It is not uncommon to find published qualitative case studies based on an ill-defined mixture of approaches originally outlined by Stake (1994) and Yin (2003). There seems to be a tacit assumption that both case study approaches are fully compatible and can be intermingled to develop a unique and unjustified case study design that is not solidly grounded in any one approach. This paper questions the current trend toward the blending of Stake and Yins qualitative case study research approaches without deliberate consideration of the methodological implications inherent in the conflicting as well as common underlying philosophical tenets. A possible solution for how best to treat this issue while maintaining fundamental philosophical sensibilities is proposed.

McPherson, Gladys, *University of British Columbia*
Children as participants in qualitative inquiry: Practical and ethical complexities

Children's right to have a say in matters that influence their lives has led to an increase in the numbers of qualitative studies wherein children are participants. This paper draws on work within a project investigating decision-making with chronically ill children. In this study, the views of school age children were incorporated into an analysis of the nature and extent of children's participation in decisions regarding their health care. The findings of the study call into question the dominant liberal view of the child an emerging rational and autonomous being. In this study, children's views of what mattered to them were largely contextual and relational, inseparable from the physical, relational and temporal dimensions of their lives. These findings have implications for the design of research projects with children, and for ethical considerations when children are research participants.

McRae, Christopher James, *University of South Florida*
The Graduate Student Life: Juggling the Personal and the Academic

This paper looks at the stories of how graduate students manage their time and experience in graduate school. The stories of three graduate students, including the stories of the author, have been collected through participant observation and interactive interviews. I have explored these stories using the metaphor of graduate student as juggler, in that the graduate student balances and manages various responsibilities, relationships, and personal interests. This metaphor shows how graduate students must negotiate the limited resources of time and their own emotional and physical resources as they juggle. The stories of these graduate students show how the impact of juggling these limited resources shapes and informs the larger story of graduate student life.

McRae, Hiria Stacey, *Victoria University of Wellington*
Revitalising and Sustaining Traditional Contexts for Learning

See Hindle, David Alister

Measor, Lynda, *University of Brighton*
'The sociologist does not know or presume to know what society is made of ; instead they seeks informants who may' Latour 1996: Changing methods for a 'Critical Ethnography'

This paper is concerned with developing alternative methods of research, which move away from the claims made by classical sociology to know more than the actors it researches. It is based on a study of sexual cultures of young people in the UK, and explores ways of shaking and stirring conventional power relationships between those researched and researching -and strategies for democratising research, and ensuring ethical treatment. The research aimed move away from interview formats with their litany of question and answers and to explore alternatives. The paper argues that democratising methods can also produce significant insights. Innovations in research strategies, specifically the use of peer researchers generated surprising data about cultures of young male resistance to condoms, resulting from difficulties the young male body had with condom use. Democratising methods also offers new understandings and data relevant to 'the practical act of promoting cultural change.'

Measor, Lynda, *University of Brighton*
Stirring dangerous waters:' Forbidden' topics and other dilemmas of research with youth

See Dentith, Audrey

Meeker, Martin Dennis, *University of California, Berkeley*
The Berkeley Compromise: Oral History, Human Subjects, and the Meaning of

In 2004, the U.S. Office for Human Research Protection (OHRP), part of the Department of Health and Human Services (HHS), declared that oral history interviews did not meet the minimum standard definition of "research" and thus should be exempt from IRBs. In this paper, I take a critical view of this decision and argue that more was lost than gained in the move to excuse oral history interviewing from IRBs. As an alternative to the blanket exemption lobbied for by the Oral History Association, I shall offer the example of the innovative understanding reached between the UC Berkeley Office for the Protection of Human Subjects and the UC Berkeley Regional Oral History Office; I call this the "Berkeley Compromise."

Meilasari-Sugiana, Astrid Dewi, *University of Melbourne*
Probing into the Participants' Trajectory of Fact Building: Challenges and Responses in Conducting Active Interviews through Dialogical Perspectives.

As a Ph.D. student in Political Ecology, my task was to assess how power and societal relations within contextual settings offer the individuals with margins to maneuver or to passively recede, and how the margins function to promote environmental awareness and sustainable fishing practices. During my interview I was required to probe into the contenders and 'hooligans' who paint the dynamics of contentions in resource use and allocation. My task was to inquire into the contenders' perceptions of how the world is, how one's understanding of the world emanates and of how I/we want to be in the world. The paper functions to elucidate the challenges I encountered when inquiring into the above, as well as my responses in coping with such challenges.

Meiners, Erica R, *Northeastern Illinois University*
Innocence & Victims: sex offender registries in a prison industrial complex and the questions of compassion

The expansion of the prison industrial complex (PIC) requires a persistent, willful ignorance and a public that asks few questions about incarceration and its expansion into schools and everyday life. Criminal policy is frequently shaped not by research that illustrates particular policies effectiveness in producing 'safety' or 'reducing violent crime' but rather political expediency. In addition, policies disproportionately impact those most marginalized that are unable to achieve equal access through poverty, white supremacy, heteronormativity, and more. This article offers a beginning discussion on registries for those convicted of sex offenses and how these policies emerged in an era characterized by a moral panic surrounding issues related to sexuality. Prioritizing contemporary debates in qualitative methodology with the author's investments in institutional ethnography, this article examines the efficacy of the policies that have been implemented and connects this discussion to broader debates about prison abolition, and tensions surrounding the allocation of compassion.

Melina, Lois R., *Gonzaga University*
The Personal Is Political: Womens Voices from the 1970s

Individual women who embarked on their adult lives in the early to mid seventies contributed in significant ways to changes in women's personal and work place relationships, even though these women may not have identified themselves as feminists. Their stories have not been told; their significant contributions are missing from the history of the women's liberation movement. The purpose of this presentation is to demonstrate how performance ethnography can be used to give voice to the lived experiences of women. Through this medium, performers and audience gain an understanding of the ways individual women interpreted the messages of the women's liberation movement and tested them in their personal and work relationships, changing organizational culture and the culture of American society. At the same time, performers and audience have the opportunity to see how the struggles of women in the 1970s are similar to those of women today.

Mellick, Jennifer Lynn, *Southern Illinois University Edwardsville*
The Effects of Increased Security Measures in Selected Metro East High Schools

Following the shootings at Columbine on April 20, 1999, school districts across the nation have changed school policies and increased security measures. Conflicting strategies such as Timely Response, Early Detection and Zero Tolerance have vast implications for the way in which todays youth should be protected in the current educational environment. The punishment for undesired behavior is sometimes quite stringent. Offenses once informally dealt with by the school authorities, such as fighting, are now subject to criminal charges. In addition, interactions between students and faculty have become strained in some instances, resulting in a lack of trust and additional interaction. The purpose of this research is to determine whether the concern for the students physical well-being and safety has inflicted any psychological discord among individuals within each educational institution. This research explores three high schools in the St. Louis metro east area to determine how the students and fac-

ulty have reacted to the changing policies and increased security measures.

Mendoza, Juan M, *Universidad Autónoma Metropolitana Xochimilco*
Understanding the patients and doctors power relationships: Patients representations about doctor's office space.

Aim: To develop understanding on patients constructions of medical consultation space. Methodology: Content analysis methodology was use to construct data from the results of four semi-structured interviews focusing in representations of doctor's office spatial characteristics. Results: For the doctors the exercise of the medicine is seen like a homogenous practice the interior of the field of the health. What it makes different they are the characteristics of the institutional space. Thus, the space becomes determinant of the quality of the service since the technical effectiveness tends to be the same one.The perception of the physical and geographic space acquires greater importance than the characteristics of the service. The homogeneity of the single practice leaves place to that the value of the service is determined by elements other peoples to the capacity of the doctor to solve the health problems.

Mendoza, Juan M, *Universidad Autónoma Metropolitana Xochimilco*
Power Dimensions in doctor-patient relationships. Study of four cases of Mexico City health services users.

Aim: To identify components of power from patients' representations about the interpersonal dimension between doctor and patient. Methodology: Content analysis methodology was used to construct data from the results of a semi-structured interview focusing in doctor-patient relationships representations. Results: The doctor uses objects that make symbol and that helps him to reaffirm their knowledge and his authority, thus like gestures, movements and attitudes with which it tries to establish a distance between him and the patient. The power granted to doctor is reaffirmed through objects that establish differences, such as physical barriers or space dispositions between the subjects, but also through the speech. In this sense, the way that the communication settles down influences the representations on attention quality. The relationship form being more significant that the content since its evaluation demands analyzing the information through technical-conceptual elements on which the patient does not count.

Mendoza, Juan M.
De-constructing the learning spaces in medicine as a possibility of construction of the subject.

Context: As result from a discussion on the necessity to include alternative methodologies in the medicine academic program of the Universidad Autónoma Metropolitana-Xochimilco, a qualitative research workshop started for students from the fifth module, during who already they had begun his hospital practices. In previous modules, the students are enabled to make quantitative investigation. Objective: This study looks towards the construction of a pedagogical proposal in which the subject is integrated in the medical glance through qualitative methodologies. Method: Users of external consultation of a Mexico City hospital were interview outside the institutional space. Students experiences with qualitative approach were discuss in programmed sessions during the period

that the workshop last. Results: The use of qualitative methods to boarding the patient during their insertion period to hospital space generates, according to student's perceptions, a modification in the way to understand the profession.

Mendoza, Juan M., *Universidad Autónoma Metropolitana Xochimilco*
The subject and the idea of History. A methodologic approach for the study of the speeches in the field of the public health.

This work comprises a project, which the changes in enunciation rules in the training programs about the set of theoretical elements, methodologic and instrumental for the formation of human resources in public health wars analyzed. It implies to know from where the object is looked and how it approaches him, but and mainly, to analyze the systems of power that produce and reproduce the set of accepted proposals, as well as the effects that they have on the object of his exercise. I discuss the epistemological foundations of History and I forward to theoretic and methodological proposal for discourse study in the public health field.

Merghati Khoei, Effat Sadat, *Iran University of Medical Science and UNSW*
Focus group and narratives: Methodological issues in conducting sexuality research among Iranian women

Sexuality affects the health of both men and women and is strongly shaped by culture. Providing good health care for people in a multicultural society depends on deeper understanding of sexuality. Iranian women in Australia are an important group for study because of the complex interplay between religious doctrine and practice, and acculturation processes in the adopted country. Method: The study commenced with the Iranian community in metropolitan Sydney in between 2002 and 2005. Five focus groups of married, widowed and divorced women from Iran were conducted. Twenty-two individual interviews were also conducted, four with focus group participants. The study was conducted by an Iranian health worker with a deep knowledge of the current cultural practices in Iran. Results: The focus group method enabled women who normally found sexual material difficult to reveal, to narrate their experiences in the group. However information they presented was of a more general nature than that of individual interviews. Discussion: Both techniques revealed important information about women's views on sexuality. Choice of method requires balancing the potential for exploring delicate issues such as sexuality among women in cultural settings where such matters normally are not disclosed, and holds promise for improving the quality of life and health of these women.

Mest, Ryan, *Duquesne University*
Cultivating Student Engagement in the Learning Process

See Schleifer, Mandy Rae

Mest, Ryan A.
Performing Difference

See Chaplin, Shane S

Metz, Jennifer Lynn, *Northern Illinois University*
Playing Ball: An auto/ethnography of professional motherhood

In this presentation, I used performance, and critical ethnography practices to lend reveal the voices and stories of racialized motherhood in the United States. In this project, I interviewed 11 mothers who played in the Womens National Basketball Association and two members of the now-defunct Womens United Soccer Association. In so doing, I attempted to get a cross-section of the experiences that a woman balancing professional athletics and motherhood would have. As my interviews progressed, I found common themes emerge (fear, joy, doubt, longing, exhaustion) and questions raised (is this right choice; am I doing it right), that led me to ask myself similar questions of methodology , practice and representation and of the writers place in the text and began to realize I had to speak my tears aloud.

Miles, Bart W, *Wayne State University*
Envisioning the voices of homeless youth: A photovoice project

This paper explores the lived experience of homeless youth ages 16-24 through the use of photographic images, and participant's interpretations of pictures. In this study homeless youth identified both risks and protective aspects of their lives. These participants to identified, recorded, and reflected on their strengths and needs. This created a consciousness raising dialogue about youth homelessness. Further the youth's voices were heard by service providers and policy makers in a public showing. This project involved eight homeless youth participants. The youth were given cameras to take pictures of their everyday lives. These pictures were then developed, meaningful images were selected, and then the youth wrote narratives about the selected photos. This paper discusses the findings of strengths and needs identified by these youth and offers an insider perspective on the issues of youth homelessness. Finally this study created an opportunity to empower an often marginalized group of young people.

Miles, Bart W., *Wayne State University*
Power, Policy, and Politics: Reflections of Three Visual Ethnographers

This paper presents a reflective dialogue between three visual ethnographers about their research experiences as they pertain to issue of Power, Policy, and Politics. The themes of Power, Policy, and Politics were the center of the dialogue and are the focus of this paper. This is a comparative study of three visual ethnographers' experiences when engaging a wide array of marginalized populations. The theme of power highlighted reflections on the power of lens, power embodied in the status of being a researcher, and power in other status positions. The theme of policy highlighted reflections on the power of images in policy advocacy, placing participants' voices in policy discourse, and using visual methods to inform policy in a manner not found in other methods. Finally the theme of politics highlighted the politics of image, the politics of doing visual research in academe, and politics of the dual role of advocate/researcher.

Miller, Diane Lynn, *University of Michigan*
The "abused-abuser hypothesis" in the narrative accounts of sexually abusive young women

In multiple, open-ended interviews with 6 former participants of a specialized treatment program for sexually abusive young women, the respondents' narrative accounts revealed that they had made sense of their acts through interacting with the explanatory narratives proffered by the training school's treatment staff. In line with the way some of the literature conceives of sexual offending by females, staff privileged an explanatory narrative that I call the 'abused-abuser hypothesis.' Using excerpts from interviews with two of the six participants, I will focus on the way these participants responded to this narrative in diametrically opposed ways, as inflected by their gender orientation. I use Vygotsky's sociocultural theory of guided learning and the development of inner speech to frame the process of participants' collaborative meaning making with staff. To explain the variance in the two participants' uptake of the abused-abuser explanatory narrative, I use Messerschmidt's theory of gendered enactment in delinquency.

Miller, Montana, *Bowling Green State University*
Ethnographic Research in Internet Communities: What's Public, What's Private?

Ethnographers who study Internet-based communities have only recently begun to deal with human subjects review boards in confronting the ethical concerns that emerge during such research. This paper presents my experiences seeking and gaining IRB approval: first at an Ivy league institution, for a study of chat rooms where teenagers with eating disorders commiserated, and currently at a large state university where I study Facebook.com, the social network linking millions of students nationwide. How do qualitative researchers negotiate issues of informed consent, anonymity and confidentiality, when fieldwork takes place in Internet contexts? How do we define, recruit, and control our samples? How do we decide whether the sites where we gather data are public forums? As ethical scholars, we should carefully consider not only the rules and structures of such online networks, but also the participants' perceptions and expectations about whether their communication is public or private.

Miller-Day, Michelle Ann, *Pennsylvania State University*
Ethnodrama as a tool for social reform

This presentation will use video clips of an ethnodramatic performance from the Fall of 2005 to illustrate points made in the paper that will (1) explain the process of translating qualitative and quantitative findings from a two-year study of working poor families in the United States into a community-based ethnodramatic performance, (2) discuss how the adaptation process engaged both the intellectual and emotional lives of informants, (3) argue that public performance of research can be a vehicle for representing research in a manner that is compelling to participants and stakeholders,and(4) provide a case study of how applied research can be extended into practical social settings to initiate change.

Min, Anna Youngkyung, *University of Illinois at Urbana-Champaign*
The Epistemological and Methodological Orientations of Second Language and Mainstream Writing Programs in the Context of US Higher Education

My study examines the academic cultures of second language writing programs and mainstream writing programs within the context of US higher education. Based on the analysis of the contrasting pedagogical and ideological differences between an ESL (English as a Second Language) writing program and a Rhetoric writing program at a large mid-western research university in a pilot study, it looks into the culturally, historically, and politically situated pathways of second language writing programs and mainstream writing programs. Through the form of critical discourse analysis (Foucault; Fairclough), it further explores the philosophical and political underpinnings of the literacy practices associated with each type of program, and examines the epistemological and methodological orientations between second language writing and mainstream writing studies in the US. Specifically, it seeks to clarify how the differences between the second language writing and mainstream writing practices are socially constructed and reinscribed by their disciplinary perspectives.

Minge, Jeanine, *University of South Florida*
Narrative in the classroom: Ethically sharing, or giving them the page

The process of conducting, managing, disclosing, interpreting, composing, and re-presenting a narrative life is for me, fulfilling. I expose my painful, past experiences as an offering of hope to my readers, academics, and my students. As Lamott (1995) states, "You have to give from the deepest part of yourself, and you are going to have to go on giving and the giving is going to be its own reward" (p. 203). But the term "giving" reveals the ethical dilemma of handing these stories over. As a teacher, researcher, and narrative composer, is it ethical to "give" my vulnerability to my students? Moreover, is it ethical to ask them to give of themselves? How do I ethically manage this sharing space? Using anonymous response writing, and classroom discussion, this paper explores my students perspectives about the ethics of giving through narrative. Together, we explore our levels of narrative vulnerability.

Mirza, Mansha, *University of Illinois at Chicago*
Combining qualitative research methodologies with grassroots advocacy to influence community-based service provision for people with psychiatric disabilities

See Gossett, Andrea Marie

Miskovic, Maya, *National-Louis University*
Doing global ethnography: Dispatches from Eastern Europe

This paper contextualizes and discusses an intertwined treatment of racial, economic, and disability discrimination in Eastern Europe. Based on two field excursions that resulted in interview data, observations, and subsequent reflection, this paper addresses the dimension of anti-Semitism, the discrimination against Roma (who are called the "near universal scapegoats for the ills of post-communist society"), and the near invisibility of the disabled. It also poses the following questions: what is the role of Western researchers in bridging the gap between domestic indifference and international involvement in the attempt to alleviate and elevate the overall life conditions of the oppressed? What are the assumptions, possibilities and dangers of translating North American academic concepts (e.g., Critical Race Theory) into an Eastern European context? Finally and most importantly, how can Western researchers define and uphold a humanistic moral stance in the production of rigorous and socially relevant research that is in the public interest?

Mitchell, Dymaneke Dinnel, *University of Alabama*
Issues in (Dis)ability Studies Research: An Insider's Perspective

It is the consensus among those who have done and those who do qualitative research that when performing this type of research researchers have to be open to developments completely change the outcome(s) of their research. However, I grossly underestimated the obstacles that would arise for me as a researcher with a disability performing qualitative research with persons with disabilities. This paper critically examines what the purpose should be for a person with a disability doing disability studies research that challenges traditional methods of doing qualitative research. It encompasses a synthesis of theorizations and phenomenological and autobiographical experiences that enhance my understanding of these issues. I examine not only normative, credentialist, and ableist discourses that underlay traditional qualitative research methodologies but also my own obstacles as a black deaf qualitative researcher. This paper ends not with definitive conclusions, but with a more nuance sense of the qualitative methodological questions researchers with disabilities face in disability studies research.

Miura, Yoko, *University of Cincinnati*
Participatory Action Research in a changing Urban Appalachian neighborhood school community

Through the Participatory Action Research (PAR) project investigating of language attitudes in a predominantly Urban Appalachian neighborhood school, both the researcher role and the agenda intended are challenged and negotiated with the community participants. I focused to illustrate strategies that led the process of the negotiation as well as the altered agenda through the views of the Critical Language Awareness (CLA). The CLA challenges some highly illiterate participants to step out in obscure yet positive social actions in their own neighborhood, and, as a result, increasing their confidence and excitement through participation in local school decision making processes. Through this, participants are able to further away their original roles in the neighborhood and to voice their opinions through the negotiated strategies. I also attempted to explore the future directions of the strategies of this PAR project and style of voicing closer to its owners by adapting the principles of Testimonio.

Molina Villegas, Trinidad, *University of Illinois at Urbana-Champaign*
Putting cultural competence to practice, easier said than done. Lessons learned from year-one evaluation working with immigrant Latino students.

In recent years, there has been an increased awareness in the filed of evaluation to take into consideration different cultural aspects of a program and its participants. Similarly, Hood and others have championed the idea that tapping into the evaluator's lived- experiences can help address some of the cultural chal-

lenges and provide a better understanding of the program and its participants. However, taking these ideas into the every day practice is not as facile as it sounds. Through this paper I will share some of the nuances experienced as a nascent evaluator, and the ways in which I address some of the challenges that I encountered with a program that seeks to provide access to higher education to undocumented Latino immigrant students. Sharing a similar lived-experience with the program participants was equally rewarding. However, I also had to remain vigilant to not only listen, but to attempt to have the voices of the participants be heard by those who have the power to effect changes.

Monclús, Pamela Gutiérrez, *UAB*
Performance, Ethnography and Situated Knowledge

See Montenegro, Karla Eugenia

Montenegro, Karla Eugenia, *Universitat Autónoma de Barcelona*
Performance, Ethnography and Situated Knowledge

Contributions deriving from speech act theory (Austin, 1962) have had an important impact in the understanding of social interaction. We could highlight the recognition of the difference between subjects prior intention and intention in action (Searle, 1983), the understanding of structure as emergent in action (i.e., Hymes, 1975), or the reflexive and constitutive character of performing and observing performances (Turner, 1985). The work of Judith Butler (1990) has moved attention from subjects prior identity to the constitution of the subject/structure inside performative acts. This paper explores and practically exemplifies the implications of these approaches in the development of a performative ethnographic approach. As a performance, research is not an expression of the researcher but researcher and researched are constituted by that performance. From a performative perspective, research articulates different subjects/objects, blurring the frontiers between researcher/researched roles. Knowledge is therefore produced from the situated knowledge provided by the performative act.

Moorthi, Gayatri, *University of Illinois at Urban- Champaign*
The sacred me: tales of the privileged

An epiphany occurred. As I touched the rough earth and drank its pungent smell. In those paths I traversed on those balmy days. Time rearranged itself for me, I' became more than my intellect could imagine. No longer an outsider to humanity, but deeply immersed in its rhythm and beat. Closer to a nation, to a people and to a sensation- an epiphany had indeed occurred'. This auto ethnographic performance text is my moment' of recognition, reconciliation, identification, inundation, and resolution. The text etches the difficulty in embracing an identity that questions its privilege and crosses the terrain of caste, race and nationality as it evolves towards a road, which is more fractured, conflicted and ever questioning of its position.

Moran, Amy, *City University of New York*
Preparing to Utilize Decolonizing Methodologies: Tentative Notes from a First-timer

As a doctoral candidate preparing for my dissertation research project, I have read a bibliography of works that describe inspiring decolonizing and counter-hegemonic research methodologies. Different than the positivistic, quantitative methods I'd been told were legitimate ways of making meaning, each of these postmodern stances, with their methodological variations, offer radically different ways of viewing, encountering, and recording data. My privilege and challenge, now, is to utilize these methodologies in my own research design in order to honor the ethical and political concerns of the people, environments, and situations I engage with. I joyfully accept this challenge and within this paper chart the beginnings of this journey.

Moran, Amy, *The Graduate Center - City University of New York*
Mindful Living and the Practice of Qualitative Research: An Invitation to Personalizing Subjectivity

Qualitative research methods provide a channel for critical consciousness raising and social justice work through various (inter)disciplines. The work of expert researchers opens our minds and hearts, inviting us to envision the world through unique and inspiring lenses. However, we — as qualitative researchers — might consider the ways in which we conduct our own lives as affirmation of and directive toward deeper, more introspective qualitative research practices. Simple practices in mindful living — such as noting intentionality, choosing humility, and performing gratitude — can expand the scope of our qualitative methodologies, deepen our ethical engagement with the people and situations we research, and help us articulate the personal politics of social justice work. In so doing, we choose to be subjects, active participants, and participant observers in the meta-narrative of our own lived experience. Bearing witness to ourselves within the ordinary can help the work that we bring to the world become extraordinary.

Morawski, Cynthia Marlene, *University of Ottawa*
As black paper resolved into evening skies...

In a 12 o'clock classroom beside two Autumn terms of Wednesday praxis, we (professor-researcher and Ph.D. student-researcher), along with 27 teacher candidates, commuted in between the forth and back of our teaching lives — conspirators in Eisner's (1998) acts of stretching the English curriculum with artful formats as lived inquiry. Our classroom became a community portfolio, a bohemian playing field of curricular possibilities, disrupting and (de)constructing English education via graffiti walls, body biographies, resolutions scrapbooks, and whirligig representations. As black paper resolved into evening skies chalked by city houses, we asked in action of responsive and embodied research (Sumara & Carson, 1997), "What are the recurring effects of an arts-based pedagogy on our theoretical and practical lives in English education?" With common themes and individual responses (reactions), edged with resistance, struggle, and transformative dare, we await to perform an auto-ethnographic interpretation of our experiences via poetry, prose and an artifact show.

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Morawski, Cynthia Marlene, *University of Ottawa*
Kite strings of fictional realities: palettes dark and light

Last winter I heard that we teach life via our subject. Our risks become our work at school. Within two passing terms of pedagogical plotlines, twenty-seven teacher candidates and I, as professor-researcher, (de)constructed language arts curriculum in intertextual communities of arts-based education. Transmediating through and around Carson and Sumaras (1997) active practice of learning to perceive differently, we bound our journals with kite strings of fictional realities joined together by palettes dark and light. In the making sense of anxious and angry texts of young adult novels, twisting in pathos, inner turmoil, elation and fear, we called on what Sullivan (2005) affirms as the significance of arts as sites for meaning making itself. Graffities walls spanning a city scape; biographies embodied in crayons, paint, paper, and crepe; whirligigs installed in four-cornered fate; scrapbooks resolving trauma and hate. (Re)using these same forms of expression, I await to perform an auto/ethno/graphic slice (McCall, 2000) of what I made of it all.

Moreira, Claudio, *University of Illinois at Urbana-Champaign*
The Tales of Conde, Zezao, Master Claudio and, Claudio

In this performance auto-ethnography I am talking about the "new writing" that is everywhere, but still, it is also nowhere. This is also about Conde, a poor Black Brazilian soccer fan. Mixing together stories I wrote for my master thesis, memories, notes, and 'left-overs' of my field work, my lived experiences, plus six years of my life as grad student at the University of Illinois, I am looking for ways to decolonize Inquiry; to decolonize academia. This performance discusses and interrogates forms of representation, knowledge and experience, method and theory. All of these issues are pertinent to any field of knowledge which deals with the lives of human beings.

Moreira, Claudio, *University of Illinois at Urbana-Champaign*
Not here& not there& it's nowhere

In this three pieced performance, I am refusing my trained mind and embracing my whole body to talk about my own Diasporas from Brazil to the US and from poor working class roots to grad school. Throwing together memories, lived experience and academic concepts, I would like to question and resist the notions of nation, academia, home, and knowledge. Home is not here in Champaign/USA, not there in Campinas/Brazil. The comfort of a home was not in my previous poor working class experience nor is it here at my university life. Oppression and colonization are everywhere. This is a high cry for a decolonizing academia whose biggest commitment is with the ideal of social justice. Where is my home? Not here& not there& it's nowhere.

Moreira, Claudio, *University of Illinois at Urbana-Champaign*
Fragments

This performance auto-ethnography reflects where I am right now. I am a doctoral student at the Institute of Communication Research in the University of Illinois. I finished my course work, came back from a kind of fieldwork in Brazil and am on the verge of starting preparing for my prelims. This performance shows my own struggle in finding my place, my scholarship, my own voice and body, into the academic setting. The blurred aesthetic format, which mixes different aspect of life and scholarship, that you are going to see in this paper is the same that I hope to have in my dissertation. This performance is multi vocal and multi fragmented. These voices and fragments represent among other things: The autoethnography narrative. Some aspects of a more formal academic approach that supports my use of autoethnography. What I mean by performance autoethnography, its origins, and its relation in the formal academia. In this performance auto-ethnography I am talking about the "new writing" that is everywhere, but still, it is also nowhere. Mixing together stories I wrote for my master thesis, memories, notes, and 'left-overs' of my field work, my lived experiences, plus six years of my life as grad student at the University of Illinois, I am looking for ways to decolonize Inquiry; to decolonize academia. This performance discusses and interrogates forms of representation, knowledge and experience, method and theory. All of these issues are pertinent to any field of knowledge which deals with the lives of human beings.

Moreno, Marita Sánchez, *University of Seville (Spain)*
Women leadership and the culture of university organizations

In this paper, the leadership and the power networks unfolded by women ruling university organizational units will be discussed. It will be sustained that there are new shapes of leadership embedded in the way authority is exercised by women, which can contribute to the development and improvement in higher education organizations. The discussion will be supported by the results of a research about women at the headship in the University, as rectors, deans, chiefs of departments, or similar. In the research, developed in Spanish public and private universities, an in-deep study of eight cases was conducted by means of interviews, field and meeting observation and document's studies. In a significant number of the cases studied, the power was assumed by women in circumstances in which the threat of social fracture was perceived. In most of these cases we find a wide recognition of the followers of the contribution devoted from the directives to the maintenance of the social cohesion. Therefore, rightfully we can wonder if women's leadership can be thought as especially coupled to the particular conditions of university organizations, mainly of its departments.

Morgan, Patricia Fay, *Massey University, Albany, New Zealand*
The River of Symbols: A Cross Hemisphere Performance

The River of Symbols: A Cross Hemisphere Performance Performative Autoethnography — engaging with the use of creative process for journeys of individuation The River of Symbols titles my PhD thesis; this cross-hemisphere performance; and my idiosyncratic understanding of an internal, unconscious, transpersonal landscape. While many of us may be unaware of this place until symbols randomly erupt through the crust of our everyday reality — we, my participants and I, consciously seek it out in creative process sessions, to mine the preverbal symbolic answers that constantly flow through it. The performative aspects of our process sessions have reflected through into the performative autoethnographic method I am currently using. In both it is the embodied, emotional and unfinished nature of performance and the responses it evokes, which propagates our self-making, and the development of the research. The River of Symbols synthesises method and content — as video fragments of our his-stories projected onto my body in this process moment in Urbana will then be streamed live back to New Zealand, where participant/performers will respond, and their responses sent back live to the participant/performers in Urbana, so completing a cycle of response-loops or new understandings. As with many of my colleagues engaging with arts-based research methods, I am working to find a means to balance the privileged position that the written word currently holds in the academe. I believe that creative responses not only hold the key to translating the preverbal aspects of our experiences in process, but have the potential to become a new academic form. Response as temporal form, response returning to response across space and time — as embodied, live, unfinished answers!

Morris, Patricia McGrath, *Virginia Commonwealth University*
A Gadamerian Inquiry as an Alternative to Critical Theory

This paper presents a newly developed interpretative methodology based on Hans- Georg Gadamer's philosophy of hermeneutics. An alternative to critical theory, Gadamer's "hermeneutics of faith" values the assertions of "other." Distortions occur not only in "other," but in the inquirer. Inquirers enter their tradition-filled subjective assertions into the hermeneutic dialogue and explore how they distort the meaning of "other." Gadamer is criticized for failing to recognize subjugated knowledge, while others applaud him for challenging the inquirer to see "other" as a viable human alternative. This methodology might prove valuable where sharp divisions occur between the knower and what is to be known, such as cultural, political, and gender differences. This methodology was developed for a study exploring Flexner's 1915 speech, Is Social Work a Profession? The presentation will describe the development of the methodology, elements of a Gadmaerian methodology (guiding principles, inquiry phases, and tests of rigor), strengths and limitations, and possible extensions beyond interpreting historical texts.

Morse, Janice, *University of Alberta*
Conceptualizing Risk in Qualitative Interviews

Data from the web-based survey requesting qualitative researchers to characterize no risk, low risk, moderate risk and high risk qualitative research were further explored. Our aim was to develop qualitative researchers understanding of the levels of risk and benefits in qualitative interview research. Importantly, data revealed that risk is ubiquitous with life. It is unpredictable and inevitable, particularly in qualitative interview research, and if the research is worth doing, some level of risk is inevitable. But risk is not a constant state; it comes and goes. Risk is modulated by several factors, such as the skill of the interviewer, the research setting, and the amount of control participants have, as well as the emotional response elicited by the topic and the interview situation. The accountability of the researcher modulates the degree of risk encountered.

Morse, Janice, *University of Alberta*
Researchers Perceptions of Risk and Benefits for Participants in Qualitative Interviews

See Niehaus, Linda

Mosher, Heather Irene, *Portland State University*
Empowerment and its opposite: The double-edged sword of a collaborative community-based methodology

The author introduces a collaborative research methodology used to co-create a media-based action tool with Dignity Village. The methodology builds upon an established process of participatory filmmaking and uses a community-based action research approach to foster empowerment and promote democratic participation. The goal is to create an effective and context-relevant tool for social change within Dignity Village to re-establish a sense of community, democratic citizenship and cooperation. Within this context, we will discuss the role of filmmaking and collaboration as components in an empowering process that includes participants' self-reflection, critique of their own social condition within the power structure, and community relevance through reconnection to their own histories. We will open discussion on issues of power within this collaborative methodology and the empowering and disempowering aspects of the research process.

Mosher, Heather Irene, *Portland State University*
VISUAL TEXT — The Dignity Village Orientation Action Tool and its creation

The authors present a sample of the Dignity Village Orientation Action Tool visual-text, currently in development. We envision the Orientation Action Tool as a short video on the struggles of Dignity Village to belong and openly exist as dignified citizens of the broader community. It tells the story of who they are, where they came from, and what their vision is within and beyond Dignity Village. The visual sample will illustrate both the level of empowerment attained by Dignity Village in their self-expression and how their choice of message may be empowering or disempowering for the intended audience (newcomers to the Village). We will also show a video clip of the creation of the tool (the research process visual-text) to demonstrate points of tension within the dynamic process of empowerment through collective learning in the collaborative methodology used for this research.

Mosher, Heather Irene, *Portland State University*
Whose Voice Is It?: The colonizing potential in creating social performances and participatory films

See Finley, Susan

Mosher, Heather Irene, *Portland State University*
VISUAL TEXT — Tent Cities Toolkit: A grassroots organizing tool for social change

See Kohn, Wendy Koppel

Mowatt, Rasul, *University of Illinois*
Violence as a Form of Leisure: Reflections on The Visual And Textual Analysis of Lynching in American History

The exploration into racial lynching in America is an example of a study that could lead to many avenues of dialogue and methodologies in leisure research. The analysis of lynchings provides a social critique and commentary on culture and society in America. The process and topic of research calls for reflexive methodologies to be utilized. Alvessen and Skoldberg (2000) state that in reflection, "turning a self-critical eye onto one's own authority as interpreter and author," is necessary in order to heighten the awareness amongst researchers (p. vii).The self' is brought to the forefront and can be expressed through narratives and the use of photos from one's own life experiences. The discussion of lynching as violent acts of leisure allows the field to contribute to dialogues on race, meanings of place, the use of narratives and use of visual materials in a unique and beneficial manner for further research and discussion.

Moyo, Otrude N., *University of Southern Maine*
"Creating a path by walking it," Critical dialogue about social justice as a concept in social work education

This presentation considers dialogic pedagogy as part of knowledge building. In radical pedagogy student centered dialogue is often cited as essential in facilitating the development of critical consciousness where students understand themselves as active agents in knowledge building and transformative actions that address socio political constraints. Using social justice as a point of dialogue this presentation reflects on students engagement of the concept — social justice drawing on lived experiences, class discussions and readings to arrive at situated knowledge of the concept. The presentation shares textual analysis of some of the dialogue and poses questions about the place of Institutional Review Boards (IRB) protocols on dialogic approaches to knowledge building.

Muncey, Tessa, *Homerton School of Health Studies*
Memory, Truth and Metaphor

I started to tell my story of being a teenage mother because I found the research world wasn't and I wanted to contribute to the evidence that underpins policy development. Reactions to the story have ranged from embarrassment, irrelevance and prurient interest in the detail to accusations of self-indulgence and outright lying. It would appear that researchers want sanitised 'personal narrative', 'reflections', or 'lived experience' they don't want a story that doesn't fit with received wisdom, one that is complicated by its gaps and omissions and that is uncomfortable to hear. I propose that artistic tools, such as metaphor, are far more helpful in portraying the physical feelings, thoughts and emotions that exposes my vulnerable self. The central problems of memory and truth in autoethnographic accounts require 'writing tactics' to draw attention to the disjunctions so that personal history can be implicated in larger social formations and historical processes.

Muncey, Tessa, *Homerton School of Health Studies*
Human Science: Combining Art and Science?

Nursing commentators exhort that nursing practice is both an art and a science, whilst variously debating the autonomy or otherwise of its practitioners. This mixture of competing ideals and philosophies is set within a rigid medical model of healthcare that compels evidence to be the foundation of decision making. Some of this evidence is derived from within the emergent methodologies of the social sciences but there is little credence given to the vast resource of the humanities. Auto ethnography attempts to cross the boundaries, however, one only discovers how jealously guarded the boundaries are between the arts and sciences in research when trying to bridge them. My own developmental journey into the world of research illustrates the iteration of multiple influences to find an explanation that feels comfortable. I am going to suggest that the way people think about research is a developmental issue rather than an intellectual one.

Muñoz, Bonfiglio R.
De-constructing the learning spaces in medicine as a possibility of construction of the subject.

See Mendoza, Juan M

Musti-Rao, Shobana, *University of Cincinnati*
Role Models in Best Practice: Improving Pedagogy to Prepare Intervention Specialists

To promote good pedagogy in schools, as teacher educators we must incorporate the principles of effective instruction in our classrooms, modeling the skills we want our teacher candidates to acquire. Additionally, through systematic reflection, we must continually evaluate our teaching strategies to refine our practice. Two strategies, guided notes and response cards, based on the principles of Universal Design for Learning, were evaluated. Twenty undergraduate students enrolled in the special education professional cohort and two teacher educators participated in the study. This study examined the differential effects of guided notes and response cards on students in-class participation and overall academic learning. The researchers also used social-validity questionnaires and anecdotal reports to evaluate the strategies. Using the validity questionnaires, anecdotal reports, quiz scores, and rates of in-class responses, the researchers reflected on their classroom practice and teaching strategies.

Mutai, Wairimu Wanjau, *Kent State University*
Acculturation of the spouses of African international students to America

In this ethnographic study, the researcher explored the acculturation process

of the wives of international students from Africa. All were stay-at-home mothers and ineligible to work in the US. For many families, the husbands immigrated alone ahead of the family to begin school and were later joined by the spouse and child/children. I explored these womens lives as they came into contact with a new culture and set of norms for family living. I also examined how they built their identities and how they maintained and sustained family relationships in the home and community. Data was collected through individual interviews and a focus group. In addition, possible implications of this study to Counseling and Higher Education were included.

Muzzin, Linda, *University of Toronto*
A Critical View of Pharmacy Education and Practice in the 1940s

In this study of 1940s graduates of pharmacy in Ontario, we examined convocation records, surveyed 54 surviving graduates, and interviewed 22 men and women. Interviews show that WWII presented crucial opportunities for previously excluded groups—such as women and minorities—to enter the profession in large numbers. Although the graduates recounted incidents of discrimination both in school and their careers, their accounts were upbeat and positive. A critical analysis suggests that these individuals served as a reserve army of labor for the profession during shortages that persisted post-war. Our results challenge the theory that women and minorities entered this profession because it was less valued than law or medicine.

Mwebi, Bosire Monari, *St. Francis Xavier University*
An HIV/AIDS Curriculum: Re-Making Teaching Moments in a Kenyan Classroom

In this paper I outline some of the issues around the teaching of HIV/AIDS curriculum in Kenyan schools. I discuss reasons that have made it difficult for the subject matter to find its way to classroom so often HIV/AIDS curriculum is not taught at all in schools. I then discuss a way the HIV/AIDS curriculum could be taught in schools, that is, by using a child-to-child approach. It is an approach in which the teacher involves children as active inquirers, active participants in the curriculum making. Through a narrative inquiry into the experience of one teacher and her students, I look at possibilities of teaching the subject matter of HIV/AIDS curriculum through "re-making teaching moments" in a Kenyan school.

Myers, W. Ben, *Southern Illinois University-Carbondale*
Straight and White: Performing My Own Body

My straightness and my whiteness are no accident. Maintenance, pain, education, and religion have constructed my teeth as such. My mouthly performances of straight and white are not stable but are instead created and maintained through rigid hygienic and consumption driven practices. This performance seeks to theorize the straight and white body through the ritualistic maintenance of my teeth. This bodily ethnography, which seeks to theorize a specific body, highlights the methodological limitations/opportunities presented to ethnographers by our own bodies.

Nairn, Karen, *Otago University*
The children of New Zealand's neo-liberal reforms: tracing discourses of choice and self-reliance

Young New Zealanders currently in transition to post-school lives have grown up during a period of intensive neo-liberal reform, the speed and scope of which was unprecedented in western economies. We explore how members of this cohort actively craft learner identities, making sense of their educational experiences and choices. A key research tool for understanding this is the anti-CV. CVs have become significant descriptors of identity in the transition years but they tend to be highly instrumental texts attuned to neo-liberal discourses. The anti-CV offers alternative, non-textual ways of expressing aspects of identity excluded from formal CVs and as such has proved valuable in gathering participant-directed data. We analyse the extent to which neo-liberal discourses are evident (or not) in young peoples accounts, collected via anti-CVs and interviews, and contextualise this within an analysis of the broader discourses of New Zealand's economic and social reforms.

Nájera, Laura Verónica, *Escuela Nacional de Antropología*
Abortion in México City: the women's meaning in poor regions

See Angulo, Andrea

Najmias, Carolina, *University of Buenos Aires*
An exercise in self analysis: interviewing the interviewers

The objective of this paper is to reflect about our own analysis of field notes written by sociology students who interviewed working class people. We intend to break with the idea of the researcher as objective, detached interpreter of society, converting ourselves and the interviewers into subjects of self-analysis by taking into consideration the distance between the fieldwork and the written document. In so doing we question ourselves and our reflective issues as there's no privileged method, discourse nor theory that can claim for itself an authorized knowledge of global achievement. In our exercise we discuss critically our research criteria in the definition of working class categories, the interviewers's procedures in selecting cases and their conduction of the interviews. We also discuss our own reconstruction of the interviewers's fieldwork reflected in their field notes by interviewing the interviewers trying to establish how fair our representation of their ideas had been.

Nathan, Mitchell J., *University of Wisconsin-Madison*
Boolean Logic and Qualitative Research

See Jackson, Kristi

Ndimande, Bekisizwe S, *University of Illinois at Urbana-Champaign*
The Politics of Method in a Study of School "Choice" in South Africa

This paper emanates from an in-depth qualitative study that examined the ideological beliefs, perspectives, and emerging "common sense" among black parents regarding the new school desegregation and school "choice" policies in South Africa. The paper discusses the politics of qualitative research design and methodology along two primary dimensions: decolonization and language.

First, I argue that decolonizing approaches in research interrupt colonial tendencies at multiple levels (Smith, 1999), thereby challenging traditional ways of conducting qualitative research. Second, I argue that the language used in qualitative interviews should be situated within the larger socio-cultural context of the inquiry, in order to affirm and reinforce cultural identities of research participants, not just of the researcher. Following on Mutua and Swadener (2004) I argue that decolonizing approaches and culturally affirming linguistic choices in research have the potential to return marginalized epistemologies to the center.

Nencel, Lorraine, *Vrije Universiteit*
Situated Methodologies: Is there a Recipe for doing Critical Reflexive Research?

This paper compares and analyzes the methodological, ethical and epistemological issues that arose in two distinct research projects regarding women's (gender) identity in two different occupations: sex workers and secretaries (in Lima Peru). Does their differing social status in society affect the methods that are used and the epistemological ideals that one holds on to? Is it easier to be politically and methodologically correct with a marginalized group than one that struggles but does not have to hide the work they do? Methodologically comparing these research projects leads me to argue that all too often when doing research in a critical reflexive mode, it is silently assumed that there is one epistemological, methodological right way to do good research. In this paper, I reflexively play with the idea that we should envision our methodology as situated: partial, relational, fluid and influenced by the "circumstantiality" of the research.

Netting, F. Ellen
Grounded Theory: A Challenge for IRB Oversight

See OConnor, Mary Katherine

Nettle, Ruth, *University of Melbourne*
Researcher's Dilemma in Qualitative Inquiry: Knowledge Production and Ethics

See Witasari, Anna Indria

Nettleton, Jodi Charlene, *University of South Florida*
My Brothers Keeper: An autoethnography of AIDS and the family.

This paper/performance is an autoethnographic account of my relationship with my brother before during and after his death from AIDS. In this paper, I recount feelings and memories of sibling rivalry, abuse, addition, sex, illness and death and its effect on my life. I also investigate the adult view of this situation (12 years later) and the new facts that emerge during the writing of this paper. This autoethnographic performance will provide a narrative first hand view of the experiences some family members have during the process of AIDS. The style of the writing is unstructured and raw, based on the model of that found in Jim Fry's "A Million Little Pieces".

Neubauer, B.A., Leah C., *DePaul University*
Creating Mechanisms for Multiple Voices to be Heard in Trans-disciplinary Multi-Site Community Research

See Harper, Gary W

Newman, Vera
Trust and Respect in the Seemingly "Mundane": Participatory Action Inquiry in Aboriginal Communities

See Varcoe, Colleen Marie

Newman-Gonchar, Rebecca, *Colorado State University*
Active Interviewing and Researcher Responsibility: Strategies for Fostering Participant Self-Reflection

See Wolgemuth, Jennifer R

Ngunjiri, Faith Wambura, *Bowling Green State University*
Experiences of African Women Leaders in the Search for Social Justice

I chose portraiture for my study of 16 women leaders in order to depart from the social science malady of describing pathology rather than health (Lawrence-Lightfoot, 1983), especially as this has been used in describing African women's lives. In the study, I examined what works, identifying successful and credible women leaders whose life stories can both inform and inspire audiences about effective leadership in Africa. I searched for goodness (Lawrence-Lightfoot & Davis, 1997) by interviewing, observing, and collecting archival data from women leaders nominated by others as worthwhile participants for the study. I remained open and flexible yet also utilized conversation probes in guiding each interview. In this paper, I will explicate my research procedures through the six treatments of voice introduced earlier to demonstrate how my voice and that of the participants are evident in the study.

Nicholas, Cheryl L., *Southern Illinois University*
Cerita Pontianak: A Ghost Story (Hantu) as a Narrative that Makes Sense of Patriarchal Hegemony and Cultural Paradigmatic Contradictions in Malaysia

This article explores and interrogates the synergistic relationship between competing pre-modern and modern worldviews and gendered power differentials in Malay culture as reflected and constituted in the Malaysian ghost story (hantu) Cerita Pontianak. Narrative and feminist theory is used to suggest that this seemingly mundane and simple ghost story actually operates as one means of making sense of/negotiating the tensions between traditional mysticism and contemporary logocentrism. Concomitantly, the hantu maintains and perpetuates an ongoing hegemonic masculine-feminine dichotomy (perhaps not surprisingly) because of and in the context of shifting cognitive paradigms.

Niehaus, Linda, *University of Alberta*
Researchers Perceptions of Risk and Benefits for Participants in Qualitative Interviews

What are the perceived risks and benefits to participants when conducting qualitative interviews? We provide preliminary results from an international quantitatively-driven mixed method web-based questionnaire survey of 517 qualitative researchers from all disciplines, addressing this question. Ten percent of the questionnaire was open-ended questions. These qualitative data were transformed and merged with the quantitative data. Interestingly, researchers reported not only on the risks and benefits to the participants, but also on the

risks to the researchers. Analysis is ongoing. In Phase 2 of this project, we will conduct telephone interview with researchers; phase 3 semi-structured with interviewees of qualitative interviews; Phase 4 we will survey Chairs of REBs/IRBs/HREBs/RECs, and identification of best practices and policy recommendation.

Niehaus, Linda, *University of Alberta*
Conceptualizing Risk in Qualitative Interviews

See Morse, Janice

Nisker, Jeff, *University of Western Ontario*
Orchids: A Case Study in Developing Appropriate Methods for Assessing Audience Engagement in the Development of Health Policy

See Cox, Susan M

Noffke, Susan E., *University of Illinois at Urbana-Champaign*
There is no place "out of harm's way": Towards reframing ethics in action research

In this paper, we take arguments that posit research as a form of surveillance as a "given", as part of the "context" of doing research. Beginning with early feminist work, we outline various discourses and theoretical resources emergent from researchers working from standpoints outside the dominant power groups. These efforts move the issue of ethics outside of a "protection" framework and into one that situates research in relation to power and oppression in society. We ask a central question in relation to ethics in action research: What happens if one starts with the assumption that there are forms of "great harm" embedded in the structures, practices, and discourses of society? We argue that action research is well-positioned to push the boundaries of understanding research ethics because its construction of research and action as integrally connected makes it more able to address ethics through changes within as well as outside the research community.

Nolan, Kathleen T, *University of Regina*
Where is the eye/I in a mathematics classroom? Focusing on secondary mathematics teacher identity formation

While the discursively produced practices and storylines of what it means to know, to teach, and to learn mathematics remain hidden, they continue to exert major influence on the formation of mathematics teachers' identities. Secondary mathematics pre-service teachers express an interest in disrupting dominant paradigms in the teaching and learning of mathematics, but becoming empowered to resist the strong current of tradition once inside the classroom walls remains elusive. This study aims to understand secondary mathematics pre-service teacher identity formation while they negotiate theory-practice transitions in their internship. Through the lenses of socio-cultural and critical theory, this study also highlights the researcher's struggles to support pre-service teachers' professional growth while, at the same time, propose counter-narratives to dominant school traditions and images of mathematics knowledge.

Nordänger, Ulla Karin, *University of Kalmar*
Turned on and Tuned in — Grounded Theories on teachers work outside classrooms

See Lindqvist, Per

O'Malley, Michael, *Southern Illinois University Edwardsville*
Talking Cents: Performance, identity, and democratic public education in East St. Louis, Illinois

See Roseboro, Donyell L

OBrien, Joan Elizabeth, *Lesley University*
Taking a politico/ sociocultural approach to HIV/AIDS

The areas that I address in my research on South Africa are a combination of the following factors: the high incidence of domestic violence, low status of women, high incidence of HIV/AIDS infection from husbands to wives, and stigma and shame associated with disclosure. Taking a cultural approach to HIV/AIDS means that any population's cultural specificities: ways of life, value systems, traditions and beliefs, and fundamental human rights will be considered as key references for policy and planning in prevention and care. The dichotomous separation of the home (private sphere) from economic, political and social activities outside of the home (public sphere) reinforces the idea that the personal is separate from the political, and that privacy also implies something that should be kept a secret. Such dichotomous separation has been used to justify women's subordinate position in society. Experience shows that controlling domestic violence and HIV/AIDS depends in large measure on communities and families abilities to confront the gender-driven behavior that increases the chances of infection of girls and women. This calls for strong and coherent national policies, strategies and plans.

Ochocka, Joanna, *Centre for Research and Education in Human Services*
Engaging immigrant youth as co-researchers: The immigrant youth in schools project

This paper will feature a needs assessment initiative that actively involved immigrant youth as co-researchers. The purpose of this needs assessment was to explore how secondary educational institutions in Ontario, Canada can maximize positive outcomes (both social and academic) for immigrant youth. The paper will detail the experience of hiring, training and supporting recent immigrant high school students in their role as researchers. Successes and challenges of this process will be highlighted for the various research tasks: participant recruitment, focus group co-facilitation, data analysis and the organization of a community forum. The paper will end with a reflection on how the participatory action research (PAR) approach used in the study facilitated meaningful involvement and benefit for the youth researchers and their respective ethno-racial communities.

Ochocka, Joanna, *Centre for Research and Education in Human Services*
Theoretical overview: Needs assessment as social intervention

This paper will provide a theoretical overview of using needs assessment as a means of social intervention. The paper will review the values inherent in a participatory action research (PAR) approach and present concrete mechanisms useful in implementing these values. A four phase PAR process will be outlined, including corresponding outcomes for each phase. This PAR process will then be applied to the community needs assessment typology of research. It will be argued that needs assessment can become social intervention if three distinct elements are interwoven within the research process: knowledge production, knowledge mobilization and community mobilization.

Ochocka, Joanna, *Centre for Research and Education in Human Services*
Participatory action research and mental health consumer survivors: Imagining a new future

This purpose of this paper is to demonstrate how a participatory action research (PAR) can mobilize groups towards social change. The paper will detail how people with limited access to power and opportunities (consumers of mental health system) are being engaged to use research to address issues affecting their lives. The paper will feature a case study of a longitudinal evaluation of Consumer Survivor Initiatives in Ontario in which people with mental health challenges were involved as steering committee members and as researchers but also were actively involved in the dissemination of findings. This paper will discuss critical to the success of engagement factors that allowed research to be a catalyst in mobilizing the consumer/survivor movement in Ontario, with direct community and policy impact.

Ochocka, Joanna
Engaging ethno-racial communities on sensitive issues: Gaining entrée in a community mental health project

See Janzen, Rich

Ocon, Carmen, *University of Illinois*
Transacting the Contradictions of Experience, Identity and Nation in the Places We Call "Home"

Biometric surveillance technologies, vigilant bullets, and militarized hodge-podge walls incriminate our transacting bodies in today's bordered world. Uprooted from a collapsed imagined origin, we cross global markets as flesh currency. Our displaced bodies face a racist profiled transformation in the hands of those that generate a static representation of our cultural identities and nationalist associations. Perpetually performing through the consequences of an imposed, fixed, and non-dialectical representation, I critically evoke the loss of a mythical (home)land. The ubiquitous question, where are you from?' mutates and documents my subjectivities to fit an assumed identity colonized peoples are subject to endure. In this autoethnographic performative piece, I present myself as one of those placed in a liminal space of contested cultural identities, oppressive nationalisms, and racism within American society and its institutions.

Ocon, Carmen, *University of Illinois at Urbana-Champaign*
Tumbleweeds: Transacting the Contradictions of Experience, Identity and Nation in the Places we call Home

Biometric surveillance technologies, vigilant bullets, and militarized hodge-podge walls incriminate our transacting bodies in today's bordered world. Uprooted from a collapsed imagined origin, we cross global markets as fleshed currencies. Our displaced bodies face a racist profiled transformation in the hands of those that generate a static representation of our cultural identities and nationalist associations. Perpetually performing through the consequences of an imposed, fixed, and non-dialectical representation, I critically evoke the lose of a mythical (home)land. The ubiquitous question, were are you from?' mutates and documents my subjectivities to fit an assumed identity colonized peoples are subject to endure. In this autoethnographic piece, I present myself as one of those placed in a liminal space of contested cultural identities, oppressive nationalisms, and racism within American society and its institutions.

OConnor, Kathryn, *Manchester Metropolitan University*
A Participatory Action Research approach to evaluating sports-based social inclusion programmes for young people in the UK.

The paper will focus upon findings from a national evaluation of Positive Futures and will consider the practical issues associated with adopting a 'Participatory Action Research' (PAR) methodology. Positive Futures is a national sports-based social inclusion programme funded by the UK Home Office which aims to have 'a positive influence on participants' substance misuse, physical activity and offending behavior.' Over a two year period the research has monitored and analysed the development of the projects. A PAR methodology has being utilized. This involved the attendance and involvement in the delivery of the sports sessions in order to examine the delivery of the educational messages and sports activities. This paper will consider the aims and theoretical basis of using PAR and the practical issues and effectiveness of 'doing' action research. The subjects of gaining access, building trust and relationships will be considered. Outputs of PAR and the ability of a national research programme to improve programmes at a local level will also be discussed.

OConnor, Mary Katherine, *Virginia Commonwealth University*
Grounded Theory: A Challenge for IRB Oversight

This presentation is designed in partial response to the question about whether or not there is an over-reliance on an audit culture in qualitative inquiry. We examine on of the earliest systematic forms of qualitative inquiry, grounded theory research. Grounded theory work was chosen because of its apparent congruence with current IRB standards that do not seem to leave space for interpretive and other alternative forms of knowledge building. Beginning with an overview of the dimensions of grounded theory research as it was originally conceived, a standard of quality for classical grounded theory research is presented. Within this background, we report the results of a content analysis of 229 dissertation abstracts completed in 2004 claiming to use grounded theory. Whereas the term "grounded theory" is used in all these abstracts, only 11% appear to have actually used classical grounded theory designs. Another 21% use interpretive grounded theory designs. Most (35%) use constant comparison

as an an analytic tool without producing theory. Paradigmatic, linguistic, and methodological implications reveal the need to clarify standards for different types of grounded theory research. To move past what might be perceived as conservative human subject protection concers, research ethics require sufficient conceptual and design clarity in order to distinguish between what is actually grounded theory and research which simply uses an aspect of the original methodology as an analytic tool. It is with this type clarity that challenges and criticisms of Institutional Review Boards may be more easily addressed without sacrificing the more humanizing potential of this type qualitative inquiry and, perhaps, qualitative inquiry in general.

ODwyer, Brendan, *University of Amsterdam*
Back to the future: Towards a rediscovery of a critical qualitative accounting research

Oh, Yoon Hee, *Seoul National University*
Life experiences of Korean Men with HIV/AIDS

OMalley, Michael, *Southern Illinois University Edwardsville*
Stirring dangerous waters:' Forbidden' topics and other dilemmas of research with youth

OMalley, Michael P., *Southern Illinois University Edwardsville*
Identitas Interruptus: Renegotiating the Politics of Sexual Identities in Educational Leadership Courses

This paper offers autoethnographic reflections into a process of interrupting institutionalized heteronormativity in a master's level educational leadership program in the mid-western United States. It first offers contextual evidence of heteronormative language and expectations routinely used by graduate students, including assumptions about others' sexual identities, as well as silences regarding sexual minorities. We then explore a class session focused on a case study in which a principal is confronted with conflicting reactions from the school community and the public regarding two gay teens' intention to attend the prom as a couple. This autoethnographic inquiry frames the graduate students' discussion as an opportunity to problematize our own commitments, resistances, and agency as instructors in recognizing and interrupting processes of avoidance, discomfort, resistance, and silence in relation to sexual other/ing. As such, the inquiry is positioned within a larger critical and postmodern concern with troubling essentialized identities and reified discourses.

Ortiz, Karen, *Arizona State Department*
Reconceptualizing Research as Collective Action that Counters Oppressions

Various scholars using postcolonial feminism, Black feminist thought and activism, and voices from discredited positions (discredited by those who would maintain their own power) have called for the rethinking of research purposes, methods, and interpretations. The purpose of this paper is to illustrate an anti-colonial, anti-capitalist, and anti-patriarchal reframing of research as construct generated from those discredited positions. This reconceptualization infuses postcolonial critique that would contest domination, generate critical activism, and challenge the will to truth and power with a critical qualitative inquiry. This rethought form of inquiry (1) acknowledges complicity in the construction of power; (2) displaces centralities with multiplicity and revision; (3) revisions the purposes of science; and (4) engages in corporeal alliances that facilitate public activism

Ospina, Sonia M., *New York University*
Interweaving and borrowing from diverse traditions: the dilemmas of mixing methods within qualitative traditions

Attention to "mixed methods" has centered on the challenges of combining qualitative and quantitative methodologies. However, much can be learned by exploring the implications of mixing diverse paradigms and methodologies within qualitative inquiry. There is great potential in interweaving or incorporating multiple perspectives in qualitative research where it is useful, as Lincoln and Guba argue. But doing so poses unexplored dilemmas too. Our paper explores these, using a large scale multi-year research project on social change leadership that included three qualitative methodologies (ethnography; cooperative inquiry; narrative inquiry) and two qualitative paradigms (action research; interpretivist social science) to answer its research question. We first discuss the logic behind the decision and the design implications for our project, highlighting the advantages of the mixed methods approach at the practical, methodological and theoretical levels. We then identify resulting tensions generated by the epistemological and methodological mix, for research implementation and integration of findings.

OToole, Win, *American University of Beirut*
The Meaning of Leadership and Learning: The Case of Lebanon

This research is part of a larger study that examines the exercise of leadership in support of learning in post-conflict societies. It rests on the assumption that leadership and learning are essential for the peaceful resolution of conflict. In this paper I will present the perspectives of leaders in Lebanon, with a particular focus on learning and change. My research answers three questions: 1) How do leaders understand and exercise leadership? 2) How do they understand their own and others learning? and 3) What might leadership look like if it were designed to support learning? The purpose of the study is to illuminate how leaders understand their work and support learning in times of crisis and transition? A multidisciplinary perspective will be used as an analytic lens for examining leadership in times of transition. The perspectives of leaders will be presented and implications of their experience evaluated for the theory and practice of leadership and peace education. The development of new interdisciplinary connections will also be addressed.

Pace, Nicholas John, *University of Northern Iowa*
Come Out, Stay Out, Stand Out: The School Experiences of Eight Gay and Lesbian High School Students

The difficulty of research into the lives of gay and lesbian high school students is well documented. I conducted in-depth interviews with eight openly gay and lesbian students who were out in high school. Their stories reveal the complexities facing all students as they navigate adolescence and high school, but with an added challenge — being gay in a largely homophobic society. The students hailed from urban, suburban, and rural backgrounds and each faced significant obstacles, such as depression, isolation, harassment, and reconciling their faith and sexual orientation. Despite these challenges, coming out was a significant positive turning point in their lives. Although the challenges didn't end after coming out, the students were empowered and had a positive view of the future. Their stories reinforce the notion that survey data and research that overemphasizes differences and dangers of gay and lesbian youth fail to capture the whole story.

Pacheco, Edith, *El Colegio de Mexico*
Work and family: an exercise on mixed methodology

In order to present an exercise showing the importance of "mixed methodology", this paper offers an exploratory approach to the simultaneous use of data sources clearly identified with qualitative and quantitative research styles. In doing so we took as a starting point a different platform than the traditionally used in this field. Instead of having as a main frame of reference a statistically database, we first analyzed qualitative information of a group of Mexican urban, middle-class women. One of the means we have found of linking the two sources has been to construct a typology -with quantitative data and similar to that previously elaborated in a qualitative study- to describe the possible links between four life trajectories (school, work, marriage and child-bearing). Combining a quantitative analysis with the results of a previous qualitative study was precisely what made it possible to both enrich and reinforce the proposal of the existence of diversity within homogeneity.

Palulis, Patricia Adele, *University of Ottawa*
Auto/ethno/graphies on assignment: "house"work as bricolage & "home"work for bricoleurs

This paper draws from the work of auto/ethno/graphy in a mise-en-scene of bricolage. The slopes [/] represent the multiple instabilities of word segments opening to the richness of ambiguity. Working out on the slopes is an exercise in rigorous ex-citation. Spatialities of storied praxis in student assignments and teacher responses re-locate as juxtapositions on faultlines. Visweswaran provokes us with the call for doing fieldwork at home; Trinh contends that we each have our own house to empty out & an invocation for some radical house-'work when home'work is evoked at school. Bricoleurs seek to trouble the haunted dictations of academic constrictions. Bricolage as messy text works at de-colonizing methodologies. Startled by the signs of rigorous (dis)engagement, auto/ethno/graphies on assignment disseminate through slippages of discourse. At-work, artifacts and arche-textures. Querying the ethical responsibility of the marked and the marker and the marking(s), transgressive material events happen at the borders of (im)possibilities.

Palys, Ted, *Simon Fraser University*
Research Participants Perspectives on Research Ethics Issues

See McGinn, Michelle K.

Pansera-de-Araujo, Maria Cristina, *UNIJUI*
Quality of life in the elderly: satisfaction with the life as a parameter.

See Lisboa, João Carlos

Pansera-de-Araujo, Maria Cristina, *UNIJUI*
Sexuality in the debate of the doctor and patient relationship in the elderly.

See Lisboa, João Carlos

Park, Hye Young, *University of Illinois at Urbana-Champaign*
Difficulties in Parent -Child (P-C) Interactions around Bilingual Education:

While considerable research has stressed the importance of parents' participation to the success of their children's becoming biliterate, this case study identified specific difficulties that the author encountered during parent-child interactions in my 10-year-old son's biliteracy development over a three-month period, along with the nature of my role as a LM parent. Through interview, video-taped P-C conferences, and writing samples, inductive analysis of data proceeded, patterns of discourse suggested the usefulness of Gee's Discourse Analysis and Tannen's Conversational Discourse Analysis. Findings suggest that The P-C interactions around English writing development proceeded smoothly while Korean writing development often involved considerable conflict. This appeared to result from differences in linguistic/cultural understanding between us. My analysis indicates that I did not perceive the strengths and needs of the bilingual child while appraising him in terms of monolingual standards (one person with two monolingual minds). The study suggests that only emotionally controlled P-C interaction with steadfast devotion and consistency seems to be clearly helpful to the child's biliteracy development.

Park, Jin-kyung, *University of Illinois at Urbana-Champaign*
"Women's Bodies as the Basis of the Nation": Colonial Governmentality, Sexual Reproduction, and Health Campaigns in Japanese-dominated Korea

This paper examines the management of women's health and sexual reproduction in Japanese-dominated Korea (1910-1945). It does so by exploring the annual maternal health campaigns initiated in 1923 by The Association of Social Work of Korea, a Japanese organization under the auspices of the Department of the Interior, the Government-General of Korea. The Association claimed that the implementation of the health campaigns was to bring health, social welfare, and modernization to Korean women. The critical analysis of the campaigns, however, reveals colonial governmentality, which aimed at increasing the colonial population through the control of women's health and bodies. This essay shows that the health campaigns were colonial technologies to produce healthy female subjects that would ultimately contribute to the procreation of colonial subjects.

Park, So Jin, *University of Illinois*
Shifting Expertise: When the Researcher Becomes the Researched

In this presentation, we outline complexities of our research relationship which blurred the lines between the researcher and the researched, We explore shifts in the distribution of expertise when a Korean graduate student (So Jin) in anthropology, who was engaged in her own ethnographic study, agreed to participate in an ethnographically based dissertation study of an American graduate student (Marcia) examining writing practices of speakers of English as an additional language. In exchange for her participation, Marcia edited parts of So Jin's dissertation. Though apparently a simple arrangement, collaborative reflective writing about this relationship challenged our disciplinary understandings of methodology and our conceptualizations of academic writing and revision, while breaking down binaries which position native speaker knowledge against non-native speaker knowledge Though our insights speak to the local context of this research relationship, our paper highlights hybrid constructions of discourse and interrogation of methodologies through small scale interdisciplinary dialogues.

Park, Tai-Young, *Soongsil University*
Marital Therapy about Korean Wife with Depression: The Application of Quantitative and Qualitative Methods

Objective This case study investigated the change process of couple therapy in which the wife had a depression. Method The researcher used five instruments to measure the effects of couple therapy. The researcher used quasi-experimental research design and executed a pretest (before the first session) and a posttest (after the seventh session). Also, to overcome the weakness of the quantitative method, Effect Matrix (Miles & Huberman, 1994, p. 96) and Time-ordered Meta Matrix(Miles & Huberman, 1994, p. 200) were employed as a qualitative research method to analyze the change process of the couples relationship. Results The findings of the research showed the improvement of the wifes depression and decrease of the wifes stress caused by her husband and parents-in-law.

Park, Tai-Young, *Soongsil University*
A Qualitative Analysis of Compulsive Buying Case by a Grounded Theoy Method

This study analyzed a case of compulsive buying based on a grounded theory method. The client was a 24-year-old female Korean student who showed compulsive buying and excessive credit card use. The family therapy was performed between March 2001 and May 2004 in Korea by the leading author. This study utilized the software "Atlas.ti," producing 121 open codings and seven axis categories which included the following: 1) communication issues with friends or family members, 2) sibling relationships, 3) mother's parenting, 4) interparental relationships, 5) mother's communication style, 6) stress, and 7) compulsive buying and credit card use. This study presented the graphical network among these categories in order to show the effectiveness of family therapy.

Park, Young Sook, *Seoul National University*
Life experiences of Korean Men with HIV/AIDS

Purpose : The purpose of this study is to illuminate the life experiences of 10 Korean men with HIV. Method: This is qualitative research using grounded theory methodology. Result: Core category — Enduring under the yoke of HIV and 5 subcategories are emerged: 1) Accepting the fact of HIV infection with shock unwillingly, 2) Conflict between the secret concealment and disclosure, 3) Resisting to the social prejudice and discrimination, 4) Change of the daily life and manage of health, 5) Reminding of their past lives without HIV and reconstructing their own lives with HIV. Conclusion: The findings contribute to understanding of the HIV/AIDS illness experiences among the men with hetero & homo sexuality, and revealing of the prejudice against HIV in Korean society. The results have very important implications for health care professionals working with HIV-positive men

Parker, Kimberly Nicole, *University of Illinois at Urbana-Champaign*
The IRB Monologues

See Hickey Snyder, Katie

Parry, Diana Catharine, *University of Waterloo*
Dragon Boat Racing for Breast Cancer Survivors: Five Short Stories

Breast cancer has been the subject of much research to date. Previous research, however, has neglected to study breast cancer experiences as women describe them, instead privileging traditional or standardized models of research. Utilizing creative analytic practice (CAP) and a feminist lens, the collection of stories included in this text are about breast cancer survivors lived experiences with dragon boat racing (DBR). DBR is a woman-centered leisure pursuit focused on life after medical treatment for breast cancer. The stories disclose changes to a sense of self, feminine identity, and health and well-being. Yet the stories also shed light on empowerment, both as a process and an outcome of DBR for breast cancer survivors (Braithwaite, 2000). Short stories were utilized to demonstrate that women are the experts of their own health experiences. The use of stories also contributes to the dialogue of CAP fostered by qualitative inquiry and feminist epistemologies.

Parsons, Mickey Lee, *University of Texas Health Science Center at San Antonio*
Ethics, Politics, and Research Issues in Participatory Action Research with Formerly Incarcerated Women

Introduction: The specific purpose is to discuss ethics, politics, and research issues in participatory action research with formerly incarcerated women. Impacting social action through research is critically needed to facilitate women's successful transition to the community following incarceration. Theoretical Framework: The Emery open systems approach to whole systems change and participative design forms the theoretical rationale. It is believed that a long-term strategy for capacity building and change is empowering individuals to develop themselves. Methodology: Participatory action research was used through future search conference methodology to facilitate 25 formerly incarcerated women and volunteers to develop a comprehensive transition program to

the community following incarceration. Results: Welcome Home Ministries, serving formerly incarcerated women, became incorporated, implemented a comprehensive program, and has a 94% success rate. Implications: Successfully addressing ethical, political, and research barriers led to empowering formerly incarcerated women to help themselves and others to create healthy lives.

Pascale, Celine-Marie, *American University*
The Color of Dreams and The Meaning of Ambition

    The Color of Dreams and The Meaning of Ambition examines how modern notions of self-improvement intersect with prejudice to construct conceptions of individual achievement and personal ambition. To the extent that categories of gender, race, sexuality, and class are central both to opportunity and experience, such conceptions are central to what we understand as ambition. In the discourse of liberal equality, people are limited only by their own abilities and ambitions; yet ability and ambition are more than individual attributes. Although my research is based on data collected in the US, my analysis has international implications and significance. Most importantly, this paper demonstrates how the material effects of prejudice can be constituted through the language of ambition and success. By examining the effects of prejudice through discourse analysis, this paper does not deny the effects of social structures but rather relocates sources of power and agency. Recently, scholars (Clarke 2005; Denzin 2001; Dunn 1997) have argued for research that combines poststructural and symbolic interactionist frameworks as a means to produce studies of language that connect local and broader cultural contexts. My paper joins this emergent trend in research; I draw from achievements in ethnomethodology and poststructural discourse analysis to interpret linguistic structures, rhetoric, metaphor, and narrative gaps in interviews, newspaper articles, and television shows. By examining television shows, newspaper articles, and interviews, my analysis is able to get at sentiments regarding ambition and success that most broadly pass as "mundane" in the U.S. While newspapers, television, and interviews may seem completely unrelated to each other as forms of data, at the level of cultural knowledge, they are deeply connected: routine knowledge must be produced at nearly every turn. In addition, the strategy of selecting newspapers, television shows, and interviews allows me to examine the simultaneous production of prejudice and resistance in multiple locations because each medium refracts prejudice differently (cf., Miller and Fox 2004).

Pasque, Penny A., *University of Michigan*
Faculty and Early Career Qualitative Scholars: Creating a Language for Transformative Research, Teaching and Learning

    As the next generation of critical qualitative scholars, we hope to challenge current methodological paradigms in order to achieve marked social change. Yet, we operate within institutionalized boundaries and an academic culture that does not often encourage critical interrogations of research questions, or the exploration of social justice issues (Austin, 2002). Giroux & Giroux (2004) echo that educators need a "new language" (p. 82) where young scholars are central to social and public transformation. The goal of this paper is to address institutionalized silence through exploring power relationships (Foucault, 1976) between rising scholars and current faculty while encouraging language that

promotes transformative research on social justice issues. For example, what dissonance exists between the language with which we critically speak our methodologies and potential transformative language among faculty and graduate students during a critical time of learning? How are academic relationships best negotiated? What institutionalized barriers limit faculty? How can students create a challenging local and national climate in order to make change?

Patterson, Donna, *University of Regina*
(Un)healthy negotiations in an ethical academic life

    As qualitative researchers, we want to voyage beyond ethical technologies through "spaces of thought circling back on itself demanding to be lived"(Steiner,1997,p.155)to ethics in action. We argue such spaces are considerate of the health and ethics of both the researcher and the researched. To take such a stance is neither to be numb nor forgetful nor to opt out (which translates into methodological illness) but to seek out and value "all that is difficult because it is excellent"(Spinoza). It is to pursue wellness and health. This presentation troubles what might be required of qualitative researchers if we are to be methodologically ethical and healthy at the same time.

patterson, donna, *University of Regina*
IRBs as spaces of marginalization: A Canadianized story

    This presentation troubles how Canadian universities are pressured to capitalize on research and how these same pressures affect both the collaborative and community based research within the academy by priviledging one type of research and relationship within communities over others. Through examining historical influences on IRBs in Canada, how these pressures shape and trouble qualitative research and disturb how and what we know as well as what can be known about who and how we work move in and out of focus. Here, questions are raised about living ethically as qualitative researchers within an institutional context.

Pauly, Bernadette Madeline, *Dalhousie University*
Enhancing Equity in Access to Health Care for Those who are Street Involved

    People who are street involved face inequities in access to health care that contribute to poorer health among those experiencing homelessness, mental health concerns and addiction. While qualitative and quantitative methods have been employed by researchers in studying access to health with those who are street involved, participatory inquiry embraces an approach that is ethically sound. Furthermore, participatory inquiry has the potential to engage those accessing health care in the development and restructuring of health care services . However, significant power inequities exist that require researchers to critically examine positionality and relationality in the research process if enhancing equity in access to health care is the goal. Strategies for participatory inquiry as a means of involving those who are street involved in the policy process will therefore be explored.

Payne, Elizabethe C., *Syracuse University*
Mommy Dearest: Straight Mothers, Lesbian Daughters, and the Regulation of Gender

Most people are living the sexual and gendered lives urged upon them through the social forces, scripts, attitudes, beliefs and convictions that structure the "normal" within society (Michael, Gagnon, Laumann, Kolata, 2002). In a heteronormative, heterosexist society, the construction of the gender role reflects the assumption that sexual contact with a member of the "opposite" sex will occur at some point. The successful performance of gender increases the chances that a girl will, when she has become an adolescent, be able to attract the attentions of a member of the opposite sex, and perpetuate the normal. Since gender identity is tightly connected to concepts of sexuality (Williams & Stein, 2002), parents, particularly mothers, see the regulation of gender performance by their daughters as an avenue through which they can shape/insure the proper hetero/sexuality of their daughters. This paper explores the stories adolescent lesbian daughters tell of their relationships with their mothers around gender performance. Daughters whose gender performance was perceived by their mothers as potentially successful (ie feminine) according to social norms received the harshest responses to any behaviors that could be associated with a lack of heterosexual interest or attention to body work. The research was conducted using a critical (Carspecken, 1996) life history methodology.

Paz Guarderas, *UAB*
Performance, Ethnography and Situated Knowledge

See Montenegro, Karla Eugenia

Pearson, Matthew, *Manchester Metropolitan University*
"Is that thing on?" The challenge of digital ethnography

The focus of this paper is the emerging practice of digital ethnography. Digital technologies such as audio, video and still image data capture can be used to create layered multimedia narrative structures to supplement traditional and conventional ethnographic data collection processes. These new multi-modal, ethnographic records can become interactive resources, inviting active participation from on-line 'reader-viewers'. The paper draws on digital datasets in UK schools created by pupils and teachers working collaboratively with the researchers on developing innovative pedagogies with technology. It examines the ways in which new technology creates a space to reinvigorate the practice of ethnography, drawing on multiple perspectives to better understand the social practices of schooling. The paper also examines some of the methodological challenges which emerge from the use of digital data and how established practices such as coding need revisiting from a digital perspective.

Pedersen, Lene Tanggaard, *University of Aalborg*
The Research Interview as Discourses Crossing Swords — The researcher and apprentice on crossing roads

This paper presents a conception of the research interview as discourses crossing swords. The paper draws on examples showing how the researchers´ view on learning, as an all-encompassing aspect of everyday life, is challenged by the interviewed apprentices. In the presented interview situations different assumptions of the researcher and the apprentices become apparent as competing discourses: learning versus professional competence. In the interview setting, these discourses cross each other and become the context of a productive negotiation of meaning which leads the researcher to reconsider the meaning of learning. It is suggested that in such cases, the qualitative research interview can be understood on the background of a battlefield metaphor highlighting the antagonistic character of meaning encounters in a research interview.

Pelias, Ronald J., *Southern Illinois University*
Jarheads, Girly Men and the Pleasures of Violence

This essay explores the troublesome ways in which violence and pleasure become conflated for both hyper-masculine and effeminate men. Using images from contemporary culture and incidents from the authors life, the essay ponders how men might negotiate this unfortunate bind.

Pennisi, Alice Carla, *Buffalo State College*
"Talking in Writing": A Collaborative Journal Between a Researcher and a Student

I was studying a high school art class based entirely on student initiative and choice. To understand their process, I interviewed, watched, listened, and most importantly, I took detailed notes- until I fell down a flight of stairs and broke my wrists. As I was unable to write, I turned to a student with whom I had had several intense conversations. I asked Riley if she would keep a journal of her thoughts on the class and her artistic process. She eagerly accepted, and wrote with enthusiasm. Then, as my wrists healed, she asked me to respond in the journal. Our "Collaborative Journal", a data collection method I had neither heard of nor planned for, became central to my understanding of Rileys social and artistic worlds. My paper will be presented in both poetry and prose form, as was the case in the collaborative journal.

Perea, Carolina Maria, *University of Buenos Aires*
An exercise in self analysis: interviewing the interviewers

See Najmias, Carolina

Peter, Michael, *University of Iowa*
working ectropion modes: A Performative Anti-Manifesto on Limitation(s), Value, and Scrapping

See Byrnes, Mary

Peters, Jane, *Huu-ay-aht First Nation*
Using Photovoice: Pict/oral Data in Participatory Indigenous Research

See Castleden, Heather E

Peters, Michael A., *University of Illinois at Urbana-Champaign*
Narrative Analysis as a Means To Qualitative Ends

See Besley, Tina A.

Peters, Michael A., *University of Illinois at Urbana-Champaign*
The Culture of Performance and Knowledge Management in Higher Education

This paper briefly mentions the sources of performativity research, including Austin's 'performative' and Lyotard's 'performativity', before examining the emerging political economy of performativity with a focus of higher education in the so-called knowledge economy.

Petersen, Eva Bendix, *Charles Sturt University*
Striking the right tone: (Re)producing "competent" research subjectivity in qualitative research writing

Laurel Richardson asserts that in qualitative research writing one of the "most important and least talked about literary ways in which the author's intentions are realized is tone, because tone reveals the implicit moral attitude of the writer towards the material" (Writing Strategies: 39). While the "tone" of the writing might be discussed narrowly as a linguistic achievement, or, indeed, as "revealing" the moral attitude of the writer, this paper explores the notion of "tone" in qualitative research writing in relation to the performativity, production and reproduction of "appropriate" and "competent" academic subject positions. How is "academicity" produced in qualitative research writing? Conceptualising the notion of "tone" in terms of positioning theory, the paper discusses how various "tones" are achieved and what these tones constitute as appropriate and competent. Through the notion of "tone tuning" the paper analyses examples of the (self)regulatory work that goes into "striking the right tone."

Petersen, Naomi Jeffery, *Indiana University South Bend*
We have much to learn from each other: The importance of the qualitative perspective for small sample empirical studies.

Empirical researchers labor to control for rival hypotheses so their narrowly focused findings may have external validity; by contrast, qualitative researchers emphasize that their case studies are intended to illuminate complexity. The differences are not as important as the shared purpose of discovery. Presented here is an argument that the full and thorough description of the sample size (a page from qualitative methods) is crucial to situate a small sample. In particular, small response rates from surveys requires thorough discussion of the sampling frame and extenuating circumstances. Assessments, and especially faculty evaluations, function like mini-quasi-experimental studies attempting to determine causality. Contextual narrative is especially important in university courses relying on student satisfaction surveys to measure instructor effectiveness. Conversely, qualitative researchers can take a page from traditional research methods regarding surveys and interviews which can quantify and thereby reduce to a manageable size all the factors of interest.

Peterson, Len, *Texas Tech*
Focus Groups and Preschool Kids

Can focus groups be applied to preschool kids? How do IRB proposals work in this area of research?

Pettigrew, Alice, *University of the West of England*
Blinded by the White: Method, mess and (mis)interpretation in researching "ethnicity," "race" and "nation" in the field.

This paper reflects upon my experiences researching young, 'white', Britons' constructions of nationo-cultural identities within English secondary schools in order to examine some of the potential pit-falls of working with ambiguous and contested theoretical constructs and their possible (mis)interpretation within the field. I detail my own struggles in placing 'whiteness' throughout the conceptual and methodological journey of this research and my attempts to manage both complexity and transparency in navigating an ethical course. In doing so I take seriously the warnings of Radhakrishnan (1996) that all research on 'ethnicity', 'race' or 'nation' is caught within a treacherous double-bind and that researchers risk reifying problematic identity labels in the very act of conducting their research. Finally I suggest and critique some of my own attempts to work beyond or in spite of this bind, locating my position within what Law (2004) has celebrated as a 'methodology of mess'.

Pettinelli, James Douglas, *Saint Louis University*
Constructing Shared Realities: Interdisciplinary Collaboration of the International Adoption Clinic

See Matsuo, Hisako

Philip, Cheri, *University of Michigan*
Up Close and Personal: Teaching and Learning In A Narrative, Life Story, and Race Graduate Seminar In the Department of Psychology at the University of Michigan

The Narrative, Life Story and Race graduate seminar at the University of Michigan's psychology department has shaped participants' understanding of psychological research in profound ways. The emphasis on quantitative training has left little room for graduate students to cultivate interest in and design research studies addressing the complexities of studying the meaning of race in American society and culture from a narrative and life story perspective. In this seminar engaging in our roles as both teachers and learners, we have explored multiple approaches to qualitative inquiry (Denzin & Lincoln, 2001), as well as the study of narrative and life story (McAdams, 1995; Sarbin, 1986). It is significant that this course is being taught at a leading research university, which points to an increased interest for graduate training in qualitative approaches. This seminar has led to groundbreaking research questions incorporating important theoretical and methodological features not often addressed in quantitative research.

Phillips, Donna Kalmbach, *George Fox University*
Research as Transitional Space

See Larson, Mindy Legard

Piccardo, Claudia, *Univerity of Turin*
Redesigning a Training Course for Costume Artists: An Ethnoclinical and Autoethnographic Approach

In the first section of this paper, Angelo Benozzo presents an autoethnography about redesigning a training program for costume artists. The autoethnography was carried out through four different moments of data collection: analysis of documents about developing the training experience course; ethnographic interviews of ex-participants and course teachers; log book extracts of redesigning experience done with the course teachers in relation to PAR principles; participant observation of class training and apprenticeship occasions. The aim of this paper is to show how an autoethnographic account of a researcher engaged in a complete participant observation as an organization member can be merged with a clinical method. This gave raise to what the authors call the "ethnoclinical approach", presented theoretically and methodologically in the second part of the paper by Claudia Piccardo.

Pickard, Victor W., *University of Illinois at Urbana-Champaign*
The Rise and Fall of Democratic Media Policy, 1945-1948: The Public Interest and Social Responsibility Doctrine for Broadcasters and the Press.

The brief window between the end of World War II and the beginning of the Cold War witnessed an unprecedented flourishing of democratic media policy-making in the U.S. that was co-opted by corporate liberals, codified by progressive policy elites or quashed by redbaiting reactionaries. This hitherto under-researched period is missing from traditional historiographies at a time when past progressive policy endeavors—both failures and successes—have great implications for contemporary media crises. These progressive impulses are reflected in the 1945 Supreme Court case against the Associated Press, the 1946 FCC Public Service "Blue Book" initiative, and the 1947 Hutchins Commission Report. More specifically, this paper proposes to examine the normative dimensions of democratic theories of the press both in their historical context and in present day policy contests. Drawing on archival evidence, this analysis probes important questions at a time fraught with spectacular U.S. media system failures in fulfilling basic democratic responsibilities. Such failures not only problematize notions of corporate media social responsibility, but also raise doubts about the possibility of a democratic society given the current media system.

Pierce, Doris Emma, *Eastern Kentucky University*
Crossing Regional Boundaries: A Derived Etic Methodology

See Shordike, Anne

Pike, Nikki, *University of South Florida*
We propose both an installation and interactive performance of cob building and sculpture to be included as part of the Congress of Qualitative Inquiry meeting. We will install cob balls (equivalent to bricks — see photos) outside the conference buildings in a way that seems to make sense to the space granted (probably contradicting the surrounding bricks). Nearby, we will be making cob for all to see and to join (if they are willing to get their feet dirty and wiggle a bit). Along with our piece, we will present photographs of and literature about completed and functional cob structures and the practice of cob and natural building.

Pinney, Amy, *Southern Illinois University-Carbondale*
Archive Incarnate: Doing History with an Ethnographic Sensibility

Archival research is a bodied act. I consider the archive, and the events contained and constrained within it, a site of my field research. My presence affects the archive and the culture of which it is a part, and my own positionality determines the artifactual knowledge I collect. In addition, for all its solitude and isolation, historical research does not happen in a vacuum. As we, the researchers, gaze, so are we gazed upon. This performance points explicitly to the bodied display of the archival researcher.

Piper, Heather, *Manchester Metropolitan University Cheshire*
True Stories? Dilemmas in Research into False Allegations of Sexual Misconduct

See Sikes, Pat

Pittman, Alexandra Victoria, *Boston College*
Negotiating Consent:Ethical Considerations in Cross-Cultural Research

This paper will highlight the ethics of the informed consent process in the Moroccan context where I conducted a collaborative research and evaluation project with Moroccan women's rights activists. Requiring individuals in other cultures to conform to the US consent process has serious implications on the nature of collaborative research and relationship building in the field. The underlying theoretical and practical dilemmas of requiring non-US based researchers and participants to adhere to the legal processes of informed consent will be explored. In addition, alternatives for navigating ethical dilemmas that researchers may encounter in cross-cultural research will also be highlighted.

Plotno, Gabriela Solange, *University of Buenos Aires*
An exercise in self analysis: interviewing the interviewers

See Najmias, Carolina

Plummer Rohloff, Rebecca, *University of Illinois at Urbana-Champaign*
Creative Intervention through Arts Based Living Pedagogy

Two papers address the topic of Arts-based Living Pedagogy, an alternative strategy for evoking meaningful, emancipatory and life-long learning which engages students in creative-action-oriented processes through critical, reflective, and empathic methods. Emphasizing students as consumers and producers, and as readers and writers of visual culture, Arts-based Inquiries give form to the deep spaces of intuitive knowing and feeling of lived experiences, and provide mirrors for observing personal assumptions, struggles, values, dreams, and motivations. The creative process moves students from the observation and interaction with cultural representations and texts into an active place of resistance through reflective criticism rooted in feeling and empathic concern. These papers elaborate upon an Arts-based Living Pedagogy through the examination of two different art-based approaches. In "Living Tapestries: Reclaiming Poetic Spaces of the Life-World" Rebecca Plummer Rohloff examines the art process as a metaphorical act of un-suturing and re-suturing cultural meanings represented symbolically in painting and print-media collage. In "Intervention Pedagogy and Visual Action Research: Demonstrating Youth Knowledge through Making

Media" Maria Lovett examines the uses of video and documentary as a mode for critical visual literacy and production.

Pluye, Pierre, *McGill University*
The rise of new syntheses: Quality appraisal issues in Systematic Mixed Reviews

Publication growth has been accompanied by meta-syntheses of qualitative studies and the institutionalization of systematic literature reviews of quantitative studies (eg Campbell collaboration). New syntheses have emerged: systematic reviews of qualitative, quantitative and mixed-method studies (Systematic Mixed Reviews — SMRs). However, SMRs face issues in terms of methodological quality appraisal. Our critical review of SMRs suggests this appraisal has usually three characteristics: a one-size-fits-all approach, the inclusion of "best quality" studies, and editorial judgments on qualitative research (eg clarity). By contrast, we propose that such appraisal may (1) be adapted to research perspectives, (2) exclude unacceptable studies, and (3) appraise the quality of qualitative research using the presence/absence of generic methodological information. This proposal is illustrated by a recently published SMR, and discussed in line with the longstanding debate on research quality.

Pluye, Pierre, *McGill University*
The regulatory power of clinical information-retrieval technology

See Knaapen, Loes Anne

Poindexter, Cynthia Cannon, *Fordham University*
The stigma and support experiences of older New Yorkers living with HIV

This presentation reports on the findings regarding HIV stigma, disclosure, and social support garnered from five focus groups with persons over age 50 who are living with HIV in New York City. All focus group members had participated in a survey previously; the focus groups were designed to understand the survey results regarding support networks and their relationship to disclosure of HIV diagnosis as well as the impact of HIV stigma on those networks. The focus groups explored the phenomenon of choosing network members based on their HIV status. The focus groups were formulated in this way: Latino men of mixed sexual orientation, African-American men of mixed sexual orientation, Latinas of mixed sexual orientation, African-American women of mixed sexual orientation, and white men who have sex with men.

Poole, Mary, *University of South Florida*
Committed, Again

In an effort to better understand our relationship, my husband, Paul, and I write a co-constructed narrative. We use our relationship as the site of exploration and by using subjective introspection (Ellis, 1997) and writing as a method of inquiry (Richardson, 2000) try to understand commitment in our lives and marriage. We found that this process of writing and thinking about our relationship and marriage helped us to articulate and understand the story of our relationship (Bochner, Ellis and Tillman-Healy, 1997) and to consider commitment in the shadow of "failed" marriages.

Poole, Mary Catherine, *University of South Florida*
"It Takes More Than a Net to Catch the Universe?" In search of an elevator speech in defense of Autoethnography

Even in a University Communication Department known for its "radical" qualitative research, there are detractors among the staff and graduate students who view autoethnography and personal narrative as self absorbed sensationalism. After a conversation with another graduate student, the author began a search to prepare a pithy and succinct response to this claim, and found the answer not only in the gurus of qualitative research, but in the eastern spiritual philosophy of Alan Watts.

Poole, Mary Catherine, *University of South Florida*
A Baby Boomer Feminist Meets Fundamentalism

Following the presidential election of 2004, I found myself like many other progressive liberals, upset and angry at the results, and in particular, with the Religious Right who uniformly supported the re-election of George W. Bush. Living in an area saturated with Fundamentalist Christian Churches, I decided to challenge my angry hostility and judgment of this group. I entered into a five-month relationship as a participant observer with the mega church less than a mile from my home. The process left me questioning tolerance of intolerance, and the possibility of dialogue with those who are certain they have the truth.

Poole, Nancy, *BC Women's Hospital and Women's Health Centre*
Impairing Agency: Exploring the Ethics of Participatory Qualitative Health Research with "Addicted" Women

See Salmon, Amy

Portelli, John, *University of Toronto*
The slogan of "evidence-based policy/practice/education": Whom does it serve?

See Shahjahan, Riyad Ahmed

Poser, Jessica Ruth, *University of Illinois at Chicago*
The Visual Turn: Implications for Educational Research

Despite the all-pervasive image-making which characterizes our world, 'we still do not know exactly what pictures are, what their relation to language is, how they operate on observers and on the world, how their history is to be understood, and what is to be done with or about them'. (Mitchell, 1994) This paper grapples with what is to be done with and about images in the field of educational research. The increasing primacy of the visual in our culture as a means of communication and understanding the world necessitates that we rethink the role of the visual in affecting and transforming social life. Visual media have assumed a primary role in Western culture and the image has become extraordinarily powerful as a transmitter of cultural values and expectations. The image has achieved a global cultural currency that no other medium has previously attained. Children are growing up in an era of the image, a world that would have been, until very recently, largely unimaginable in its speed and global reach. The 'global village' that Marshall McLuhan hypothesized in the 60's is now a reality, and this reality is first and foremost, a visual one, and

"[t]his globalization of the visual, taken collectively, demands new means of interpretation" (Mirzoeff 1998, p. 4). By looking to several visual ethnographies including my own which explores the photographic practices of children, I sketch out a research terrain in which visual culture presents an epistemological problematic; as both a generative trope for qualitative research as well as a site of contestation over meaning.

Poulos, Christopher N., *University of North Carolina-Greensboro*
Narrative conscience and the autoethnographic adventure: Probing secrets, shadows, and possibilities in communication research

The story of any human life is one of dream and dilemma, opening and closing, opportunity and secret, joy and sorrow, ecstasy and agony, light and shadow, clarity and quandary. In the dynamic nexus of possibility that is the autoethnographic story, we may find ourselves confronted by important questions: What is the right thing to do? What is my responsibility? What should (or shouldn't) I reveal? What does the story demand? What do the people in my stories call me to do? This autoethnographic tale confronts urgent questions of ethics in the practice of autoethnographic research through the invocation of narrative conscience. Narrative conscience is positioned as a "knowing together" that calls the researcher to embrace new layers of complexity in the search for the right story, while offering narrative and dialogic methodologies for dealing with the dilemmas that come with the territory

Powell, Dave, *Univeristy of Georgia*
Making the "implicit" explicit: Writing as a means to expose and critique pedagogical decision making

See Hawley, Todd Stevenson

Powers, Ann Marie, *Acadia*
Protecting institutions or promoting diverse worldviews? Politics, ethics and qualitative inquiry

Developing ideas from their presentation at the First Congress of Qualitative Inquiry, an anthropologist and a social work educator from Canadian universities will argue that ethical review processes serve to protect institutions and further political agendas rather than provide academic freedom for researchers to conduct research that promotes the world-views of research participants, many of whom are located on the margins of society. The presenters will propose that qualitative inquiry is a political process that can give voice to silent and silenced people throughout the world. Ethical principles that provide academic freedom to conduct research that has the potential to promote the views of diverse research participants in the Canadian context will be suggested. The paper will be illustrated by auto-ethnographic work by the presenters, as well as their narrative research with members of their families and communities.

Powers, Jillian L., *Duke University*
Constructing the intersection of hegemony and locality: Consumption and bricolage in Aids education and prevention materials geared towards two Hispanic communities

This article investigates how not-for-profit AIDS organizations recombine cultural materials(dominant hegemonic scripts) to frame educational messages for their audiences, specifically the Hispanic community in their locale. By looking at two not-for-profit agencies in two contrasting communities, we can begin to explore the process of shaping the frames and bricolage these organizations use in creating specific cultural schemas for a Hispanic community. Is this phenomenon localized based on situation and population or are these similar based on national regularities and normative dominant frames? By conducting interviews of employees of not-for-profit AIDS organizations, content analysis of existing educational materials, and then a re-interview this article attempts to explore the relationship between frame, organization, hegemony and regionality when targeted at Hispanic communities. These new forms do not arise automatically but as cultural frame institutionalisms states, must be constructed from prevalent cultural materials. Frames are tools that these not-for-profit organizations use to shape perceptions. How do locales experiencing an influx of Hispanics determine the needs of this new population and then reach them with their message. Utilizing DeCerteau's theory of poaching, organizational theory and social movements how do these organizations utilize local and institutional definitions of AIDS, AIDS prevention and healthcare and translate that to a Hispanic community. What do they perceive are the needs of their populations and are these what is displayed through their educational material?

Price-Stalides, Dimitrios Jason, *Southern Illinois University*
Weblogs and Narratological Methodology: Exploring Lived Experiences Through the Use of Anonymous Online Support Groups

Weblogs, or blogs, provide a ready-made and easy to use interactive forum in which to conduct narrative-based qualitative research. The writing and sharing of narratives, especially concerning traumatic events, has been shown to contribute to psychological well-being, improve mental and physical health, and produce coherent self-narratives. One obstacle to this sharing of stories can be the participants unwillingness to disclose personal and potentially embarrassing information. However, facilitated blogs, which utilize many of the same features and benefits of online support groups, can be formatted to protect participants confidentially and anonymity and make use of what has come to be known as "the online inhibition effect." Blogs, therefore, not only encourage participants to freely disclose conflicted stories concerning a particular phenomenon, but also allow other participants to read and respond to their stories. This ultimately provides both the researcher and the participants with a specific discourse community in which to construct coherent self-meanings and collaboratively explore the various issues involved in the study.

Pryor, Christine, *Saint Louis University*
Constructing Shared Realities: Interdisciplinary Collaboration of the International Adoption Clinic

See Matsuo, Hisako

Pyett, Priscilla, *University of Melbourne*
Empowering and Including Aboriginal and Torres Strait Islander People in Health Research Ethics in Australia.

See Stewart, Paul Justin

Quiroz, Blanca
Awareness of Family Literacy for American families who Adopt Korean Children

See Shin, Jee-young

Rademaker, Linnea L., *Indiana State University*
Assessing participants' feelings and understandings with focus groups: A school/university partnership unfolding.

The largest strategic objective of a grant-funded education initiative is a new teacher education program. We wanted to completely re-design the existing program. The first stage of design was to identify the beliefs/values held in common by a diverse groups of participants representing various roles in the College of Education, other colleges who teach our teacher education candidates, and the 20 Professional Development Schools with which ISU partners. Focus groups were used to assess understanding of the design, and feelings about the collaboration. One focus group with K-12 school administrators revealed deeply-held beliefs about the value of collaboration with the university. The group also allowed the grant directors to assess the progress of the teacher education initiative amongst the K-12 schools, and to adjust processes of the grant to ensure a continuation of the democratic goals of the grant.

Rapano, John Vincent, *Indiana University of Pennsylvania*
Building collaboration to address the effects of poverty on social conditions in Fayette County, PA

A partnership of human service workers, members of the community, and academics collaboratively conducted this mixed-methodology study. Participants overcame challenges and uncovered possibilities for systematic research in rural areas as they identified risk factors and perceptions of needs in this economically depressed county in Southwestern Pennsylvania. They developed the methodology, implemented the research, and disseminated the results. This study of social conditions that stem from poverty asks how agencies can be more effective and how new assets can be brought to bear. Issues addressed include: health care concerns; support services; physical and safety concerns; drug, alcohol, and mental health; and awareness of social services. Data on what happens to agencies and the people they serve in a time of fiscal crisis will provide important information for a cycle of action involving participants and policy setters.

Rasmusson, Sarah L., *University of Illinois at Urbana-Champaign*
Grrrl Power as Method?: Third Wave Feminism & New Qualitative Research

If young women were really that powerful, 'grrrl power' would not have become the consumerist salve to the perceived crisis in femininity in the late 1990s. That phrase, constructed in and through developments in feminist theory, politics, and discourse over the past decade has now become text, site, and tool itself. At the interstices of new identity politics, the transdisciplinarity movement in the academy, the rise of globalized telecommunications and new media, and increasing media consolidation, third wave feminist qualitative research breaks with the traditions of qualitative methodology and feminist cultural studies. How does third wave feminism do qualitative research differently? How does it demand new methodologies? New approaches to media? New conceptions of culture, the audience, the researcher, consumption, gender and other forms of difference? This paper, after briefly examining the history of feminist qualitative research methods, will define third wave feminist qualitative research and third wave feminist methodology.

Reedy, Patrick, *University of Newcastle Upon Tyne*
Contesting TINA: The possibilities of the history of alternative organizations

The central argument of this paper is that it is both necessary and possible to contest the TINA thesis (There Is No Alternative) that underpins the dominance of neo-liberalism within the Business School. We explore the possibilities of confronting managers with the many historical instances of highly effective forms of spontaneous, self-managed organizations. Such alternative organizations explicitly reject managerialist assumptions both in their operation and in their radical and oppositional aims. Both of the authors of this paper have called for the consideration of alternative forms of organization (Learmonth 2006, Reedy 2002). Both of us have also explored the possibilities of attempting to transform managers through the use of critical management education (CME), (Reedy and Learmonth, 2001; Reedy 2003, Learmonth 2006). The imminent publication of a book detailing a diverse and rich selection of alternative and radical organizations (Fournier, Parker and Reedy, 2006) has provoked this consideration of the potential for the use of 'really existing alternatives' as part of possible CME projects.

Reid, Adela May, *Concordia University*
The 'Ethics' of Ethics Review: A facilitative approach for qualitative research

See Connolly, Kate Mary

Remke, Robyn Virginia, *Southern Illinois University, Carbondale*
Re-conceptualizing Ethnography: "Critical Empathy" as Research Methodology

Critical ethnographers are encouraged to embrace empathy to understand the subject's perspective. By entering the subject's world, they can (purportedly) discern oppressive forces at work in their lives. However, this is impossible. I suggest that we need to recognize this limitation and re-conceptualize our position as researchers. A concept I call "critical empathy" indicates how to do this. "Critical empathy" is the methodological attempt to understand another's experience. But it does not demean that experience by adopting it as the researcher's own. Additionally, critical empathy does not explain away the distance between researcher and participant. Rather, the researcher uses the difference to illuminate suppressed forms of oppression. Research analysis develops out of the researcher's descriptive understanding of the participant's experiences. Empathy is thus present. But by maintaining a critical distance, the researcher remains attuned to forms of oppression that might otherwise be obscured by assuming the participant's point of reference.

Reyes Cruz, Mariolga, *Universidad de Puerto Rico en Cayey*
What if We Just Cite Graciela? Working towards Decolonizing Knowledge through a Critical Ethnography

In a small Midwestern town of the United States used to seeing things in black and white, an increasing number of Latin American immigrant parents are sending their children to public schools. Some of them began to voice their concerns about the state of schooling and how it threatened their children's future. Graciela, an undocumented Mexican immigrant worker, had much to say about this — and about education, rights, citizenship, participation, collaboration, respect, dignity. Her critical eye deeply challenged those attempting to hold on to their pedagogic authority claiming scientific knowledge. The knowledge Graciela and other parents had and produced was marginalized, their ways of knowing dismissed. As a witness-actor-researcher for social justice in that mix, I had to face the tension of working towards the decolonization of knowledge (and power) when citing the marginalized had few practical implications. In this paper I aim to explore this tension by rehearsing a way of citing Graciela, not as a "participant" in ethnographic work, but as a producer of knowledge in her own right.

Reyes Cruz, Mariolga, *Universidad de Puerto Rico en Cayey*
Living the Border

Much has been said about how our current form of globalization is weakening cultural, economic and social boundaries with both terrible and wonderful consequences. Our planet is getting smaller, more interconnected and increasingly fragile. The distances are progressively shorter and yet the borders erected by hostile distinctions between people, emotional disconnectedness, social indifference and injustice, reinforce the fences, walls, seas, that separate us. As a returning immigrant, a Black Puerto Rican coming back to a colonized-island-nation, the border is not only what I cross but what I live. The border is made of many borders, some that I cherish and others I detest, all at a (in)tangible distance. The present performance piece explores this border in an attempt to honor and challenge that space I inhabit.

Reynolds, Pauline J., *Indiana University*
The Celluloid Ceiling: Women Professors in American Film 1930-50

We are surrounded by images and stories that tell women who they are and who they are allowed to be. As the product of many, for the many, film is particularly effective at displaying society's "dominant ways of seeing" and their "alternative discourses" (Polan, 1986) This paper, part of a larger study discussing the meaning of professorial characters in American film 1930-50, explores the presence of female faculty in film during this period, one in which women were socially encouraged and then censured for pursuing work outside of the home Fusing Carspecken's (1996) critical methodology with historical contextualization, this study analyzes women's absence in the cinematic professoriate and the conditions and consequences of their presence.

Rhone, Malinda Nicole, *American University*
The "Essence" of Black Womanhood

Attempting to define what it means to be black and female in a U.S. society marked by racism and sexism is a complicated endeavor. Black women confront negative characterizations of their bodies, sexuality, and identity. While considerable attention is paid to externally created representations of Black women, little attention is afforded to the ways Black women construct Black womanhood. This paper addresses this inattention by examining the intra-racial conversations on Black womanhood, Blackness, and Black identity in Essence magazine. This paper will critically analyze the processes by which meaning is produced. Ethnomethodology will be used to examine how black womanhood is produced in the local context. Post-structural discourse analysis will be used to demonstrate how interactions in the local context are connected to larger discourses and meanings of Black womanhood. Taken together, both methodological tools will be used to explore how African-American women have and continue to define Black womanhood.

Ribas, Mercé
Researching on Young People. Internet and Cybercafés in Barcelona: a Methodological Reflection

Our research group, JovenTIC, has been investigating the behaviour of the Young people of Barcelona in the environment of cybercafés. Recently we constituted the e-rmeneuTIC group with the objective of analysing the forms in which we investigate the new digital sections of our society. The interaction between the research work and the reflection on methods we use allows us to analyse new epistemological paradigms, methodologies, tools and hermeneutics of the collected data, as well as to analyse the forms of transmission and diffusion of the results. The aim of our paper is to present the methods that we have used. With these methods we have managed to present qualitative and quantitative results in interaction. We will show the advantages and problems encountered in our research and we will propose debate and discussion about the new methodological methods that we have used.

Ribas, Mercé
Internet, Gender, and Identity. Using E-mail as a tool for Ethnographic Research

See Seguí, Josep

Richardson, Laurel, *The Ohio State University*
Altered Books: Transgressive Reading Practices

This paper explores the theory and practice of "The Altered Book" as a post-structural, transgressive feminist reading practice. An Altered Book is one in which either an individual or a group (through a round-robin) interact with the pages of a published book through inscription practices. The inscription practices are legion, such as: highlighting words, linking them into a new co-constructed narrative; writing over the text; painting, inking, collaging, burning edges, tearing pages, ripping some out, attaching embellishments, trinkets from one's life; transferring meaningful photos; adding envelopes; making windows and doors; and so on —either to the original page or to the ones already altered in a round robin. The practices model post-structural feminist understandings and values, including: proactive interaction with text that demonstrates their fragility, constructedness, and temporality; critique through revision; democratic processes of collaboration in which people of different cultures, developmental abilities and emotional sensibilities are equal.

Richters, Juliet, *University of New South Wales*
Focus group and narratives: Methodological issues in conducting sexuality research among Iranian women

See Merghati Khoei, Effat Sadat

Rickard, G. Keilan, *Duquesne University*
Performing Difference

See Chaplin, Shane S

Rimer, Kathleen, *Harvard Graduate School of Education*
The Hidden Curriculum of Empathy in a Training Program in Spiritual Care for Healthcare Professionals

Courses in doctor-patient communication skills, medical ethics, and community health implore clinicians to exhibit empathy in the practice of medicine, and to relate compassionately with their patients. As part of a qualitative study of professional development for healthcare providers, I was a participant-observer in a five-month training program in spiritual care. In this presentation I unpack one finding from this study: what I consider the hidden curriculum of empathy in this training program, and the developmental demands implicit in the expectation that healthcare professionals deliver "compassionate care." My findings indicate that participants were differently adept at and challenged to exhibit empathy. I consider these differences to be the result of a combination of factors, including, but not limited to, developmental capacity. My analysis brought developmental theory into conversation with medical anthropology and narrative theory, as I considered the unique challenges of interpersonal relating in the medical context.

Rios, Desdamona, *University of Michigan*
Up Close and Personal: Teaching and Learning In A Narrative, Life Story, and Race Graduate Seminar In the Department of Psychology at the University of Michigan

Fundamental questions such as "what is a person?" and "what is race?" are not clearly defined within in the field of psychology. More typically, different facets of a person's identity (such as race and gender) are qualified as "variables" used to manipulate statistical analyses. As more people of color enter the field at the doctoral level, it is necessary to reexamine graduate training, as well as psychology's conventional ways of conceptualizing the meaning of personhood and race. Implicit assumptions about race remain within the dichotomous framework of black and white, with work on Latinos, Asians, and other "minority" groups remaining in the margins. The challenge of creating a language that is useful within the field of psychology to address this critical issue of race is necessary if we are going to move forward to include different groups of persons in our conceptualization of personhood.

Ripamonti, Silvio, *Cattolica of Milan*
Evaluating training effectiveness: a narrative approach

See Scaratti, Giuseppe

Ritter, Jason, *University of Georgia*
Making the "implicit" explicit: Writing as a means to expose and critique pedagogical decision making

See Hawley, Todd Stevenson

Rivas, Araceli, *El Paso Public Schools*
Educational Interventions and Reforms that Reinscribe a Colonial Relationship

The purpose of this paper is to critique the discourse that reinscribes minority students' academic achievement as a problem to be solved by hegemonic educational interventions and reforms. In particular, the discourse constructed about Mexican-Americans will be analyzed from the postcolonial framework of the colonizer/colonized by examining educational research documents from the last two decades. Both Latin and African postcolonial scholars (e.g. Bonfil, 1996; Fanon 1965/1967; Freire, 1996; Memmi, 1965) have utilized psychoanalysis as a method to conceptualize the positionality of the oppressed and the oppressor along with the implications. Thus, as part of the research method, a psychoanalysis will be conducted to discuss the possible social tensions, intentionality, and power relations that situate researchers to conceptualize and (re)inscribe colonial interventions to reform the Otherthe minority student. To conclude, possibilities for a decolonized approach to education will be explored and discusse

Rivera-Velazquez, Celiany, *University of Illinois at Urbana-Champaign*
Embodying Multimedia: Autoethnographic Practices of Sight and Sound in the Spanish Caribbean

In a time when speech and print have become the predecessors of a wide-range of new media forms, envisioning how to linguistically capture nuanced conceptualizations of time and space is challengingparticularly when the devised methodologies place emphasis on words (Proser, 1998) and knowledge is constrained to the surface of a written page. I situate my query into a culturally-grounded interpretive interactionism (Denzin, 1989), the standard academic notion of writing culture (Clifford & Marcus, 1986) becomes a methodological dilemma. Considering the cultural and linguistic components that locate these three insular Caribbean contexts in a common ground with my autoethnographical perceptions, I break down the methodological implications of editing original audiovisual recorded materials as a sociological portrayal that is as close to (or as far from) reality than any autoethnographic written report.

Roberts, Lorna June, *Manchester Metropolitan University*
'Colour is not an issue today': Dilemmas researching the experiences of Black and minority ethnic trainee teachers in the UK context

Within the UK there is a drive to increase the numbers of black and minority ethnic (BME) recruits into the teaching profession. There has been concern about the disproportionate numbers of BME trainees who withdraw from initial teacher training programmes. In an effort to understand the reasons for withdrawal and develop strategies to counter the trend numerous studies — both national and small scale — have been conducted and various intervention models have also been adopted. This paper reports on the researcher's involvement

in such projects. The studies used semi- structured interviews with individuals and focus groups, as well as a questionnaire in one case to obtain data. The data contain evidence of the 'hyper-visibility and the invisibility of 'race' and ethnicity' (Gunaratnam, 2003) in social practices and trainees' personal narratives and resistance to the projects. This paper reflects on the problems and possibilities for a Black researcher engaging in this work.

Robertson, Joanne Marie, *St. Johns University*
Engaging Minds Through Inquiry: A Photoethnography of the "Sands Point Project"

Photographs are powerful representational and mediational tools that make visible the complexity of teaching and learning, but they are often marginalized as a symbol system in educational research studies. In this presentation, I share the language of photography through "documentation panels" that make visible the ways a group of teachers and teacher educator integrated a project approach to science and language arts instruction within the contexts of an outdoor classroom, or the Sands Point Preserve. Using the environment as "third teacher," students not only problem-posed but problem solved; explored areas of interest; demonstrated knowledge by applying learning to real world situations, and used a variety of technological and information resources to gather, synthesize, and communicate their understandings about improving the ecology. Through documentation panels (photographs juxtaposed with comments and students writing), I share the rich and multilayered story of their "think and action tank," and how the experience supported students ability to analyze, hypothesize, and problem solve through hands on active inquiry projects.

Robinson, Jude, *University of Liverpool*
Trying my hardest': Using focus groups in the UK to study smoking mothers and the exposure of their children to environmental tobacco smoke (ETS)

Using data from focus group discussions, I will be exploring issues of autonomy and control from the perspectives of smoking mothers of young children living in areas of high social and economic inequalities in Merseyside, England. Smoking is both a class and a gendered issue, with manual and unemployed people living in poverty more likely to smoke than people in professional classes, and mothers of young children more likely to smoke than women without children. Building on the work of Hilary Graham on smoking and motherhood, this research uses a feminist perspective to explore how the behaviour of smoking mothers has become stigmatised by the moral majority'. I go on to discuss how mothers attempt to control the exposure of their babies and children through a series of complex negotiations with other family members, and how the concepts of reciprocity and mutual respect relate to their alternative constructs of motherhood'.

Robles, Andrea, *University of Wisconsin-Milwaukee*
Biker Chicks, Church Ladies, and University Feminists: The Pros and Cons of a Diverse Research Team in Participatory Action Research

See Whitaker, Julie

Roderick, Kristen, *Centre for Research and Education in Human Services*
Engaging immigrant youth as co-researchers: The immigrant youth in schools project

See Ochocka, Joanna

Rodney, Patricia Anne, *University of British Columbia*
Mixed Methods in Participatory Action Research: A Political Vehicle?

In a program of participatory action research seeking to improve the moral climate of nurses' workplaces, a team of researchers from the University of Victoria and University of British Columbia Schools of Nursing in Canada is seeking to find ways to influence practice and policy at regional—and ultimately nationallevels. While most of the team's research to date has been qualitative in nature, members of the team have become convinced that quantitative measurement can provide a valuable additional lens to influence policy makers and government agencies. In this presentation, the authors will therefore explore the use and utility of mixed methods. Drawing on examples from a current participatory action research study, Leadership for Ethical Policy and Practice, the authors will show how a mixed method approach can provide a more in-depth understanding of the complex issues involved in improving the moral climate of nurses' workplaces.

Rodriguez, Alejandro, *DePaul University*
Multiple Identities, Multiple Voices: Gay Youth Speak Out

See Harper, Gary W.

Rodriguez, Dalia, *Syracuse University*
Reflections of a Latina Instructor: Negotiating Colorblindness and White Racism in the Academy

Often excluded or mis-represented from the discourse, people of color are in need of having a space to voice our experiences. In order to re-theorize our place in the academy it is "vital that we occupy this theorizing space" (Anzaldua 1990). Drawing on auto-ethnography (Denzin 1997; Ellis & Bochner 1996) and Critical Race Gendered epistemologies, I bring forth my own personal experiences in a predominantly white university. Using reflective practice has been critical in capturing the lived experiences of marginalized people (Denzin 1989). As a Latina instructor, I document my own struggles with teaching at a predominantly white mid-western institution, dealing with everyday white racism and colorblind ideology. These stories bring forth the emotional work and frustration often left unexamined in the privacy of our own classrooms, and private lives, ultimately naming the experiences of women of color that are often excluded in scholarly texts. Writing about our collective histories and experiences, or writing about "theory in the flesh," is a necessity for our liberation.

Rodriguez, Ma Guadalupe, *Universidad Autónoma de Nuevo Leon*
Students' writing elicited by natural semantic networks: a form of enquiry in educational research

The purpose of this paper is to present my views on how semantic networks can be used to elicit students' writing and how I have used their writings as a

method of enquiry in educational research. The context of my research was higher education in Mexico and the different studies have focused mainly on finding out the meanings students give to different concepts such as university education, citizenship and tutoring. In all these projects I have used semantic networks as a way to elicit students' writings to then analyze them under the principles of grounded theory using different QDA software. In this presentation, I shall share the pro's and con's I have experienced using both semantic networks and students' writing in a research project. The final part of this presentation shall cover general findings of my research and reflections on the possibilities of using writing as a method of enquiry.

Roer-Strier, Dorit, *Hebrew University of Jerusalem*
Crossing Barriers: Interviewing across Cultures

See Sands, Roberta G.

Rojas, Paula, *Universidad Autónoma Metropolitana Xochimilco*
Understanding Exogen Depression Through Deep Interviewing Collaborating To Public Health

See Amezcua, Socorro

Rolling, Jr., James Haywood, *The Pennsylvania State University*
Two hours or more away from most things: Re:writing identities from no fixed address

How do we construe and re:construe (Bruner, 1995) the (archi)textures of (written) life? This paper plays writing collaborative writing where there is a peace (of Dillard) in the midst of (R)rolling messiness always already a (Derridian) différance but never with indifference. Our words, though oft trembling fear not (Kierkegaardian) shadows "beyond the pale" "we belong." What is belonging when identities are temporal and where naming remains elusive or unknown (Cixous & Sellers, 2004)? In this paper, we share correspondences between academics, using spaces created in writing "between friends" (NFB, 1976; Government of Canada, 2002) whilst constantly becoming through the re:writing of our identities from no fixed address. 1 After Dillard (1989, p. 53) 2 After Lowen & Navarro (1984/1996)

Rolling, Jr., James Haywood, *The Pennsylvania State University*
Utter(ed) Blasphemy: Transposing Names and Casting Off Sires in Postmodern Discourse

Un-naming the axiomatic constructs of a named identity-that which is thought to be fitting within a given regime of definition-becomes then an act of secular blasphemy, a performance of decanonizing transpositions that discursively relocates and reinscribes communicated meaning from power, prefix, and prefigurement to perpetual movement. Departing from Homi Bhabha's description of blasphemy as a transgressive act, this paper blasphemes the certainty of definition in research writing, illuminating the performance of blasphemy as a source of new social names and the migration of norms and meaning. This paper is the third in a trilogy of research forays combining autoethnography, critical race theory, and performance studies. Written to follow up Messing

Around With Identity Constructs (Qualitative Inquiry, 10 (4), pp. 548-557) and Searching Self-Image (Qualitative Inquiry, 10 (6), pp. 869-884) it is a continuation of the author's effort to establish the efficacy of a poststructural and poetic aesthetic in qualitative research writing.

Romano, Virginia, *University of Bergamo, Italy*
Fainting for a tampax. an autoethnographic tale

What does "being a woman" mean? What are the main dimensions of femaleness? This paper faces this subject through an autobiographical tale starting from my first menstruation to my thirties. During this process, the main elements interwoven were the relationship with my mother, the discovery of sex and the relationship(-fight) with the biomedical paradigm. These elements lead to longer and longer and progressively more frequent phases of amenorrhea and a gradual loss of perceiving my body as a female body. Constructing my "feminine" passed through one main perspective change. One one side, letting go of the neurotic search for the etiology of my supposed "disease". On the other side, the discovery of the beauty of being a woman: the receptivity and fertility of the body and, consequently, the mind.

Rosales, Roselia A, *Universidad Autónoma Metropolitana Xochimilco*
Understanding the patients and doctors power relationships: Patients representations about doctor's office space.

See Mendoza, Juan M

Roseboro, Donyell L, *Southern Illinois University*
Talking Cents: Performance, identity, and democratic public education in East St. Louis, Illinois

The public performance of identity has profound implications for our theoretical understanding of democratic public education and our ability to translate or uncover meaning in current educational discourse. Media representations, while they may not reflect people's everyday identities, do name/classify/label people in ways that "other," ways that disseminate public meaning. In gazing upon the "Other," we invariably refashion and remake. We see media representations as "those people" and forget that they are interpretations in the making. This paper uses media representations and personal narratives collected through interviews to examine the relationship between the East St. Louis, Illinois school board and the state financial oversight panel, a panel which oversaw the district's finances over a ten year period. We will compare and contrast the identities that came forth through the media, the theoretical implications of these interpreted performances, and the correlation between media representations, personal narratives, and democratic public education.

Rosen, Nicole Lise, *Indiana University of Pennsylvania*
Working Within the Confines of Qualitative Research

Qualitative research opens the door for exploring and discovering issues and perspectives that would not otherwise surface based solely on quantitative research. However, how does the researcher avoid a position of power and personal gain? When entering into a community with preconceived questions and

goals, how does a researcher ensure data gathered will not be used only in the academic world, but in the community of the people? Despite having values in participation, shared voice in research, and promoting change, graduate students often find themselves trapped between having to choose between doing Action Research and qualitative research in order to secure permission to proceed. Challenges include securing committee approval, IRB challenges to constructivist or action oriented research models, funding, and time. This serves to prioritize research approaches that reproduce the existing power structure rather than privilege the voice of the marginalized and communities under study. Drawing on my experience in Kenya, I will identify three key challenges that graduate students' face and possible ways to work within such confines of qualitative research.

Roth, Marilyn Anne, *University of Victoria*
Naturopathic Doctors in Ontario and British Columbia: An Inquiry into Accreditation, Licensing, and Regulation

Given the increase in alternative medicine use in Canada, naturopathic doctors' struggle for increased legitimacy through professionalization assumes a certain level of urgency and importance. Using conventional and institutional ethnography, this preliminary inquiry uses narrative accounts in an attempt to explore the disjuncture between the knowledge, training, and qualifications naturopaths have, and the ways in which they are limited in how they can do their work because of authoritative regulation, or lack thereof. The study asks two main questions: First, how do naturopathic doctors become accredited and licensed? Second, how is their daily work and lived experience regulated and organized by ruling relations at the institutional level? The findings indicate that provincial governments, which are influenced by other dominant voices and discourses within the field of health care, use legislation to maintain a hierarchy within the field that subordinates the work and knowledge of naturopaths, thus undermining their struggle for professionalization.

Rozanova, Julia, *Alberta*
Social engagement and healthy aging in Canada: individual and societal determinants of vulnerability

Previous research seldom simultaneously considered the role of structural inequalities and socio-political environments in mediating the ability of seniors to stay healthy by staying engaged. Yet the question whether differences in social engagement (or disengagement) among seniors result from their free choices, or from the lack of resources and opportunities, merits careful analysis, both theoretically and practically. Using grounded theory approach to analyze the data from 146 in-depth interviews with seniors and other stakeholders in 3 different communities in three Canadian provinces, this paper will explore how structural inequalities in terms of gender, health, socio-economic status, marital status, and ethnicity interact with the seniors' social and service environments to support or constrain different patterns of social engagement for different groups of older adults. The findings will be discussed from the life course perspective and critical gerontology that address the causes and consequences of vulnerability and exclusion in later life.

Russell, Larry, *Hofstra University*
The Road to Chimayó: Pilgrimage and Healing in a Social Construction of Compassion

My ethnography of ritual practices to a Roman Catholic shrine of healing in New Mexico explores a social construction of compassion in response to suffering. As pilgrims literally bear the concerns for which villagers ask them to pray, they they engage their concern for the other. I also describe the ways in which my learning experience as a pilgrim encouraged me to try once again to make a social and political difference in the world.

Ryan Ziegler, Kortney, *University of Illinois at Urbana-Champaign*
Viewing White Hollywood Through Minority Colored Glasses: A Critical Feminist Analysis of the Film "Crash"

Film critics have proclaimed the film "Crash" (2005) as arguably one of the best Hollywood films that tackles the issue of race. Deemed as a post-9/11 race movie, the film is meant to challenge audience viewers to question their own prejudices. This paper relies on a textual analysis to examine how people of color and whiteness are portrayed in the film. I ultimately conclude that the film reinscribes racist stereotypes, which do not contradict hegemonic conceptions, but rather maintain the dominant social order regarding race. Secondly, the film keeps racism at an interpersonal level without exploring race at the structural and institutional level, deeming it as a problem that can easily be solved if the world were "color-blind." Finally, "Crash" follows the overtly racist claim that people of color "need" whites to save them from racism, since whiteness is depicted as a path of redemption and necessity for racially marked bodies.

Ryan, Marianne, *University of Michigan*
Internet Research Ethics and Information Privacy: A Law and Economics Case Study

Qualitative researchers and institutional review boards often seek guidance regarding challenging ethical situations encountered in complex online environments. However, the Association of Internet Researchers' current interdisciplinary recommendations regarding ethical human subjects research rely on outmoded concepts of both information privacy and the nature of online interactions. This paper proposes updated ethical principles for qualitative Internet research grounded in the legal theories of contemporary "New Privacy" scholarship. It uses the analytical tools of behavioral law and economics, as well as situational analysis methodologies, to design a participatory incentive-based structure for making ethical judgments when engaged in online research. As a test case, it applies this new model within the context of a recent ethical controversy involving an online study approved by an IRB at a U.S. university. This alternative approach offers academic researchers and IRBs a robust yet flexible standard to accommodate the evolving characteristics of qualitative Internet research.

Rybas, Natalia, *Bowling Green State University*
Meeting compatriots in LiveJournal: A postcolonial analysis.

Russia has been engaged in a massive effort to remanufacture its history and

culture since the collapse of the Soviet empire. The cultural narratives combine pro-Western and anti-Western sentiments in denying colonizing history and supporting the colonized position. The postcolonial approach suggests that historical, political, and cultural conditions of colonization compel people to move either symbolically or physically from or to their traditional places of dwelling. Blogs, like LiveJournal provide opportunities for developing social and political capital, including gender ideology. Weblogs help materialize the search for ideal symbolic community at the level of everyday interaction because blogging combines the features of personal media and mass media. This study examines the use of the journal service by Russian women and analyzes the discourses constituting communication within LiveJournal. The analysis focuses on identity construction and community formation within the resources afforded by the blog.

Rybas, Sergey, *Bowling Green State University*
Research in New Media: Ethical Considerations for Removed Subjects

See Almjeld, Jen

Ryen, Anne, *Agder University College*
Will You Put This Epitaph on my Grave? Research Ethics in Cross-Cultural Ethnographic Practice

Based on my ethnographic work in East-Africa, I will challenge dominant assumptions about research relations in ethnographic practice and focus on some major implications for research ethics. Portraying informants solely as information-providers, veil the interactional aspects of doing fieldwork. Rather we should describe the shifts in the collaborative relations in the field. As in daily life, members move between alternative contexts and paired identities (Ryen and Silverman 2000). This leads us to see and to accept the multiplicity of why informants volunteer to participate in our projects, and also, may help us to avoid being trapped in neo-colonialism of cross-cultural research. However, this then, also leads to a paradox. If we still claim that Western research ethics should apply to all Western researchers independent of location of the field (real or virtual), we risk reintroducing the patriarchal Western researcher, by allocating her or him the ultimate responsibility for defining what it takes from field relations to be ethical or not (Ryen 2004). The crucial question in cross-cultural and global research then is who is to define research ethics and ethical ethnographic practice?

Ryngelblum, Arnaldo Luiz, *Paulista*
Can the Ethical Code Guarantee against Organizations Ominous Practices?

Zygmunt Bauman elaborated on the reasons that allowed for the Holocaust and other ominous events, and he focused the role bureaucracies played in the known outcomes. His arguments are that bureaucracy is incapable of securing ethical behaviors in its actions. This paper explores this assessment and to do this, a few organization theories are analyzed as to their concern with the question of organization's ethical values, how they try to recognize and how they recommend implementing them. Two models and their contributors were reviewed — the bureaucratic model and the organizational culture model. The conclusion of this evaluation helps confirm Bauman's proposition, because ethical values are not stressed in either model nor associated with other organiza-

tional dimensions in everyday functioning. Particularly Weber, the main author in the bureaucratic model, distinguishes between two kinds of rationalities, saying that an ethical concern does not prevail due to the emphasis on the instrumental rationality by organizations.

Saavedra, Cinthya, *University of Texas, Arlington*
Critical Chicana Analysis of Educational Policy: Embodying Carnal METODOLOGIAS

The purpose of this paper is to explore the implications of Chicana feminist epistemologies and carnal metodologías in the analysis of educational policy. Building upon the work of Chicana/o critical education scholars (Elenes, Gonzalez, Delgado-Bernal & Villenas, 2001) this piece draws from Chicana feminist borderland epistemology (Anzaldúa, 1999; 1990; Delgado-Bernal, 1998). Embodying carnal metodologías in our research has the potential to unravel and further illuminate the discursive impacts of educational policy, research and practice on the cuerpos and minds of researchers, teachers and students. Methods for using these marginalized lenses, values, and voices will be explained. Que no se nos olvide que (let's not forget) educational policies are crucial in determining and influencing the covert ways that Latina/os and other minorities are constructed, represented and positioned in education

Salinas, Addis Abeba, *Universidad Autónoma Metropolitana Xochimilco*
Qualitative Work Challenges In PHD Research

Inquiring about medical students' meaning of sexuality as Ph.D. research problem, presents two challenges: to overcome my qualitative tradition personal barriers where, despite a truth interest in developing a qualitative eye, my overlapping traditional need of statistical explanations; the naturalized quantitative thinking spreads significantly: a challenging qualitative path becomes difficult, hard to justify, 'twisted', and lacking 'scientific' value. How to present my work without figures? This complicates when in need of presenting and getting approval of a qualitative inquiry in a quantitative environment. How to find the adequate words to communicate without changing what I mean? In my presentation I will explore some strategies I had developed to keep faithful to my qualitative interest and to respond to academic PHD demands.

Salmon, Amy, *BC Women's Hospital and Women's Health Centre*
Impairing Agency: Exploring the Ethics of Participatory Qualitative Health Research with "Addicted" Women

Feminist and participatory action researchers have long underscored the importance of understanding and acting on the experiences of marginalized women, which are frequently ignored in the development and delivery of health services. However, institutional practices and attitudes of both health professionals and ethical review boards which are predicated on gendered, class-specific, and racialized constructions of agency and autonomy (such those related to informed consent, participant recruitment, provision of "incentives", and confidentiality) often preempt the engagement of "drug addicted" women in research by constructing substance-using women as "vulnerable populations" requiring "special protection". This paper will explore the theoretical, ethical, and practical implications of supporting the active and meaningful inclusion of

women who use drugs in qualitative health research. Grounded in examples and lessons learned from studies completed by the British Columbia Centre of Excellence for Women's Health, our discussion will highlight challenges and successes in conducting ethical, collaborative research by, with, and for substance-using women.

Saltmarsh, Sue, *University of Western Sydney*
Do you have permission to do this?: resistance, constraint and denial in conducting controversial research

Educational research concerning sensitive and potentially controversial topics often focuses on the macro and meso levels of policy analysis and policy implications.There can be considerable difficulty, however, in gaining institutional support for research that explicitly aims to explore sensitive or controversial issues at the micro-levels of school cultures, interpersonal relations and individual subjectivities.This paper considers ethical, methodological and professional complexities relating to a research project concerning sexual violence in elite private schooling in Australia, and contends that the imposition of constraints and resistances to such research reflects the pervasiveness of a market ethos in higher education.The paper draws on poststructuralist theories of institutional power advanced by Foucault and Certeau, arguing for a radical re-visioning of research agendas and institutional practices that challenge, rather than maintain, the truths of neoliberal ideologies.

Sanchez-Mejorada, Cristina, *Universidad Autónoma Metropolitana-Azcapotzalco*
Vivencial workshops as a qualitative approach to learn about vulnerable populations' problems, necessities and expectations.

One of the characteristics of the vulnerable groups is that they are excluded from different scopes and dimensions of the daily life. Therefore, they experience difficults not only to rationalize and to understand their situation, but also to socialize it, meaning to transmit to others what they really think and feel. For that reason, when we attempt to know about its reality, how they live and face it, which are their necessities and expectations, we can hardly do it by the methods and traditional instruments of investigation. Thus, we must resort to other methodologic strategies like the vivencial workshops. In order to show the relevance of this instrument, our purpose in this paper is to transmit the experience and the results of the workshops performed in our study: "Necessities and expectations of the female adolescents in the Federal District (Mexico)", carried out to design social programs for them.

Sandoval, Carolyn L., *Texas A&M University*
Creating Spheres of Freedom through Narrative

See Clark, M. Carolyn

Sands, Roberta G., *University of Pennsylvania*
Crossing Barriers: Interviewing across Cultures

Cross-cultural interviewing challenges interviewers' ability to connect with individuals whose lives differ from their own. This presentation will critically examine an interview from a study of African American families in which a daughter has converted to Islam. A white, Christian woman interviewed a Muslim convert who strongly identified with Black Nationalism. The interview took place in the interviewee's home, located in a depressed neighborhood. The interview began awkwardly with the interviewer asking prepared questions and the interviewee responding in monosyllables. This pattern continued until the two found a common ground — the topic of discrimination — when the interviewer moved away from the interview guide and connected with the interviewee as a woman. The methods of analysis include listening to the tape using Gilligan's "listening guide," a structural analysis of the transcribed text, and identification of changes in the tempo of the interview. Implications for cross-cultural active research interviewing will be discussed.

Sanga, Kabini, *Victoria University of Wellington*
The ethics of researching indigenous sacred knowledge

In this paper, I critique the research ethics of New Zealand universities for ensuring responsible conduct of indigenous sacred knowledge. I examine the assumptions behind university ethics guidelines and the emphasis on informed consent, anonymity, feedback and reporting. I argue that these assumptions and the focus of university ethics requirements are, in themselves, unethical. I suggest, instead, for a clearer understanding of the assumptions of indigenous research and sacred knowledge to precede more appropriate ethical guidelines. In the second part of the paper, I use a Pacific tribal community to explore an ethical approach to conducting research of sacred indigenous knowledge. I examine the social foundations of knowledge and knowledge learning for this community. Armed with these understandings, I further explore the ethical issues for researching sacred knowledge and conclude with proposing key ethical principles, deemed to be more appropriate for researching indigenous sacred knowledge.

Santoro, Patrick Michael, *University of South Florida*
Grateful: Reflections of a First-Semester Teacher

"Grateful: Reflections of a First-Semester Teacher" is a reflexive journey chronicling the triumphs and pitfalls of a first-time teacher. Utilizing performative writing as a process of discovery, this essay explores a gay man's attempt to negotiate tensions between the boundaries of performing teacher and maintaining self-identity. Despite a landscape of turbulent emotions, the paper culminates in the affirmation of the author's determination and drive to pursue a career in academe.

Santoro, Patrick Michael, *University of South Florida*
Lenses

Inspired by the music of Laurie Anderson, "lenses" commenced in early 2003 and explores the filmmaker's own personal history: a child creating a place for himself; a teenager coming to terms with his homosexuality; and an adult finding love and grieving its subsequent loss. Four women—each representing different facets of his personality—take the viewer on a surreal odyssey of expressionistic, iconic imagery painting an emotional landscape of psyche and gender identity. Ultimately, the filmmaker uses an experimental narrative structure to better understand his past and as a means for personal catharsis. With an

approximate running time of 44 minutes, "lenses" is told solely through images accompanied by a score of Anderson's music and stories.

Santoro, Patrick Michael, *University of South Florida*
Re-imagining Possibilities: Honoring the work of Carolyn Ellis and Art Bochner

This panel celebrates the work and lives of Carolyn Ellis and Art Bochner. Through the years, Carolyn and Art have shared themselves through evocative, compelling, and sometimes controversial stories that have inspired others to confront their own life narratives. Co-editors of two collections of alternative qualitative writing and the Ethnographic Alternatives book series, they have jointly impacted, changed, and reshaped the possibilities and capacity for qualitative research and scholarship. Re-Imagining Possibilities is a tribute from their students to their dedication to creativity, individuality, performativity, honesty, integrity, poetry, and expression. Interweaving their voices and re-envisioning their work, we follow their lead, stretching the possibilities of our mind's eye and the opportunities they created.

Santos, Eva,
Health On Female Sexual Workers. Learnings From A Research Work In A Context Dominated By Quantitative Approaches.

As part of my postgraduate research work, I explored the health conditions of female sexual workers in Mexico City. Through interviews and other ethnographic work, I recovered the sexual workers experience and its relation with health, other life conditions and stigmatization. Advantages of this methodological approach are: understanding of the general panorama about sexual work and power relations in this particular zone. Limitations: insufficient time; difficulties to manage emotions and frustrations when in front of informant's situation; lack of training to get close to this particular population and professional help to understand things that were moving inside me with this involvement with my informants. The selected qualitative approach is not clear for some of my colleagues nor for the religious congregation supporting my fieldwork. This approach is still undervalued.

Satybaldieva, Elmira, *American University - Central Asia*
The Ethics of Film Making in Kyrgyzstan: the negotiated process of filming a documentary

The proposed paper highlights the ethical issues involved in making a social documentary, which aimed to truthfully' portray the lives of impoverished children in Kyrgyzstan. By examining the negotiated process between the filmmakers and their financial sponsors and human subjects on what behavior was suitable to be included in the film, the paper raises ethical issues of scene reconstruction, of exposing the lives of vulnerable and humiliated members of the community for public spectacle, and of the relationship between the filmmakers and their sponsors. The presentation will be accompanied by a short extract from the documentary.

Saunders, Cynthia Marie, *California State University, Long Beach*
Going Without Health Insurance: Opinions of the Working Uninsured

In the United States, over 45 million Americans live without health insurance resulting in higher rates of preventable illness and death. This paper reports on a study conducted in summer 2003 of semi-structured interviews with 150 uninsured individuals discussing opinions on four critical issues in American health policy including: ' Health care as a right or privilege; ' Employer mandate to provide health care; ' Fairness of experience and community rating; and ' Benefits under universal coverage. Most interviewees believed health care should be a right, particularly for workers. Employer mandates were seen as an easy way to implement reform although many worried about the financial impact. When asked about insurance pricing, participants perceived experience rating as divisive for genetic disorders, but not for illness with a large behavioral component. If universal coverage existed in the United States, participants believed basic medical care was necessary, but considered elective procedures were frivolous.

Sautu, Ruth, *Gino Germani Institute*
The idea of democracy among members of Indigeneous communities.

The objective of this paper is to reconstruct the ideas and beliefs about democracy of members of two Indigenous Communities of sub-tropical Argentina (The Province of Formosa). Data come from in-depth interviews with Wichis and Tobas people held during the period previous to a general election of Parlamentary representatives. The paper analyzes the conceptions of justice, freedom and equality that emerge from our interviewees' descriptions of the working of democracy in their localities and their expectations of the future. The context to interpret the indigenous representation of democracy are the social relations of abuse and subordination between Indians and the non Indian (criollo) local elite. The poor living conditions of these indigenous communities are also contextually and historically describe. The paper discusses as well the validity of a methodological strategy based on in-depth interviews and participant observation to study people's ideas of the functioning of democracy in a local context. Content of the testimonies consists in the description of cases of Indian's own experience in their community. The realization of the fieldwork brought about an ethical self-questioning of the research team that refused to discuss the data of their study neither with the Press nor with members of the opposition Parties.

Savinskaya, Olga Borisovna, *Russian Academy of Sciences*
Social other and subjectivity in qualitative texts

The presentation gives the conception of writing as the continued (after a field stage) process of interaction of different actors — "social others", where voices of interviewees, interviewers, expert communities (professionals) and founders (and other participants) continue finding their positions and places in a resulted text. The writer is presented as an 'equilibrist' balancing different social interests. On the examples of qualitative researches, different positions of actors participated in the research are presented. The examples are showing how different actors occupy the 'space of the text' and how they coexist together. The presentation raises the questions of subjectivity of qualitative text authors. Three different perspectives on subjectivity are defined and argued that they could state

different ethics and hence different author positions and discourses in writing process and a resulted text.

Scaratti, Giuseppe, *Cattolica of Milan*
Evaluating training effectiveness: a narrative approach

Evaluating training effectiveness: a narrative approach This paper presents the main outcomes of an application of a narrative approach within a training project sponsored by Associazione Industriali of Cagliari (Regione Sardegna-Italy), an institutional agency which represents several middle and large corporations operating in Sardinia region. The aims of training project, promoted since 2001 every year by the agency for a target of human resources managers and trainers involved in different organizations (profit, public, no profit), is to develop and to qualify the available supply of training and HRM competences. The project proposes new logics of training, oriented to an adulthood stance, improving learning from experience and organizational practices, inspired by the concepts of reflexivity and sense making, looking for the empowerment of the subjects. The paper underlines the narrative approach applied to a sample of 60 subjects who participated at training experiences and describes the main clusters of evidence. The paper also describes examples of narratives tools, reporting and quality data analysis.

Scaratti, Giuseppe, *Cattolica of Milan*
Exploring and monitoring practices of new drug abuse

Exploring and monitoring practices of drug abuse This paper presents the main outcomes of an application of ethnographical approach within a project sponsored by E.M.C.D.D.A. (European Monitoring Centre for Drugs and Drug Addiction) and realized in an italian regional administration (Regione Lombardia-Italy). The aims of the project was to improve an Early-warning system (EWS) on new syntetic drugs, looking for the creation of a mechanism for the rapid exchange of information on the production, traffic, use and risks of new synthetic drugs. The system previews two main ways for information gathering: one more traditional and quantitative oriented; the other, qualitative oriented, focused on seeking for new practices of use and perceptions of consequences. The paper underlines the ethnographical tools applied in making knowledge concerned the ways of use of new drugs and describes the main focuses of the process, where qualitative approach was planned and experienced working with managers and professionals of service organizations dealing with the problem of new drug abuse and its' implications in organizational cultures and practices. The paper also describes examples of ethnographical reporting.

Schairer-Kessler, Cynthia, *Illinois State University*
Portfolios as Performance Assessment: Explorations into the Nature of Representation

See Crumpler, Thomas Perry

Scheckel, Martha, *Viterbo University*
The Hermeneutics of Thinking and Questioning in Educational Contexts: Toward a Narrative Pedagogy

See Ironside, Pam

Schikore, Melanie, *University of Illinois at Chicago*
KIDS OFF TRACK: An Ethnographic Autopsy of the Lives and Learning of the Children on the Backstretch

For over four years I have been teaching, and learning, on the backstretch. My role as teacher and Spanish speaker positioned me to interact intimately with my Mexican migrant students while my white skin and English allowed me to circulate with the mostly white trainers. I saw what I perceived as racism, discrimination, oppression, violation of labor laws, substandard housing, power struggles, misunderstandings and a lack of communication. I wondered and asked how the workers experienced these things, what sense they made of it, and what everything meant to them. We used ethnographic techniques to document and explore the lives and experiences of the backstretch workers and their children. We discussed different aspects and attempted to dismantle the status quo by interacting with service agencies, the trainer's association, and track administration. I documented my evolution as teacher researcher whose experience was first inspired by Liberation Theology, grounded through Critical Pedagogy and ultimately assimilated through a Philosophy of Symbiosis.

Schikore, Melanie, *University of Illinois at Chicago*
The Vulnerable Observer: Emotional implications of qualitative research

In this paper, I explore the various effects that conducting qualitative research can have on the researcher and his or her emotional state. I discuss the following more specifically: —Relationships between researcher and informants: how boundaries can become blurred, how objectivity can be compromised by actions used to gain access, how feelings can impact interpretation of information — Relationships outside the research world: how going native can cause disconnect with the researchers world of origin, with family, neighborhood, and society — Alteration in spiritual beliefs: how conducting qualitative research can change ones life view, and impact spiritual beliefs —Vicarious trauma: how doing qualitative research with informants who have experienced trauma can be a difficult and traumatic experience for the researcher as well —Compassion fatigue: how conducting research with vulnerable populations without a support network and stipulated self care can lead to burnout, depression, and compassion fatigue

Schleifer, Mandy Rae, *Duquesne University*
Cultivating Student Engagement in the Learning Process

In this paper we explore several ideas integral to our understanding of critical pedagogy. First, we recognize that power is always present in the classroom and that instructors, occupying positions of authority, make choices that profoundly impact students learning as well as their identities. We believe that students learn most when they are personally invested in what they learn; students lose significant opportunities for learning when teachers implicitly encourage them to perform for evaluation. We find that what students often lack most is confidence in their own ideas; teachers who take interest in the students own experience and recognize its importance to the learning process cultivate an appreciation for the psychological dimensions of experience, which may serve as a lasting foundation for future study. We conclude by describing some of our own attempts to put critical pedagogical ideas into action through unconventional approaches to teaching undergraduate courses in psychology.

Schlücker, Karin, *University of Frankfurt*
Ethics, Politics, and the Question of >Praxis< in Critical Qualitative Inquiry

More than 10 years ago, Donna Haraway outlined her vision of an epistemology which pleads for partial perspectives, mobile positioning, and webbed connections. Throughout she emphasized responsibility for what can be seen in partial perspectives resp. for the knowledge to be gained in non-innocent communications with research subjects: "In this way we might become answerable for what we learn how to see." (Haraway 1991, p. 190.) I will claim that the question what research is done for is a central one. Reconstructing core elements of neo/positivist positions and of debates in the historical waves of qualitative inquiry, I will suggest that it is crucial, if and how inquiry is seen as connected to or separated from human >praxis< (with its values, interests, and political arenas): a hidden battle field even in the access to IRB audit cultures. Thus, developing Donna Haraway (1991, p. 187), a central issue of critical (qualitative) inquiry is ethics and politics within epistemology.

Schneider, Carri, *University of Cincinnati*
Finding my Values through Photovoice

This poster is the culmination of the first of a three-quarter sequence in Action Research. The result of many recent changes in my life left me reeling in search of my identity and values. In order to reconnect to my values, I used PhotoVoice as a tool in my first person action research project to help me find evidence of my values in my new life. The discoveries I made upon reflecting on these photos taken over one weekend in October are detailed on this poster.

Schumacher Dyke, Karin, *University of Cincinnati*
Role Models in Best Practice: Improving Pedagogy to Prepare Intervention Specialists

See Musti-Rao, Shobana

Schwarz, Robin Lovrien, *Lesley*
"We have no word for disability":Different Views of Learning Differences

Educational institutions in the US representing mainstream American/US culture are frequently challenged by learners from other cultures who do not achieve according to US norms, standards or values. Nonetheless, learners from other cultures are evaluated and served according to US paradigms of learning difference or disability but do not respond in expected ways because these learners understanding of learning differences is at odds with that of their American teachers and schools. This disparity of views towards learning differences is especially acute in adult basic education or literacy programs, where struggling culturally different learners often do not succeed. In an attempt to understand the impact of the learner's view of difference or challenges in learning, this researcher interviewed three learners and other informants from cultures prominently represented in adult basic education or literacy programs in the US. The researcher will present the views of each learner and culture about difference, learning problems and help for struggling learners and then compare and contrast these views with those of mainstream adult education.

Scott, Stacey B, *University of Notre Dame*
A Qualitative and Longitudinal Exploration of Social Support

This paper is based on the following project, but focuses primarily on how the quantitative and qualitative methods were combined to produce the results. Social support is hypothesized to be an important factor following loss, however, the mechanisms by which it influences outcomes are not well understood. This study explored the nature of social support following loss using mixed (qualitative and quantitative) methods. Widows participated in semi-structured interviews at approximately 1 and 4 months post-loss; a subsample also completed 98 days of daily questionnaires between interviews. Interviews were analyzed using the constant comparative method; themes included the importance of supportive, activity-based groups and the meaning of support. Trajectories of social support were then examined using Hierarchical Linear Modeling with the daily data. Results of these quantitative analyses, in combination with the qualitative findings, contribute to a more detailed description of the social support in the transition to widowhood.

Searcy, L. Bill, *Southern Illinois University Edwardsville*
Breaking Ground: The Story of the First Semester of an Ongoing Project to Use Collaboratively Created Hypertext to in an Undergraduate Educational Foundations Class

See Theodore, Peter A.

Searle, Beverley Ann, *Durham*
Building Cases from telephone interviews in qualitative research

With the challenge posed to the authoritative position of the researcher by post-rational and feminist critique, methods sensitive to the complex construction of the researcher-researched relation have proliferated. While nontextual and deeply participatory approaches are gaining increasing attention, the mechanisms through which an ethic of reflexivity might be incorporated into traditional verbal methods have been less well considered. Drawing on a project based on 150 telephone interviews and 30 case studies of mortgage holders in the UK, this paper argues that the relations between the researcher/researched are constructed through a myriad of interactions exceeding, and in addition to, the interview itself, including the preparation and explanation of detailed ethics procedures, the process of lining up interviews, developing rapport, the negotiation of silence, rapport and reinforcement during the interview, and in relationship to subsequent phases of research.

Ségor, Denise Adele, *Fielding Graduate University*
Living the Unimaginable in Mizo Country: Women's Stories of How They Survive Independence Movement, Counter-insurgency and Forced Village Groupings in the State of India

India-Mizo conflict, 1966-1986: Interpretive interactionism was engaged to examine the public actions of independence movements and counter-insurgency measures within the private space of bedrock communities, and how women in this space respond to war and mass community disruption. Deconstruction led to a discussion of modernity's role in legitimizing internationally-recognized

states against the persistence of fourth world "bedrock" nations to endure under state rule (see Griggs, Rÿser). Fourth world theory asserts the persistent urge of self-determination for the world's 6,000-9,000 fourth world nations. Fourth world issues in India are seen as cases of isolation, regionalism, ethnicity, insurgency. While Mizo women's stories illustrate how the bedrock supporting everyday life persists through war and mass disruption, they also open up a discussion regarding the challenges of massive change for bedrock nations. Participant-centered tools of engagement and analysis were used to mitigate the effects of western/ outsider researcher perspectives in interpreting the women's meaning-making.

Seguí, Josep
Internet, Gender, and Identity. Using E-mail as a tool for Ethnographic Research

The problem of electronic identity is a big one when the researcher is using tools like chat rooms or e-mail to obtain information about people. How can we be sure about the "reality" of the person with whom we are talking and constructing discourse? Are they who they say they are? In a recent private investigation, our research group -e-remeneuTIC- used the methods of electronic ethnography and observation in various Spanish chat rooms on gender and sexuality. After several intents we selected a 28 old woman who offered to talk with us freely and sincerely about those topics. Our aim to work with a case study and to apply Discourse Analysis technology to understand her opinions and ideas. As a result of this work we have interpreted and compared her discourse with the gender stereotypes of western culture. In this paper we present the results of our investigation and hermeneutic reflections.

Seguí, Josep
Researching on Young People. Internet and Cybercafés in Barcelona: a Methodological Reflection

See Ribas, Mercé

Sen, Anindya, *Northern Illinois University*
Students Written Evaluation of a Course: An Application of Qualitative Content Analysis

This paper describes the use of qualitative content analysis techniques in the evaluation of a course taken by freshmen-level students at Northern Illinois University. The course in question is a reading- and writing-intensive developmental education course offered to incoming freshmen. Some students who had successfully passed this course were contacted the following semester and were asked to write an essay wherein they described how they felt about various aspects of the course. These essays were then analyzed using qualitative content analysis techniques to determine the categories and themes that were inherent in these essays. Subsequently, these categories and themes were analyzed and put together to form an over-all evaluation of the various aspects of the course.

Sen, Anindya, *Northern Illinois University*
Qualitative Content Analysis: Its Applicability and Suitability for Social Science Research

See Avci, Omer

Senese, Gaetano, *Northern Arizona University*
Native Sovereignty: Counter Sovereignty

From my autoethnographic work with indigenous teacher preparation, I am working to discern two related but different uses of the term "sovereignty." The first, a descriptor for overarching power of a political entity, a "state," is now used in the press to discuss the power of Iraq to determine the fate of its citizens. The second is a counter-rhetorical use: an effort to use the power of the word against its own historic meaning. Native American sovereignty has often taken on the rhetorical task of using the term "sovereignty" as a life protecting political ideal, an older more "original" sovereignty, used to protect against the oppressions of the modern state. In this paper I interrogate two commentaries, one from the war in Iraq and one regarding high stakes testing, in light of these different meanings of sovereignty.

Seo, Deok-Hee, *Seoul National University*
Research as Three-fold Yeongi(??, ??): A case of qualitative research on Homeschooling movement in South Korea

This educo-graphical account of six-year research process for my PhD dissertation aims to present how my encounters with homeschoolers have been emerging in a ever-transforming way by linking so-called school crisis with my lived experiences about education and schooling in a particular historical juncture toward neo-liberal governmentality. During the performance of this experimental text, Yeongi, as the Buddhistic truth that everything in the world is not existent in its own right but emerging by linking with the other, will be realized by three subjects: researcher, research participants, and peformance participants in a three-fold way: epistemological, ontological, and pedagogical. I will invite participants to share my lived experience about how research could not be intended, but catalyzed by unexpected encounters, how research methodology could not be decided but transformed according to the ever-changing problematic within the historical and discursive context, how the research result could not be completed but emerging by on-going pedagogical encounters with participants.

Seo, Deok-Hee, *Seoul National University*
Get Out of Prison but Whereto? : Neoliberalism and its Opposition in the Public Discourse on Education in School Crisis era of South Korea.

This research is a part of my dissertation project, an ethnographic research on alternative education, especially homeschooling in South Korea. In this study, I aimed to reveal how homeschooling discourse mirrors and scaffolds a contradictory transformation of liberal forces concerning education in the post-"Kyosil Bunggoe(Classroom Collapse)" era of South Korea. As the most "radical" alternative to the public school system in such a collectivistic society as South Korea, homeschooling evoked to the public a fundametal problematic of who the agent of eduation is, what the purpose of education is, and above all, what on earth 'education' is. I am interested in how liberal forces, by answering to such a problematics, have opened the public arena for neoliberal discourse to permeate into an emerging meaning system of education and, at the same time, how a participative communitarian force has tried to resist an increasingly overwhelming neoliberal order of discourse. I will argue that such a bifurcation of home-

schooling discourse reflects and scaffolds a unique relationship between new social movement and neo-liberal order of discourse in a particular historical juncture of South Korean society.

Seo, Jinsook, *Florida State University*
A Qualitative Analysis of Compulsive Buying Case by a Grounded Theoy Method

See Park, Tai-Young

Seryak, Claire Marie, *University of Illinois at Chicago*
Children and Parents Perceptions of After School Programs and the Experience of Homelessness

No child should ever have to experience being homeless, but it happens to hundreds of thousands of children each year in the United States. Homeless children and their families live on the periphery of society and their voices often go unheard. Many studies involving homeless children and their families use standardized tests and measures of behavioral and academic functioning, which often result in the reporting of deficiencies within this population further contributing to their oppression. This paper presents findings from a pilot study funded by the Federal Children's Bureau, Administration for Children, Youth and Families conducted in 2003-2006. The paper will focus on the results from semistructured, qualitative interviews designed to examine the perceptions of homeless children participating in an after school program and their parents who are living in low-income, transient motels. Social justice and social policy implications will be discussed.

Sessions, Linda, *Saint Louis University*
Constructing Shared Realities: Interdisciplinary Collaboration of the International Adoption Clinic

See Matsuo, Hisako

Shachar, Rakefet, *Kaye College of Education*
A Model for interpreting the relations between story and situation: The case study of Teacher Education

This lecture introduces a new model for interpreting the relations between a story and the situation in which it is told. While narrative research usually focuses on either content or context of a text, this study focuses on the ways in which narrative and situation nurture each other. The model is based on partial findings from an ongoing study. In this research, six randomly chosen lectures conducted in a teacher education college in Israel, were analyzed. Three scholars documented the lessons, while focusing on stories which were told throughout them. This model enables to answer questions such as: What kind of stories is told during a lesson? Who tells them? What is the storys function in the specific situation? These questions and others may promote a new perspective for considering the narratives situation, function and poetic characteristics in the process of education and training for teaching.

Shah, Payal P, *Indiana University*
Adolescent Voices and Changing Perceptions: Fostering the ideal of cosmopolitanism through the Putney Seeds for Progress Program in India

In an era of increased globalization, we are undoubtedly becoming more interconnected culturally, politically and economically. Global and International Education is a social movement that has answered the call to attempt to "globalize American education". Nussbaum (1997) states in Cultivating Humanity that as a world citizen our primary loyalty is to human beings the world over, having the ability to see themselves as human beings bound to all other human beings by ties of recognition and concern. How as educators can we foster such sentiment? How are we able to promote the reconciliation of individual allegiances with a universal cosmos? How can we foster the attitude and values necessary to thrive in a global world? This paper will attempt to answer these questions through the experiences of ten high school students who participated in a global education program outside of the classroom. These students embarked on a one-month program in rural India this past July where they lived with and participated in a service-learning project with Indians. Detailed interviews with the students, along with personal observations of the group will reveal the impact of such educational programs on issues of personal identity, global and empathetic understanding, and internationalization of the US educational system.

Shahjahan, Riyad Ahmed, *University of Toronto*
The slogan of "evidence-based policy/practice/education": Whom does it serve?

Slogans permeate popular educational discourse. One current example is the phrase "evidence-based policy/practice/education". Slogans can lead people to effective action. However, very often they fail to consider the purpose/s these actions achieve and whom these serve. In this paper we offer an account of the qualities and prospects of evidence-based policy etc as reflected in the writings of those who support it in the U.S., U.K. and Canada. From the synthesis of the voices of its proponents, we identify the assumptions and values explicit/implicit in these views, as well as its implication on education. Using a broad critical-democratic perspective we provide a critical discussion of this slogan utilizing the body of literature from those who critique it and tease out the main arguments. This paper will add a Canadian perspective to the debates around "evidence-based policy/practice/education" by discussing the implications of this slogan on the Canadian educational research culture.

Shahjahan, Riyad Ahmed, *University of Toronto*
The challenges of integrating spirituality into qualitative research practices

While there has been a growing body of literature on integrating spirituality in higher education, little discussion has taken place in the role of spirituality in the context of qualitative research. This paper will address this gap. Drawing on data collected in a qualitative study of 15 racially minoritized faculty members, I attempt to render answers to the following questions: What challenges do spiritually minded activist scholars face in integrating their spirituality into their research practices in the Canadian university context? Some of the issues that will be raised are: defining spirituality, the academic culture of competition, funding, peer review, social location and disciplinary boundaries. This paper will

contribute to our understanding of how spirituality can be integrated into academic spaces in the face of hegemonic structures.

Shane, Mary Jo Ann, *California Lutheran University*
Sicilian Family Monologues

This autoethnographic performance explores the unique issues faced by a researcher while interviewing her relatives. It describes the joys of strengthening familial ties, as well as the many difficulties that arise when their story/my story/our story conflicts with one another and when hidden truths come to light. This work focuses on the special concerns of conducting fieldwork at home.

Shankar, Irene, *University of Alberta*
The ethical challenges of conducting research in 'one's own' community.

The importance of ethics in research is widely recognized and accepted by qualitative researchers. The necessity for ethical research has led to a variety of texts and discourse on the subject. These texts speak to the importance of researcher awareness and sensitivity in research. The issue of ethics is particularly significant when conducting research on marginalized communities. However, there has been surprising little on the ethical implications of undertaking research in your own community. There is scarcity of material on the implications and challenges of doing research when both the researcher and the research subject belong to the same community. This paper addresses this disparity by discussing the ethical dilemmas regarding protection, confidentiality, respect and cultural sensitivity, I encountered while conducting research in "my own" community. This paper is based on a qualitative study completed on Indo-Fijian immigrant grandmothers in Canada using grounded theory methodology. The data was gathered through in-depth semi-structured interviews with 11 immigrant women ranging in age from 45 to 68 years of age. There are three emergent themes: 1) entry into field and access to research subjects 2) rights and interests of the participants and the community 3) potential harm to the researcher and the community. This paper discusses how these ethical considerations are complicated when studying one's own community. In addition, this paper discusses the repercussions of these issues on the emerging data and findings. The findings discussed in this paper are important to consider for all those undertaking research in one's own community and those utilizing such findings to inform programs and policies.

Sharf, Barbara F., *Texas A&M University*
Storied Research: A Methodological Continuum

Beginning with the dictum that humans are innate storytellers, narrative researchers have sought to examine discourse from the perspective that communication is inherently storied, providing understanding of and rationalizing responses to the problematic ruptures, both material and symbolic, in our lives. In this sense, narratives are ubiquitous, framed as autobiographical, lived experiences, collective representations, and public (often conflictual) portrayals. The impulse of the narrative scholar is to begin with text(s) within which s/he interprets meaning based on structure, language, stylistic elements, and thematic patterning. Ethnography is also concerned with narrative, as stories are vehicles of culture. But the ethnographer looks to embodied performances of cultural life,

focusing on context which is normally articulated through fieldnotes, a central form of narrative for the ethnographer. This paper will examine the continuum of qualitative approaches from textual to contextual, emphasizing on how narratives work as linkages rather than differences.

Shaunessy, Elizabeth, *University of South Florida*
Intersections: When Two Cultures Collide

See McHatton, Patricia Alvarez

Shaunessy, Elizabeth, *University of South Florida*
The School, My Child, and Me: Parent Perspectives

See Thomas, Daphne

Shaw, Ian F., *University of York*
Practitioner Inquiry: Evidence or Critique?

In this paper I revisit some of the origins and more recent directions in practitioner research in social work, seeing it as a phenomenon that manifests a cluster of concerns about good professional practice in contemporary society. Drawing on a recent qualitative case study of practitioner inquiry in UK social work, I indicate ways in which the wider systems of which it is a part frequently hamstring the potential of such research to operate as more than a 'street market' version of mainstream research. I outline four ways in which social workers, service users, agency managers, academics, government, and universities should work to a transformative agenda for both practice and research, viz refashioning the interface between practice and research; generating practitioner research capacity; recognizing the subtlety and critical potential of a genuinely 'practical' agenda in practitioner research; and rescuing practitioner research from a simply technical information-providing function, that by-passes the challenge to promoting critical practice. In so doing I offer an illustrative inquiry into the implications of returning evidence and rhetoric to its practice base

Shealey, Monika Williams, *University of Wisconsin-Milwaukee*
Voices of Urban Teachers in the Midst of No Child Left Behind

The purpose of the No Child Left Behind Act (NCLB) of 2001 mandates stringent accountability through standardized assessment measures. The unintended consequences of such mandates have resulted in a number of urban schools, which serve predominately students of color, facing punitive sanctions. These sanctions exacerbate the problems faced by these schools and fail to address the myriad of contextual variables associated with teaching and learning in urban settings. Much of the dialogue on standards-based reform and its influence on urban schools has been from the vantage point of policy makers, teacher educators, and researchers. There is a dearth of research devoted to sharing the experiences of urban teachers. This paper is a performance narrative personifying the stories of four teachers attempting to exist within such confines. The stories emerged through a variety of data sources including individual and group interviews, classroom observations, and document collection.

Sheikh, Christine Soriea, *University of Arizona*
"Ethno-Religious Variation Among Second-Generation Muslim Americans"

The research question for this study is: what is the effect of religiosity on the ethnic adaptive processes of second-generation immigrants? More specifically, does involvement in immigrant congregations enhance or suppress ethnic identity among second-generation immigrants? I consider this question by comparing religious and non-religious second-generation Americans from Muslim-origin families. Close and open-ended measures of ethnic and religious practices, collected via 64 semi-structured interviews, will be used to address the question. It is a main claim of the sociology of religion literature that that immigrants who participate in immigrant-driven religious organizations maintain a stronger ethnic culture (Warner, 1998; Ebaugh, 2003). The study of Muslim youth is valuable in that what may actually be occurring within this group is the growing importance of a "pan-religious" identity, rather than the continued dominance of specific ethnic identities. Indeed, the effect of religious participation may not be to maintain the ascendancy of a particular ethnic identity; rather, for second-generation Muslims, religiosity may encourage a "pan-religiosity" based on shared religious identity.

Shelton, Marcia Collins, *Texas A&M University*
The ways of words: a critical postcolonial reading of "Ways with Words"

This paper is a critical reading of a book that is considered an educational classic, "Ways with Words," by Shirley Brice Heath. The book offers an ethnographic explanation of differences in communication between races that were affecting school performance and productivity. However, our reading of the book suggests that despite the book's attempts to depict the realities of the life worlds of the participants, troubling questions about the account emerge. Particular questions to be addressed include an analysis of how the category "race" is used in the ethnography. For example, although race is very much embedded in the language of the ethnography, it seems to support Joyce King's notion of dysconscious racism.. Finally, we offer a postcolonial critique of the ethnographic methods used in the collection of the data for this book, addressing issues such as how despite its insistence on openness, for many, the ethnographic approach as used in this work is just another Western discursive practice that creates and maintains unequal power structures.

Shelton, Marcia Collins, *Prairie View A&M University*
IRBs, Ethics and Qualitative Research: What is Being Protected? Who cares?

We seldom pay attention to ethical issues in research until something deviates shockingly wide of the mark or is flat wrong and disaster looms, reputations and careers are left hanging in the balance. Then, institutions are challenged for a methodological accounting. In the belief that researchers need pre-crisis education in how to conduct responsible research (RCR), the U.S. Public Health Service enacted a policy that public and private sector research institutions implement training on research ethics (NIH, 2000). How the education occurs and who should receive the education is at the discretion of individual institutions. However, the intent of the RCR policy is clear: All researchers, even those whose work is not federally funded, should receive at least some RCR education (NIH, 2001). Failure to comply with RCR guidelines could jeopardize an insti-

tutions federal funding. This presentation will examine what is really being protected in institutions and its impact on qualitative research.

Sheriff Levan, Karen M., *Independent Scholar-Special Care Incorporated*
Spoken, written, and silent narratives:

We utilize narrative inquiry and conversation analysis to learn from the written and spoken responses of two pairs of catastrophically ill care receivers and their closest family caregiver to questions concerning family caregiver, care receiver, and physician interaction during diagnosis and treatment stages. Our study aims to learn more about the purpose and importance of narrative in physician-patient-caregiver, diagnosis, and treatment communication. As importantly, we will pursue information about the nature and role of narrative time, narrative element, and narrative function in each of the four individuals narrative responses.

Sheth, Reena Pramod, *University of North Florida*
Exploring the Subjective Meanings and Experiences of Depression

Exploring Subjective Meanings and Expereinces of Depression Reena Sheth Abstart This study aimed to provide subjectivist accounts of how people understand and interpret their experience of depression. The meanings and experiences of depression from the perspective of people who are living with the illness were explored through in-depth interviews. Theoretical interpretive techniques were employed in analyzing the narratives. The study's narrative approach provided the participants with an opportunity to gain a voice and to present their own stories. Their stories revealed experiences of depression that were dynamic, constantly evolving, multidimensional and holistic in nature. The participants used individual, social, and cultural sources to make sense of their experience. They likewise used metaphors to convey the overarching suffering central to depression and constantly evaluated their identity. When all the personal details of the participants' experience were taken into account, depression emerged as a multi-faceted experience that is embedded in relationships and social settings, not just within an individual experience of pathology.

Shields, Carmen Colin, *Nipissing University*
Conversation as a Method in Feminist Research: Relationship as a Cornerstone for Engaging Each Other in Qualitative Inquiry

In this paper we describe how we have come to use conversation as a method of creative inquiry in our research. We share our notion of verbal meeting space where we meet as we struggle to make meaning at the intersection of our words. Crediting other women researchers, we premise our work in this paper on our desire to be passionate collaborators, believing that feminist qualitative inquiry lends itself to the uncovering of multiple perspectives as relationship is built and sustained through careful and respectful listening and sharing. We offer visual samples from the daily diary we each keep as we converse where ideas take shape and are extended using metaphors, images, objects, sketches, jot notes and poetry.

Shin, Jee-young, *Texas A&M University*
Awareness of Family Literacy for American families who Adopt Korean Children

Internationally-adopted children with U.S. families need a variety of post-adoption services to get opportunities for learning, growth, and enrichment to enhance the overall adoption experience for both the adoptee and his/her family. The intent of this study is to raise awareness of the importance of the bilingual and bicultural education for American families who adopt Korean children in terms of post-adoption services. Adoptive families' awareness of the bilingual and bicultural educations would work within the theoretical framework of family literacy with regard to collection of data as well as its analysis.

Shin, Kuk-Won, *Chongshin University*
Culture War Metaphor Reconsidered

Rumors of "culture war" and even "clash of civilizations" are haunting us more than ever before. Two reasons make the situation most ironic. "Culture war" sounds contradictory because culture and civilization imply living in peace and harmony. It also is occurring at unlikely time. As the history passed into the "post-ideological" era, the twenty-first century is hoped to be a "cultural" age of global solidarity. Contrarily culture has become a source of unprecedented conflicts. It is natural that the search for a remedy has become an urgent subject of socio-cultural inquiries. I argue that avoiding the very notion of "culture war" would help the endeavor. As I will attempt to show, using James D. Hunter's theory as an example, the diagnostic metaphor of "war" seems not advantageous in the search for a harmonious culture. The faulty diagnostic perspective impedes fundamentally his intention to work toward peaceful prescription. My criticism is therefore not so much concerned with his method as his principle and perspective. I then propose a communitarian perspective as an alternative.

Shin, Kuk-Won, *Chongshin University*
Rekindling imagination in popular art: its nature, limitations, and rehabilitation

This study explores the nature of imagination in popular art in order to identify its limitations and to find a way to rehabilitate its original function. Imagination has a very complex history. It was considered until the seventeenth century, before Hume and Kant, as secondary factor in knowing. However, since the time of Romanticism, it is raised to the key element particularly in artistic creation, which values most originality and creativity. Popular art also values these qualities. Nonetheless, the standing criticism against popular art as commercially mass produced entertainment is that its imagination is fundamentally hampered by use of formula that facilitate mass production and consumption. This paper investigates whether imagination in popular art is really constrained by commercial considerations. The nature of imagination in popular art identified by analyzing fantasy movies such as <Harry Potter> reveals its limitations. Rehabilitation of imagination in popular art is attempted along the insight of philosophical hermeneutics of Hans-Georg Gadamer who asserts the essence of imagination as the dialogue between artist and its audience.

Shoemate, Alexis, *Alliant International University*
Exotic Dancing: A Researchers Experience in the Adult Entertainment Industry

During a qualitative research class, I spent a few months conducting life history research with an exotic dancer. As the research relationship developed and the concepts of Self and Other became fundamental to the research process, I used mixed genres and autoethnography to create a context to explore the feelings, thoughts, and emotions that both the researcher and participant experienced. Along with the assumption that authentic voice is multifaceted, art, poetry, and prose were used to represent the complexities of the phenomenon being investigated. This paper provides an opportunity to envision what a researcher experiences while conducting life history interviews and also an awareness and insight into the worldview of a woman working in the adult entertainment industry.

Shoemate, Alexis, *Alliant International University*
Exposed: Self and Other in the Process of Mixed Genres

While conducting life history research with an exotic dancer, the concepts of the Self and Other became fundamental to the research agenda. In this paper, I used a layered technique that emphasized literary genres to gain a closer look at the emergence of Self and Other in the research relationship. By using mixed genres, the emotional components were brought forth, creating a context to explore the thoughts, feelings, and emotions that both the researcher and participant experienced. With the assumption that authentic voice is multifaceted, poetry, art, and prose were used to represent the complexities of the phenomenon being investigated. This paper has two objectives: one, to provide awareness and insight into the worldview of a woman working in the adult entertainment industry; and two, to provide an example of mixed genre methodology to investigate the experiences a researcher may have while conducting fieldwork.

Shordike, Anne, *Eastern Kentucky University*
Crossing Regional Boundaries: A Derived Etic Methodology

Controversy exists about the epistemological feasibility, ethics and trustworthiness of cross cultural methods. Practice disciplines transcend cultural boundaries and require knowledge that serves culturally diverse clients. Core constructs of the helping professions, including notions of health, care, rehabilitation and occupation have proved problematic when Western understandings are imposed on non-Western peoples. This paper reports the methods developed for a collaborative international study of older women's food-related occupations in Auckland New Zealand, Richmond Kentucky, and Chiangmai Province in Northern Thailand. The study required creation of methods that honor the authentic perspective of participants, while supporting the examination of concepts across cultural groups. The effectiveness of the derived etic method developed depended on: face-to-face discussion and analysis processes within culturally based emic teams and across the international collaborative; allowing time to find language to accurately describe culturally embedded understandings; and insuring egalitarian participation across all teams.

Shore, Nancy, *University of New England*
Ethical considerations and the Institutional Review Board: A CBPR perspective

Institutional Review Boards aim to strengthen research ethics. Regulations guiding IRBs, however, are critiqued for their use of a clinical or biomedical framework. Compounding challenges to non-clinical researchers is the possibility that IRB reviewers are unfamiliar with alternative methodologies such as community-based participatory research (CBPR). Interviews were conducted with ten CBPR researchers. CBPR is a participatory research process involving community partnerships. CBPR is typically applied to non-clinical questions. Interviewees were asked to 1) identify ethical issues relevant to their research, 2) interpret the Belmont Principles, 3) reflect upon the appropriateness of these principles, and 4) identify challenges and benefits of the IRB process. Constant Comparative Method guided data analysis. The session will present study findings, which include a re-conceptualization of the Belmont Principles and recommendations on how to strengthen the review process' relevancy. Session participants will be asked to reflect upon the applicability of these recommendations to their own methodologies.

Sikes, Pat, *University of Sheffield*
At the eye of the storm: An Academic(s) Experience of moral panic

At the Eye of the Storm: An Academic('s) Experience of Moral Panic Pat Sikes, University of Sheffield The climate of moral panic that pertains around child abuse is such that any research that touches on children and sex is almost seen in itself to be abusive, with identity and career consequences for those who engage in it. In November, 2005, a paper I had written some years earlier, Scandalous Stories and Dangerous Liaisons: When Female Pupils and Male Teachers Fall in Love, was misreported and misrepresented in the press and, over a period of 5 days, I and my family became the focus of media attention in the UK and North America. This presentation deals with our experiences of being at the heart of a moral panic and raises questions about academic freedom and voice.

Sikes, Pat, *University of Sheffield*
True Stories? Dilemmas in Research into False Allegations of Sexual Misconduct

Auto/biographical approaches offer potential to name silenced lives. Consequently we have used them in our investigation of the perceptions and experiences of schoolteachers who claim that they have been 'falsely' accused of sexually abusing pupils. Plummer notes that 'paedophiles' frequently attempt to construct an alternative regime of truth by giving positive accounts of their actions and desires (1995, p. 118). Knowing that some may use the opportunity to tell their story to a researcher to construct a justification for themselves raises the difficulty (if not impossibility) of establishing beyond doubt, that a 'false' accusation is 'false'. In this paper we explore methodological and ethical problems raised by our research. We conclude that in the interests of social justice for teachers who have genuinely been 'falsely' accused, and even given the moral panic that has developed around child abuse, this is not sufficient reason to shrink from the work.

Sikes, Pat, *University of Sheffield*
The Issness of Then & Now: Haecceic Reflections on Publishing Auto/Biographical Research

Ellis reflects on how publishing an auto/biographical account can be petrifying: 'readers often assume you continue to be the story you wrote' (2004, p. 34). Similarly, it can be difficult to escape identification with paradigms, theories or methodologies once one's name is attached to a printed piece that professes allegiance to them. This paper tells an autoethnographic story about the ways in which life as lived (the 'Isness' or haecceity of Then and Now), has influenced my work as academic, researcher, writer, and led to certain 'versions' of me being re-presented in print. How readers relate to authors because of how they 'come across' has implications for how work is received. I also consider how, in retrospect, we often see things differently. Published words can influence the course other's work takes. What does it mean for them if they find out that we no longer believe what we once proclaimed?

Sikes, Pat, *University of Sheffield*
Othered lives OR the grass is always greener (isnt it?): reflexive classed reflections

Within the UK, social class continues to be the most powerful influence on life chances and experiences, and on personal and ascribed identity. We may be comfortable and happy with our class positioning or we may aspire to notions of what it is like to be living other lives. The grass often seems greener on the other side of the fence. In this dialogic presentation we tell stories from our respective working- and middle-class childhoods about our lives and aspirations founded on understandings and beliefs culled from the world around us. Meeting in middle-age and sharing stories of class has informed and changed, our understandings of class positioning, of identities and of ourselves. As lecturers in university schools of education working mainly with 'mature' and postgraduate students from varying social backgrounds, such understandings have had, we believe, a positive impact on our professional relationships and on our teaching.

Sila ila i, Emilie, *University of Waikato*
Reflective engagement in cultural history: A Lacanian perspective on Pasifika teachers in New Zealand

See Brown, Tony

Silka, Linda, *University of Massachusetts Lowell*
Transnational Ethical Considerations in Research Partnerships

More and more frequently researchers are opting to work in partnership across real and socially constructed boundaries of geography, nation, discipline, institutional affiliation, ethnicity, social class, and more. The greater the differences among partners, the more complex the ethical considerations surrounding their relationships. These encompass all aspects of the research enterprise including, but not limited to, issues of data management, hiring and supervision, money management, authorship, and editorial control. Working in partnership has implications for ethics in terms of appropriate strategies for involvement, collection and interpretation of data, and, most importantly, use of the data to achieve social justice goals.

Sills, Stephen J, *Wayne State University*
Power, Policy, and Politics: Reflections of Three Visual Ethnographers

See Miles, Bart W.

Sills, Stephen J., *Wayne State University*
Cultural Flexibility and Program Evaluation: lessons learned from mixed-method evaluation of a kosher food pantry

Presentation of findings and lessons learned based on Wayne State University's Center for Urban Studies (CUS) evaluation of Michigans only kosher food pantry. As the agency services a diverse Jewish community including Conservative, Reform, Orthodox, and Secular Humanistic members as well as over 700 Russian/Ukrainian immigrants a mixed-method, adaptive design was utilized to evaluate services and assist in program review. Presentation will discuss issues of cultural competency, working with diverse cultural groups, and issues of mixed-method evaluation design.

Silva, Carlos Roberto de Castro, *Universidade Cruzeiro do suli*
Political participation and the fight against HIV/AIDS: A analyze by the depth's hermeneutic.

This study has investigated the process of politicization of the pain and the indignation of community agents who live with HIV/Aids. The main assumption was that the condition of being HIV positive would rise situations of discrimination and stigmatization that generate suffering expressed by deep anguish, feelings of shame, humiliation, and blame, leading to the social isolation of the individual. The guiding question of this work was how the participation in a Non-governmental Organization (NGO) can help people affected by Aids turn this individualist/stigmatizing experience with HIV into a solidary/collective life experience. Historical documents and interviews have been analyzed in depth as well as questionnaires have been answered by community agents of ONGBr, located in the greater São Paulo area. The results of this study show that the participation of a person who is HIV positive in an NGO contributes to make him/her stronger when facing discrimination and stigmatization. This is possible by a process of politicization made real by different ways of participation. These ways are associated to the capacity of personal/affective questioning triggered by the experiences of discrimination and stigmatization related to Aids/HIV.

Silva, Kumi, *Northeastern University*
More of the Same/Same of the More: Feminist Theory in a Post-9/11 World

In a recent volume of work Chandra Mohanty asks that feminists work across borders, acknowledging the very existence of such in order to break down imperialists structures that are incompatible with feminism.   Responding to this call, this paper attempts to understand how and in what ways feminist theory has approached feminism on a global level post-9/11. This research argues that 9/11 has potentially remained an empty signifier within feminist thought in the U.S. academy, as it continues to deny the radical shifts in how feminine, femininity, feminists and feminism have been deployed or understood globally before and after 2001. In doing so it attempts to connect geographical boundaries and geographical specificity to more nuanced and complex understandings of gendered identity on a global level.

Simon, Chava, *Shaanan Teachers College*
An Alternate Construction of Faterhood: Its Meaning and Significance in Teacher Education

Teacher education stresses the acquisition of teaching skills, but rarely discusses parenting as an inherent part of this process. My narrative research focuses on six teacher educators whose life-stories reveal how they tacitly construct their professional identities on parental values. I examine positive fathering based on Ricoeur's notion of "practical wisdom" and "maternal fathering" and Rotenberg's psychological reconstruction of the Oedipus complex in terms of the Kabbalistic "principle of contraction" and empathic fathering. I analyze Harstock's criticism of "abstract masculinity" that rejects the connection between masculinity, violence and death. The emphasis on paternal "consolation" in education offers a paradigmatic shift that challenges the patriarchal construction of fathering by putting it in a maternal context. This transformation disrupts the conventional assumption that parenting undermines teaching. A parental attitude encourages an ethical educational process that is sensitive to individual needs, promotes student growth, is attuned to cultural differences while maintaining academic excellence.

Sinnott, Jack, *Queens University*
On a Clearer Day: The Focus Group in Autoethnographic Inquiry

"On a clear day / Rise and 1ook around you / And youll see who you are." Or so says the Broadway musical number in what might be the siren call of autoethnography. But autoethnography is not and, I daresay, cannot be a solitary excercise. To the contrary, the means and the middles — surely not the ends — of autoethnography are the writing and rewriting of oneself in relationship(s). To facilitate such means, to serve such middles, this paper proposes, in an adaptation of the clearness committee, a Quaker tradition of communal discernment described by educator Parker Palmer, a reversal of the customary roles in a focus group by which the questioner becomes the critically but lovingly questioned and the questioned become the critical but loving questioners. On this clearer day, rise and look around you in the company of friends, lovers, and other strangers, and you'll see who you are.

Slattery, Patrick, *Texas A&M University*
Identitas Interruptus: Renegotiating the Politics of Sexual Identities in Educational Leadership Courses

See OMalley, Michael P.

Sloane, Heather Murphy, *University of Illinois*
Obstacles to Research: A Social Workers Experience in a Community Hospital

This paper plans to look at the research obstacles faced by a social worker in a community hospital setting. Typically social work programs teach limited research methods that are not often practical or likely to be used in a clinical setting. The medical setting is a challenge to the non-physician researcher. In hospital settings the clinical trial is the model most accepted and alternative research methods are not understood or rarely practiced. This paper will look at two examples of research attempts by a social worker in a community hospital. A quality review was done to look at the issue of teen pregnancy and early deliv-

ery in the NICU and currently research is being done looking at the ethics and use of self- disclosure by Perinatal social workers. Through these examples I plan to illustrate the obstacles and discuss the hope that qualitative methods may be better for what I need as a social worker.

Small, Neil, *University of Bradford*
Reversing hierarchies of evidence in health care for older people.

In the UK evidence based healthcare constitutes the dominant paradigm when making resource allocation decisions. There are considered to be three dimensions of evidence: 1) Clinical effectiveness; 2) Cost; 3) Patient approval/satisfaction — here drawing on a consumerist rather than an empowerment ethic. This third component is invoked most readily when its findings are consistent with the conclusions arrived at via 1 and 2. That is, its primary function appears to be to attach a legitimacy to the conclusion of positivist science. This paper draws on an evaluation of the effectiveness of community hospitals in providing post-acute care to older people. It argues that there is a powerful ethical and political argument that the established hierarchies of evidence be reversed to privilege the voices of service users over narrow, and often imperceptible, measurement of functional improvement or reductionist economic models. The acceptability of care, as defined by the person receiving that care, could fashion an alternative epistemology of resource allocation fuelled by a range of methodologies of enquiry designed to ascertain and elaborate user subjectivities.

Smit, Brigitte, *University of Johannesburg*
'I am an old horse at this'....an ethnographic narrative of teacher identity

This inquiry portrays teacher identity as lived experience and as narrative of educational change in the context of a South African school. A decade of democracy begs attention to educational progress and reform, from the viewpoint of teachers and with the culture of their schools as the inquirys landscape. I present ethnographic portraitures, crafted of a specific township school, and with one teacher as main social actor. In addition to participatory observation, interviews and journal data, the project also uses photo data from the teachers photographing activities. Field texts are analysed for content, discourse and narrative, and presented in three acts: "learners play, teachers pray", the "absent principal" and "towards departure" — all indicating culture and identity in flux. Data themes are theorised from a symbolic interactionist framework, using constructs such as situational, social and personal identity.

Smith, Amy K., *Michigan State University*
Family Therapists and Nutritionists in Parks and Recreation: A Qualitative Response to Regional Risk for Childhood Overweight.

See Jager, Kathleen Burns

Smith, Amy Marie, *Bowling Green State University*
Does He Know He's Black?: Re-Producing Racism in Family History

In this text I use personal narrative to examine the ways that racism in re-produced within my family history. I use these experiences as a tool to better understand my history, my past, my future. I critically examine the stories and actions of myself and my family members to better understand the perpetuation of racism. I know that while my stories may be unique, they are not uncommon. In understanding this re-production within my family history, I and others, can better see the ways that racism is re-produced in other families, friendship circles, and societies.

Smith, B. Claire, *University of Ottawa*
As black paper resolved into evening skies...

See Morawski, Cynthia Marlene

Smith, Carrol, *University of Illinois at Chicago*
Women Who Formerly Abused Their Female Intimate Partners

In this qualitative study, ten women were interviewed who formerly abused their female intimate partners. They varied by ethnicity, education, and disability. All identified themselves as lesbians, while gender identity varied between male and female. No woman had abused an intimate partner within one year prior to the study. The purpose of these ethnographic interviews was to allow the women to tell the stories of their lived experiences at the time they were abusive. After transcription of the recorded interviews, the texts were analyzed by Denzin's (2001) qualitative method, Interpretive Interactionism. I will present the complexities in these stories where much is colored by the double stigma of being a lesbian as well as a female offender. My goal for learning more about abusive female behavior is to use the results to inform primary prevention education for lesbian women.

Smith, Christina M, *Arizona State University*
Mutedness of Young Women in the Abortion Debate

In this paper, I utilized the critical action research perspective, which aims to bring social analysis, reflexivity of the researcher, and the collaborative efforts of participants and researcher together in order to enact change and improve the situation (Kemmis & McTaggart, 2005). I conducted participant observation, interviews, and focus groups, in order to forge a partial comprehension of the views of young women toward abortion. Using muted group theory as an emerging theoretical framework, findings indicated that young women expressed silence or exclusion in a debate largely controlled by older men and women. These findings allow an extension of muted group theory beyond issues of gender, as originally conceptualized (Kramarae, 1981) to mutedness based on age.

Smith, Claire, *University of Ottawa*
As black paper resolved into evening skies...

See Morawski, Cynthia Marlene

Smith-Shank, Deborah L., *Northern Illinois University*
Mapping Visual Culture

In this visual presentation, the author reflects on her experiences as a visiting scholar and art teacher on the small Island of Hvar in Croatia. She juxtaposes current thinking about mapping and of the usefulness of maps to cognition in art education. Her reflections combine personal experiences from her culture as

a university art teacher in the United States, musings on the nature of a Post-911 world, and consideration of differences and similarities between cultural groups. Map making exercises completed by students on the Island of Hvar are discussed to illustrate the complexity and elegance of visual thinking.

Smye, Victoria Louise, *University of British Columbia*
Negotiating the In-Between Space: Research in Partnership with Aboriginal Communities

Can "worldview differences" be reconciled when conducting research across diverse cultural experiences? Is it possible to create a neutral space that is culturally safe for all? How do we ensure that the outcomes of our research address health inequities? Based on experience in doing research with Aboriginal partners, in this paper, we as researchers in the field of culture and health, examine how "worldview differences" have come to be negotiated within research processes. We explore the barriers, challenges and experience of creating meaningful relationships with the goal of creating an in-between space, where all voices can (potentially) be respected. At the same time, we explore some of the challenges faced in balancing the need to "give voice" with the need to maintain a "normative" stance — to engage in research that is aimed toward mitigating inequities, critiquing the status quo, and/or addressing power relations.

Son, Haeng-Mi, *Dongguk University*
The Experiences of Recovery from Disease in Patients doing Meditation

The purpose of this study was to explore the experiences of recovery from disease in the patients doing a kind of Buddhist meditation, and to develop a grounded theory about it. Data was collected by an interview using tape-recordings from sixteen participants and analyzed using the grounded theory method. The core category was discovering the true self. The processes of discovering the true self were identified as entering religious discipline, embodying religious discipline, self-accomplishing religious faith, and recovering mind-body health. The participants began to do meditation because of their disease. They experienced obstacles due to incomplete religious acceptance. However, their faith grew gradually based on religious experiences, and finally, they entirely trusted the inner healer, which is emphasized in meditation. Consequently, they were stabilized in physical, psychological and social daily living. This study provided the understanding of mind-body integration. Empirical research may be needed to prove scientifically the effects of meditation.

Søndergaard, Dorte Marie, *The Danish University of Education*
(Re)Negotiating the Complexities of Subject / Matter: Co-Thinking STS and Poststructuralist Discourse Analysis

This paper engages with the disappearance of the subject from the heterogeneity of the social, from the crafting of practice and a wider range of Actor-Network Theory conceptualizations. Its particular focus is recent efforts to reinstall subjectivity as well as gender within this line of thinking. ANT and STS (Science and Technology Studies) conceptualizations have opened the discursive-material complexities for inquiry, but seems to have sacrificed the complexities of human actors in efforts to bring discourse and matter together on equal terms. Other social researchers working other paradigmatic grounds have

either resisted the question of subjectivity altogether or imported individualistic and humanistic conceptualizations such as psychoanalysis, leaving the theoretical framework fragmented and inconsistent. While much indebted to these theoretical endeavors, we are still curious about transgressive routes that might open new efforts to understand lived life as juxtaposed across complexities of subjectivity, matter, discourse, social structure, and other enacting forces. The paper explores new analytics and practices of inquiring into the co-constitution of such forces drawing on empirical cases from studies of gender and Academia.

Soto, Edagar C, *Universidad Autónoma Metropolitana Xochimilco*
Power Dimensions in doctor-patient relationships. Study of four cases of Mexico City health services users.

See Mendoza, Juan M

Speedy, Jane, *University of Bristol*
magical realism: an undervalued method in social sceince research

This paper explores the ways in which people move effortlessly in and out of encounters with the magical, fictional, imaginary, everyday, theoretical, practical, philosophical, emotional and the 'real' (to name but a few) within psychotherapeutic conversations. Most scholarly accounts of therapy practice mirror established traditions of qualitative inquiry and create complex distinctions between 'fictional' and 'factual' representations of psychotherapy. Magical realism is offered as a 'subversive' research method, which supports accounts that move seamlessly between different dimensions of people's life experience. Magical realist literatures have traditionally been generated by writers in countries at the margins of global power relations, and connections are made with people entering psychotherapeutic exchanges, who have often found themselves either at the margins of their own lives and/or of their own societies. The author's working space within 'the largest mock gothic building in Europe' is presented as a fertile site for magical realist research.

Speedy, Jane, *University of Bristol*
Collective Biography: writing collaboratively with the unassuming geeks

This paper is has been co-written by a middle-aged, female academic/ narrative therapist and a group of young men aged between seventeen and twenty-five. The young men described themselves collectively as the 'unassuming geeks'. They had all spent time in their lives seriously considering and in some cases attempting suicide. The paper explores the ways in which a particular form of collective witnessing and writing practice sustained this group and provided them with a platform and multiple voices to speak from. The edges between therapy, research and writing, between collective and individual voices and between culture, agency and identity are deliberately blurred and troubled in this process. The notions of therapy as an 'individualised talking practice' and research as a professional writing practice are questioned, as are current 'suicide prevention strategies'. Issues of maintaining ethical know-how and of accountability to people are also considered.

Spooner, Marc T, *University of Ottawa*
The journey from findings to praxis: How a fully-engaged academy should judge the quality of research

Newer perspectives on how we might or ought to judge the merit of our craft must acknowledge our service to the general public. Something seems amiss when careers are advanced and tenure achieved by publishing in scholarly journals that all too often cater to an elite and limited readership without ever contributing to positive change in the communities under study. Popularisations and community-based action projects must be taken into account and rewarded when determining questions of validity, ethics, funding, promotion, and tenure. The following paper will demonstrate how qualitative validity has evolved and transmogrified as various researchers struggle with notions of validity, ethics and their responsibilities as scholars and community-engaged agents of change in the public interest.

Springgay, Stephanie S., *The Pennsylvania State University*
An ethics of embodiment through a/r/tographical inquiry

See LaJevic, Lisa M.

Spry, Tami L., *St. Cloud State University*
Fathers, Sons, and Protest at the School at the Americas: Countering Hegemonic Narratives of Masculine Might and Militarism

This paper/performance is abstracted from interviews of a father and 16 year old son who for the last three years have attended the annual national protest at the School of the Americas in Georgia. The interviews present counter narratives to hegemonic themes of militarism and masculinity. The author will speak autoethnographically from her position as the wife and mother of the interviewees.

St. Pierre, Elizabeth Adams, *University of Georgia*
Accountability in Representation

This paper describes the author's increasing difficulty in representing the older women of her hometown of offering them up to readers in rich, thick, ethnographic description. Poststructural critiques of language have troubled the idea that language can capture and close off the meaning of the "real" and encourage us to think differently about the work of language and thus the work of writing. Questioning the desirability and even the possibility of the goal of conventional, interpretive qualitative inquiry, which is indeed representation, she asks what else might writing might do except "mean" and describes her engagement with this question.

St. Pierre, Elizabeth Adams, *University of Georgia*
Deleuzian Concepts for Methodology: The Subject Undone

This paper examines how the researcher has used Deleuzian concepts to rethink the "I" and other "traps of consciousness" that enable a rethinking of qualitative inquiry itself. Deleuze pushes language and thought to the limit so that one stammers, unfolds into different spaces, unfolds entirely into difference, unfolds into multiplicity thus loosening every category of the structure of con-

ventional, interpretive qualitative inquiry to reinscription.

St. Pierre, Elizabeth Adams, *University of Georgia*
Learning and Troubling Policy Science

My mostly solitary pleasure in deconstructing conventional interpretive qualitative inquiry was shattered with the publication of the National Research Council's 2002 report, Scientific Research in Education, which rejects postmodern methods. Since then, I've been writing papers and presenting conference sessions with Michael Feuer at the National Academy of Sciences, who has challenged me to move out of my comfort space and into the policy arena. This paper will report the effects of our ongoing dialogue across differences on my projects and my politics.

Staikidis, Kryssi, *Northern Illinois University*
A Painting Apprenticeship with Mayan Kaqchikel Painter Paula Nicho Cumez: Feminist Iconography and Pedagogy

This paper will examine the iconography and production processes of three paintings by Guatemalan Kaqchikel Mayan female painter Paula Nicho Cumez connected to personal and cultural narratives and feminist teaching methods such as collaboration, consensus, and decentralized teaching. The study took placed in an informal learning context, the artists studio as a site for research (Sullivan, 2005). I, a Northamerican painter and professor, was mentored in a Mayan indigenous painting context as a means for tranforming curricula in the formal art education settings of higher education. Decolonizing methodologies (Tuhiwai-Smith, 1999) such as the mentoring and adoption models were chosen as means to enable indigenous artists to guide the research process. The series of paintings entitled "My Second Skin" will provide the basis for a discussion of paintings as historical documents, political platforms and conduits for cultural transmission. Suggestions for adaptation of female Kaqchikel Mayan teaching methods into formal art educational settings will be explored. Theories supporting feminist participatory pedagogy and democratic education in Euro-American educational contexts will be examined as they connnect to teaching and learning processes that took place in the Mayan Kaqchikel context.

Stake, Robert, *University of Illinois at Urbana-Champaign*
Ethics, Politics, and the Changing World

This presentation will recognizes that a changing world, notably with losses of social and cultural identity, increases of globalization and commodification, has changed or accompanied change in the nature of social science, including diminution of presumptions of neutrality and gain in requirement for self-promotion and license for advocacy for value positions. Distinction will be made between advocacies "good" and "bad," and the ethics of "the greater good" will be considered.

Stake, Robert E, *University of Illinois at Urbana-Champaign*
The Missing Page in NAEP, the National Report Card: Experience of Becoming Educated

A new book by Lyle Jones and Ingram Olkin, "The Nations Report Card,"

again identifies the National Assessment of Educational Progress as the official indicator of the quality of schooling in the United States. Public comment would suggest that state mandated standardized testing (often referred to as NCLB) is the currently prevailing report card. But whichever, they are indices of the merit of the US school system based on student performance on standardized achievement testing. The book points our how, in the middle 60s, the idea that teacher judgment should be replaced as the critical information of report cards, and that assessment should be based on difference in student performance on standardized tasks over time. The validity of these decisions is seldom questioned today, with far more attention on whether federal and state funding for education provides for a minimum education for students attending schools in poverty neighborhoods. The book also points out that psychometric concepts so dominated the creation of these assessment procedures as to block completely the virtues of cultural diversity, individually prescribed curricula, and evaluating the quality of educational experience. This session is a review of the Jones-Orkin book and a speculation as to what qualitative inquiry might have brought to the report card.

Staller, Karen M., *University of Michigan*
Returning evidence rhetoric to its practice base

Conversations that began in the medical field on evidence-based practice have spilled over into other professions, including social work. Skeptics of EBP have raised many concerns about the consequences, among these are diminished respect for practitioner expertise and the relationship between "research" and "evidence." However, most critics have accepted the argument as framed by proponents of EBP and deliver their critique defensively in response. I argue that the qualitative research community ought not concede the "framing" of EBP. Instead we should reframe the issue by talking about Practice-based Evidence(s) (PBE). Doing so changes the nature of debate, highlights the practitioner role, recognizes practitioner agency in evaluating evidence, focuses on real-world situations (thus embracing complications), and honors the notion of multiple and competing evidence sources. Furthermore, PBE encourages research designs favored by qualitative researchers which explore contextually situated practices and promote value-based social justice agendas.

Staller, Karen M., *University of Michigan*
Psychedelic Social Workers: How the Sixties Counter Culture Influenced Today's Policies and Practices for Runaway Youth

In the 1960s a youthful group of social activists gathered in the Haight Ashbury district of San Francisco, calling themselves Diggers (a name borrowed from a British socialist movement of the 17th century). Diggers believed that by living "free" of capitalist society they could create a revolutionary alternative. Using street theater as their tool they set out to "enact free" and establish an economy based on "liberated" goods and services. Their efforts resulted in a free store, crash pads, and free food and earned them labels like "psychedelic social workers," "mod monks" and "hip charity workers" in the mainstream press. The 1967 Summer of Love brought an influx of younger runaway children who overwhelmed Digger services. In response, community organizers borrowed the Digger crash pad model, and opened the first runaway youth shelter.

In 1974 this model was used by Congress in the Runaway and Homeless Youth Act and is still in place today.

Stark, Sheila, *Manchester Metropolitan University*
Sex, Science and Edsucational Research

See Stronach, Ian

Steinbaum, Rosemary, *Rutgers University-Newark*
Accreditation and panopticism: Whose gaze? Whose power?

This paper is an application of Elizabeth Ellsworths pedagogical explorations in Places of Learning to two "transitional spaces" in my own learning/working life. The first transitional space is "Newark," where I work, and also where I have lived social, civic, aesthetic, historic, family, and religious dimensions of my life over the past 25 years. In that space, I am seeking to rewrite some conventional diads, such as town/gown, public/private, and emic/etic. The second transitional space is "teaching," where I hope to consider how teacher education can be "sufficiently flexible to include [the institutional forms as well as] the educational process(es)"that are studied in Urban Education and that comprise the teacher education curriculum in New Jersey. Ellsworth's pedagogical explorations will inform my attempts to reconceptualize what I too often experience as dilemmas in my work in teacher education. (Ellsworth, E. (2005). Places of Learning: Media, architecture, pedagogy. Routledge: New York.)

Stein-Parbury, Jane, *University of Technology, Sydney*
Human research ethics committees: Insider and outsider views

Human research ethics committees (HRECs) are charged with the responsibility to evaluate risk in relation to potential benefits of proposed research. The need for such committees arose from human experimentation that was not only risky, but was also carried out without participants' informed consent. Often committee members perceive themselves as protectors of vulnerable people. This protective attitude can become overly exaggerated. Instead of facilitating research, committees become stumbling blocks. In this paper, I will explore the conduct of ethics review from the perspective of a HREC chairperson (insider view), a member of working party to revise the Australian national statement on ethical conduct of human research (insider view), and that of an active researcher seeking approval from other HRECs (outsider view). A recent experience of having a research project delayed unnecessarily due to ethical review has prompted me to raise questions in relation to the need for HRECs to be ethical themselves in their conduct. This question is the main focus of this paper.

Stephenson, Chris Gale, *Oregon State University*
The Mindful Eye (I): Using Software Tools for Qualitative Data Analysis

This research explored the experiences of a group of doctoral students and their university professor learning to use NVivo software for a qualitative research methodologies course. This course was held in a constructivist manner, with faculty and students learning together how to use the software. The data coded in this course came from a dynamic threaded online discussion from a previous doctoral leadership course in education. Data for this study were collected from

a variety of sources, including papers, transcripts of discussions, journals, and classroom artifacts. The results demonstrated a high level of student engagement in issues related to mastering new software for research as well as ways the software supported, or did not support, their personal research goals, methodologies, and epistemologies. More importantly, however, the results indicated the extent to which using qualitative data analysis software prompted students to confront key, complex, and controversial issues in qualitative research.

Stevens, Patricia E., *University of Wisconsin-Milwaukee*
HIV-Infected Womens Struggles with UnSafe Sex

In this longitudinal qualitative study, we investigated the sexual behaviors of a sample of 55 HIV-infected women who narrated their lives in ten interviews over two years. Findings provide experiential detail and narrative depth to an understanding of the interpersonal situations in which sexual risk occurs for women living with HIV. During the prospective period, 58% were sexually abstinent and 24% practiced safe sex exclusively. The remaining 18% engaged in unprotected sex, but only in the context of primary partnerships, almost all of which were serodiscordant. In these relationships, women made painstaking attempts to initiate condom use. Unprotected sex occurred at the overpowering insistence of male partners. Consequently, women lived in trepidation of causing their partners' sickness and death. Women tried to make sense of their HIV-negative partners' unwillingness to use condoms, interpreting it as love for them, denial of risk, God's will, desire for sexual pleasure, or need for control. Nonetheless, they were trapped by worry and guilt.

Stewart, Paul Justin, *University of Melbourne*
Empowering and Including Aboriginal and Torres Strait Islander People in Health Research Ethics in Australia.

Research ethics have been a concern for Indigenous peoples in many parts of the world. Over the past two decades Aboriginal and Torres Strait Islander people have advocated for change resulting in new Australian national guidelines for ethical conduct in Aboriginal and Torres Strait Islander health research. However, very few institutional ethics committees in Australia have Aboriginal representation and even fewer are under Aboriginal control. The Victorian Aboriginal Ethics Project aimed to find out how Aboriginal people can become more actively engaged in the ethics of research that is carried out in, or impacts on, Aboriginal Communities in Victoria, Australia. The Project was a collaboration between a University research Unit that has Aboriginal leadership and a majority of Aboriginal staff, and the Victorian Aboriginal Community Controlled Health Organisation. The Project used a qualitative and participatory approach to consult with Aboriginal Communities throughout Victoria. Six models for empowering and including Aboriginal people in health research ethics were developed. This paper will describe and outline the advantages and disadvantages associated with each model. Aboriginal Community control and the collaborative partnership were critical to the success of this project and will be important in the next stages of discussion and implementation.

Stewart, William P., *University of Illinois at Urbana-Champaign*
Making sense of landscape change: Combining photo-elicitation and narrative inquiry to engage citizens in the planning process

See Glover, Troy Daniel

Stinson, David Wayne, *Georgia State University*
In Search of Defining (?) Researcher Ethics

This paper explores how a novice researcher, who acknowledges an end of innocence, notes that everything is dangerous, and showcases and monitors his subjectivity, attempts to rely on his researcher "ethics" (?) as a means of going about doing the work that is still yet to be done. Specifically, the paper outlines my attempts as a southern, middle-class, White, Christian, queer, gay man—working within a critical postmodern theoretical fame—to define (?) my researcher ethics while doing research on/with academically and mathematically successful, young African American men. My dissertation project, using a version of participatory action research, in particularly, explored how each participant had acquired a robust mathematics identity, recognizing himself as a discursive formation who could actively accommodate, resist, or reconfigure sociocultural discourses as a means to subversively repeat his constituted "raced" self.

Stout, Candace Jesse, *The Ohio State University*
Arts-based Research and Ethical Self-Consciousness

As disciplinary boundaries in arts education shift; as theory turns toward socio-cultural ramifications of visual imagery; and as pedagogy becomes cross-disciplinary, critical, transformative, what researchers want to know and relate and how they want to proceed in their inquiries take on new substance and complexity. Centered in these new research directions is arts-based research, ensconced in literary and nonverbal artistic media. Interactive by nature, subjective, reflexive and empathic, arts-based inquiry becomes a reciprocal act, a moral/ethical dialogue where community context and face-to-face spontaneity determine the goodness of the researcher-researched relationship. It is these nascent times of arts-based inquiry, when researchers embark on promising but uncertain ground, that create a basis for taking stock of the ethical/moral issues entailed in the way we conceive of and carry on research. This presentation illuminates and exemplifies ethical/moral issues emergent in arts-based inquiry and enjoins researchers to reconsider their responsibilities toward ethical self-consciousness.

Stronach, Ian, *Manchester Metropolitan University*
Sex, Science and Edsucational Research

This paper addresses the audit cultures construction and tabulation of the pregnant teenager in national and international discourses. It offers a deconstruction of the virtual figure of the pregnant teenager in terms of ritual and pharmakon, and examines the ways in which scientistic discourses have addressed the researching of such a phenomenon. Such science is defined as kitsch science.

Stronach, Ian, *Manchester Metropolitan University*
The back of beyond: new indirections for qualitative inquiry

This paper will return to the founding moments of the qualitative 'paradigm' (or whatever) in order to inspect some of the ways in which it constructed itself against the quantitative and the psychometric. It will consider the qualitative fall-out from that dichotomizing origin, and seek to unsettle that version of qualitative inquiry via postmodernist deconstruction that emphasizes methodology as evanescent, marginal and singularised practices of difference (a process of 'continuous disprovement') rather than invocations of the more static 'classic' text. From the Old Testament to the New Testament to the No Testament?

Stuart, Amy Elizabeth, *McGill University*
Can there be a participatory action discourse analysis? Deconstructing nation and race with Canadian youth

In a study that combined analysis of history-telling texts and focus-group interviews, I attempted to collaborate with youth in analyzing the racialized Canadian nation as it is constructed through historical narrative. At the same time, the project aimed to incorporate action that would address concerns raised in the interviews. This paper will discuss the challenges that arose in trying to combine researcher-driven discourse analysis with interviews and action research, broadly conceived. I will raise questions about the appropriate role of a researcher's analysis of both outside texts and the interviews themselves in a project that aims to be participatory, as well as questions about the development of research questions, interview protocol, and project structure. Finally, within this context, I will address challenges and concerns related to working across boundaries of race, class, age and national identity among researcher and participants.

Sullivan, Tracy D, *University of South Florida*
Cluttered Hearts, Heads, and Homes: Life with an Obsessive-Complulsive Parent

There is not much research that examines children who have parents with obsessive-compulsive disorder (OCD). Most of the literature is quantified and focuses on parents with obsessive-compulsive children. Both of our mothers have OCD, which provided the impetus for this research. Through narrative and written dialogue, we discuss the frustration and burden that the symptoms of OCD placed on our family. We also share our ways of coping with the illness, and our hope for future research. There is a certain release that comes from mutually disclosing without consequences, just listening to one another, without worrying about forcing the other to embrace emotions or recall stories that they wish to suppress or deny. We realize the significance of sharing our stories with each other and with others who are in similar situations. It encourages hopefulness, clarity, empathy and peace of mind. We hope to inspire others in similar situations to do the same.

Suoranta, Juha, *University of Joensuu*
A reflexive evaluation of theoretical and methodological premises of artistic research in Qualitative Inquiry

In this presentation, I explicate the concept of artistic research methodologically. I propose an approach in which artists study their own creative process and artistic work reflectively. Artistic research is a form of study in which experience reflectively changes itself, and in which all possible areas of experience are at play, even those, which do not lend themselves to easy conceptualization. By studying works of art, and developing better understanding of artistic ways of being, artists can serve the general interest in human sciences. Researchers in arts should not follow the narrowest, method-fetishist paths, but find their own routes that, in turn, could enrich other fields of human sciences. In my presentation, I will concentrate on two theoretical and methodological premises of artistic research, namely those of democracy of experiences, and methodological abundance.

Swanson, Dalene Molly, *The University of British Columbia*
"Humble togetherness and Ubuntu": an African contribution to a reflexive, critical, narrative journey

By embracing reflexive, narrative methodology, this paper sets up a debate about the nature of transformation and transcendence beyond personal, political paradoxes informed by neo-liberalism and other colonizing discourses. It moves beyond the delimiting roots of deficit discourse and its unrootedness with the daily, local and lived. Through an auto-ethnographic storying, it explores less objectifying ways of being in research in an attempt to provide pedagogies of possibility away from dichotomous discursive engagement and positivist approaches to qualitative research. By confronting the discursive and contextually constructed meanings of our knowledges, identities, and ways of seeing, and attempting to 're-source' these through co-construction and 'humble togetherness', the storying seeks to find a transcendent spirituality. In this sense, the Southern African indigenous concept of ubuntu contributes to disrupting and decolonizing dominant meanings, and provides an opportunity for renewal and transformation in addressing conflict, inequality, and injustice and in our 'learning to live together'.

Swanson, Dalene Molly, *The University of British Columbia*
"Moments of Articulation": taking a look at the contributions of narrative to a critical focus in Curriculum.

There has been a recent shift towards ethics and personal/social accountability in the choice of qualitative research projects. Concomitantly, this is set against counter-logical moves towards 'evidenced-based', privatized and quantitative research initiatives that often tend to prioritize economic accountability and global competition. The overtly ideological reasons for tensions over methodology become self-evident. Given the recent narrative turn in qualitative research and curriculum studies, contested issues of 'rigour' and theoretical depth are ever present. Criticism is sometimes levelled at narrative inquiry as being anti-theoretical, navel-gazing, therapeutic, solipsistic or facile. Through a theorizing of narrative as a 'landscape of storied meanings' and by providing research examples of narrative excerpts, I exemplify how "moments of articulation"

within the narratives provide opportunities for reflexive engagement and critical analysis that address a broad range of interconnected issues of an ideological and socio-political nature. These narrative moments resonate with lived experience and generate transformative possibilities.

Sweeney, Angela, *Kings College London*
The Measurement Agenda in Health Care: opportunities and challenges for marginalised groups

Within health research, qualitative methods are often used as the first stage of developing quantitative measures. As evidence based medicine and outcome measurement are increasingly emphasised by Western governments, this use of qualitative methods is likely to increase. However, many qualitative researchers have offered strong arguments against this focus on measurement. These arguments include that measurement fails to capture complexity and reifies individual meaning. Furthermore, outcomes selected will inevitably reflect the dominant position. In psychiatry, those who use services have traditionally been excluded from deciding what is and isn't important to measure. However, there is a new movement whereby those who themselves use psychiatric services are employing qualitative methods to generate outcome measures. This paper aims to describe this phenomenon, using an example from Britain, and will critically examine some of its limits and potentials.

Symon, Gillian, *Birkbeck*
Positioning Qualitative Research as Resistance in the Contemporary Academic Labour Process

Since the introduction of (so-called) New Public Management practices in UK academia, a number of researchers have investigated their effects on academics and academic work. The focus of the research reported here is on the relationship between the current academic labour process and research practices, specifically the pursuit of quantitative' and qualitative' approaches to management research. 45 individuals involved in conducting, funding and publishing academic research were interviewed as part of an ESRC-funded project examining perceptions of qualitative research. Our analysis focused on how these individuals constructed the contemporary academic labour process (as one that is risk aversive and encourages conformity), and how quantitative and qualitative research were positioned in relation to this contemporary working context. From this analysis we conclude that quantitative research may be positioned as a kind of illegitimate institutionalisation of research practice, while qualitative research is positioned as legitimate resistance to both managerial control processes and the globalisation of US management research and publication practices.

Talmor, Uri, *Colorado State University*
Active Interviewing and Researcher Responsibility: Strategies for Fostering Participant Self-Reflection

See Wolgemuth, Jennifer R

Tang, Qi, *Bowling Green State University*
Laowai(foreigner) Archive: Critical Discourse Analysis of American

The recent explosion of blog on the Internet makes the personal publications of bloggers a subtle yet powerful influence on general publicís perceptions of various issues. When it comes to representing cultural others blog can as well be a primary discursive site where knowledge of cultural others is passed on. This study aims at uncovering the discursive processes through which certain narratives about China get produced in American expatriatesí blogs to persuade global audience. Postcolonial theorizing about the unequal power relationship exemplified in West-East cultural encounter informs the critical engagement with such narratives. It helps to guide the critical discourse analysis to reveal what is the colonial legacy of an unequal Sino-US power relationship implicit in the multimodal aspects of the accounts. Moreover, it sheds light on our understanding of online cultural representation in the age of globalization when it is intertwined with national governmentís control of the Internet and the bloggersí own personal specificities.

Tarrés, Joan Pujol, *UAB*
Performance, Ethnography and Situated Knowledge

See Montenegro, Karla Eugenia

Tatum, Travis, *University of Michigan*
Up Close and Personal: Teaching and Learning In A Narrative, Life Story, and Race Graduate Seminar In the Department of Psychology at the University of Michigan

The Narrative, Life Story, and Race Graduate Seminar taught at the University of Michigan is likely to have a significant impact on my career as a researcher. As a social psychologist, I am primarily a quantitative researcher, but this seminar has helped me develop a better understanding of how I can use qualitative methods in my research. My experience in this course has made me much more aware of the need to recognize that narratives constitute much more than "random error" in a quantitative data set. In terms of my own research on interracial discussions, the race narrative that each participant brings to the discussion is certain to have an impact on how they interact with other participants, and this is of great consequence to understanding what is going on. Over the course of this semester I have developed an identity as a Narrative, Life Story, and Race scholar. I hope that I will soon have an opportunity to become a Narrative, Life Story and Race researcher.

Taylor, Chris A., *The Ohio State University*
Cultural Perceptions of Healthy Weight in Rural Appalachian Youth

See Williams, Kelli J.

Taylor, Christopher Alan, *The Ohio State University*
Cultural perceptions of a healthy diet and the transition from traditional dietary practices on Native American women

Native Americans are at a disproportionate risk for several chronic diseases and the transition in lifestyle behaviors from traditional practices has been

linked to this risk. We conducted qualitative interviews with 79 Native American women from three tribal health clinics in Oklahoma. Many defined a healthy diet through several federal recommendations, including the consumption of diets that are low fat, high fiber, moderate in refined sugars and high in vegetables and fruits. However, the fear and avoidance of carbohydrates as an antecedent of weight gain and diabetes was contradictory to the premise of most federal recommendations. Several women believed that traditional dietary patterns were healthier than current practices and the rapid increase in diabetes was a result of this shift. Despite the perception that a traditional diet was healthier, most women rejected the thought of shifting back toward a traditional diet to improve their health.

Te Maro, Pania Denise, *Victoria University of Wellington*
Revitalising and Sustaining Traditional Contexts for Learning

See Hindle, David Alister

Teasley, Cathryn, *University of A Coruña*
Cyberculture and (Trans)National Roma Identity:

The often brutal forms of organized repression inscribed in the histories of Romani people worldwide attest to the fact that their relatively independent ways have long represented a threat to the ruling elite of territory-based nation-states. Yet the Roma have not only survived such a legacy of violence, but their border-crossing ties, which still bind a loosely knit and ever changing collective identity, have taken on new dimensions and adapted to the times. Cyberspace is providing a rapidly growing forum and culture for the negotiation of Romani identity and rights; however, only a privileged few as yet have access. I examine the key role educators can play in opening up the still highly restricted access to this ever evolving realm of the public sphere, by developing school- and community-based cyber-networking that crosses not only geographical boundaries, but those political, economic and cultural as well, for cyberspace is packed with potential for developing bottom-up deliberation on the most essential elements of democratic participation, representation and social justice in multicultural societies. The essential elements of this pedagogical project will be drawn from the collectivizing practices of cyberculture, and channelled through the ever growing debate on transnational Romani identity.

Teoh, Jase L, *Illinois State University*
Reflections on the Use of Drama as an Instructional tool for Learning: An Action Research Study in an English classroom.

Much has been written about the positive educational effects of drama in learning settings. Though not widely employed in the K-12 classrooms (Wagner, 1998; Wolf, Edmiston, & Enciso, 1997), process drama is a potential catalyst for developing learner's literacy learning. Yet we have little classroom-based research that examines how drama as an instructional tool enhances learning with high school students. This study seeks to increase understanding by employing action-research to inquire into four students' interactions with literary texts in a secondary language arts classroom in which process drama is used. Results suggested students' interactions with drama stimulated their critical thinking skills; fostered creativity and imagination, enriched their meaning mak-

ing experiences with text; enhanced writing abilities; and developed ethical, textual, and political awareness of characters, self, and others. Overall, drama as an instructional tool served a as learning catalyst to open new vistas into high school students' understanding of literary texts.

Themane, Mahlapahlapana Johannes, *University of Limpopo*
Experiences in the use of story telling approach in researching the implementation of Outcomes Based Education in the rural areas of South Africa

The paper reports on the study conducted on the implementation of Outcomes Based Education (OBE) in the rural areas of South Africa using the story telling approach. The story telling approach was adopted in order to hear the voices and the experiences of those who are in the front line of OBE implementation in South Africa. The study used a case study design where 5 teachers (3 males and 2 females), one Education Official and two (1 male and 1 females) learners were selected to participate as respondents. Story telling and documents were used as methods of data collection. The study found that teachers were faced with barriers such as lack of resources, inadequate training, etc.

Themane, Mahlapahlapana Johannes, *University of Limpopo*
A qualitative approach in dealing with the plight of temporary employed teachers in the rural schools of South Africa: Lessons learned from the use of qualitative case study

The present paper reflects on the use of a qualitative case study approach by researching on the plight of temporary employed teachers in the Limpopo Province of South Africa. A convenient sampling strategy was used to select: Five (5) schools as the setting for the study. Five (5) principals (one from each of the selected schools). Ten (10) temporary educators (two from each of the selected schools) Five (5) School Governing Body members (one from each of the selected schools). One (1) of the Area Managers (from the Department of Education, Circuit office based). Three methods of data collection were used, namely interviewing, observation and documents. Lessons learned from the use of the case study approach include: —Difficulties in gaining access to some documents —Challenges in working with the gatekeepers in the field The study also highlights some of the challenges that were experienced during the process of research.

Theodore, Peter A., *Southern Illinois University Edwardsville*
Breaking Ground: The Story of the First Semester of an Ongoing Project to Use Collaboratively Created Hypertext to in an Undergraduate Educational Foundations Class

This paper discusses the first semester of a collaboratively created Website intended to enhance student learning in an undergraduate course in educational foundations and multicultural education. The intention is that learning will be facilitated as students contribute to the construction of the site and that the developing site itself will be a learning resource. The theoretical framework regarding the educative implications of hypertext is based on what Michael Heim has called "the theory of transformative technologies," which asserts that different forms of communication (oral, print, hypertext) profoundly affect the way people think and learn, and draws upon the work of J. D. Bolter, E. L.

Eisenstein, M. A. Halliday, E. Havelock, M. Heim G. P. Landow, H. M. McLuhan, and W. J. Ong. This paper presents the story of the first semester, including a qualitative analysis of student responses to the Website and the content of the Website itself.

Thomas, Daphne, *University of South Florida*
The School, My Child, and Me: Parent Perspectives

This study explores personal narratives of parents of children with disabilities about their experiences interacting with school personnel as well as their perception of their child's school experience. Parents were recruited from throughout the community and participated in small group discussions and/or personal interviews. Data were coded using grounded theory methodology. Upon satiation (i.e. continued coding would not enhance interpretation), codes were collapsed into themes from which "found poems" were developed. This presentation will engage the audience as co-performers of selected text. This method seeks to engage participants in a critical analysis of interpretation as they lend new faces/personas to the parent stories through the retelling.

Thomas, Veronica, *Howard University*
Feminist and Critical Race Theory: Ethics and Dimensions of Diversity

Social science research regarded white men as normative human beings. When women or people of color were studied, they were often seen as deviant from that norm. Feminist perspectives can be credited with inclusion of women in the research agenda and with their greater inclusion among social science practitioners. Critical race theory has played an equally important part in bringing to the forefront ethical issues that arise in research related to race and ethnicity. This presentation will focus on feminist and critical race theorists contributions to research ethics as they apply to all stages of the research process from selection of research topics to the language in which results are communicated. Implications of these ethical issues will be tied to the use and misuse of data in qualitative and mixed methods research.

Thompson, Christine Marmé, *Pennsylvania State University*
Provocations and possibilities in research with young children: Documenting art experience

The fragility and opacity of art experience as a subject for research, the difficulty of approaching an artist at work without causing the interaction to disintegrate in the researchers gaze, is frequently remarked. Young children, however, often admit onlookers to the thought enacted in and through their art making, through the gestures and narratives that accompany emerging visual images, and through their willingness to elaborate verbally upon what they have done. Qualitative research in early art education settings exemplifies both the possibilities and the array of ethical issues that attend the broader project of understanding young children through observation, conversations overheard or entered into, and the documentation of processes and products of their activity.

Thornborrow, Thomas, *University of Nottingham*
Researching and Supervising by Storying Around: An autoethnographic trio

See Humphreys, Michael

Tilley, Susan, *Brock University*
Ethics review of qualitative research: Institutional oversight and REBs

In Canada, university researchers planning to conduct research involving human participants must first receive approval from a Research Ethics Board (REB) that follows the national Tri-Council Policy (TCP). Social Science and Humanities researchers have criticized the policy for its ties to bio-medical research models suggesting the policy and procedures are inappropriate for reviewing qualitative research. This paper, which is informed by analysis of 400 REB research applications and the Author's 3 years as a REB member, questions the instrumentalism embedded in institutional ethics review and the influence such review has on research practice. The paper argues that the review process keeps attention on pre-planned ethical dimensions and the ultimate goal of approval rather than on ethical research practices in situ. Given that interpretive research often follows an emergent design, researchers are called to make impromptu decisions that lead (or not) to ethical practices. Unintended consequences of the review process are discussed.

Todorova, Irina L.G., *Health Psychology Research Center*
"The health care reform has completely neglected women": Providers' constructions of women's role in cervical cancer screening in Bulgaria and Romania

The social and institutional context of healthcare reform in Eastern Europe has important implications for cervical cancer screening. The incidence and mortality from cervical cancer in Bulgaria and Romania have risen, which is in sharp contrast to the steady decline in other European countries. Following the disappearance of organized preventive programs, the initiative for cervical cancer screening has shifted to providers and clients and depends on the way they interpret their own and each other's roles in prevention. We will present the analysis of 50 semi-structured interviews with providers, which were analyzed according to the method of constructivist Grounded Theory. We have identified the themes of: Responsible women as 'intelligent' and 'cultured'; Non-attenders as 'irresponsible', Women as needing monitoring and sanctioning, Women as 'victims' of healthcare reform. From the analysis of providers' accounts we see that subtle, but also very explicit and formalized ways of controlling behavior and mandating screening are emerging. The paternalistic and authoritative discourse about women coexists with those emphasizing individual responsibility in disease prevention. This can foster the unfavorable aspects of cervical screening and ultimately threaten human rights. We will discuss the implications for healthcare reform, policy change and health promotion.

Tohar, Vered, *Kaye College of Education*
Professional life stories of veteran college lecturers

This study presents five professional life stories of veteran lecturers, who teach in a teachers education college in Israel. From comparative examination of the texts, one can notice four major themes: Professional levels: All writers mentioned their B.A. studies as an opening or turning point in their teaching careers. They were all elementary or high school teachers before they came to teach at the college, and they all referred to their "first incident event" in teaching. Human relationship: Each text refers to "metaphoric generations" of teaching

and learning, along with biological generations of parents and children. The texts show a full awareness of the writers to their relations with individuals, which they constantly nourish. Ideology: The texts are used as a platform for declarations of educational, domestic and personal ideals. Well being: The texts express an optimistic attitude of individuals who are pleased with their achievements in their professional lives.

Tohar, Vered, *Kaye College of Education*
A Model for interpreting the relations between story and situation: The case study of Teacher Education

See Shachar, Rakefet

Toia, David Taia, *Victoria University of Wellington*
Revitalising and Sustaining Traditional Contexts for Learning

See Hindle, David Alister

Torre, Maria Elena, *The New School*
Participatory research through difference for justice: Bridging selves and experience, across history, policy and the arts

Drawing on interviews/writings/artwork from participatory action research with youth on educational injustice, this paper will open for discussion the following theoretical/ methodological/ethical questions: What are the conditions necessary for radically diverse youth (across race/class/gender/sexuality/educational experience/encounters with 'the law'/etc.) to engage in research dedicated to undoing the oppressive hierarchies that differentially benefit/harm the research team members? How do we understand/use 'difference' and 'sameness' as strategic methodological practice in social justice research? In other words, when/how are 'diverse' research teams useful in provoking the repositioning of individual thoughts/experiences within broader social/historical/political contexts? And when/how are 'same' research teams useful/necessary for validating/deepening hard conversations about discrimination and injustice frequently derailed/silenced by outsiders? How does research-based activism provide spaces for expressing multiple identities and developing/bolstering/repositioning these 'new' identities (activist, knower/researcher, performer)? And what are the ethical considerations in this process?

Torres, Rodrigo Sebastián, *DePaul University*
Natural Mentoring Relationships Among GBQ Male Youth: Let Me Tell You Who Matters

The extant literature on mentoring relationships documents that many youth, including youth considered at-risk, owe their "successful" trajectory across the terrain of adolescence, in part, to the presence of at least one significant and influential non-parental relationship. While this line of research has helped us to better understand and appreciate the potential positive impact of these relationships upon youth development, it has failed to extend its inquiry into the lives of same-sex attracted youth. The present effort addresses this gap by focusing on the nature, function, and influence of natural mentoring relationships in the lives of self-identified gay, bisexual, and questioning (GBQ) Hispanic, African American, and European American male youth in Chicago. This effort will

highlight the demography of these mentoring relationships, how these relationships have been helpful to GBQ male youth, and why GBQ male youth think the relationships were helpful.

Townsley, Nikki C., *University of Colorado at Boulder*
From, "Does this mean I cant sue you now?", to "Do I have to sign another paper?": Constructing informed consent across time and place

Several years ago, I wrote about the challenges of negotiating informed consent with Swedes as an American including issues of translation, positionality, and cultural differences. Four years later, I still find the theory and practice of "informed consent" problematic. As I begin to reenter the "field" virtually through email correspondences, new questions arise. The disconnect between the American and Swedish approach to protecting research subjects was so taxing the first time, I fear bringing the issue up with participants again. Further, what are the interpersonal politics of reconnecting with "participants" whom I have not spoken with for so long? Are we friends who simply have not picked up the phone? If so, why have I not called before now? When does research "end"? What are the implications for "reaching out" years later? Exploring these and other questions, I hope to provide insight into the communicative practice of "informed consent" across time and place, and in doing so, ultimately contribute to more expansive considerations of what counts not only as "consent," but the "field" as well.

Toy, Serkan, *Iowa State University*
Understanding Online Learning from International (non-English speaker) Students' Perspectives

The purpose of this study was to evaluate the experiences of international (non-English speaker) students in online courses from their own point of views by focusing on their attitudes toward online courses, their perceived usefulness of distance education, difficulties they face in an on-line course, and their lived experiences that made them feel the way they do regarding web-based courses. In light of qualitative evaluation methods, three unstructured one-on-one interviews were conducted with two international graduate students at a large Midwestern university for in-depth answers. Three major themes, online communication, the level of online interaction, the structure of the discussion board emerged during the data analysis process.

Trainor, Audrey A., *University of Wisconsin-Madison*
Qualitative Research in Special Education

This paper will review qualitative scholarship in the field of special education from a critical perspective, examining underlying epistemological perspectives, and discuss implications for future research. Although qualitative research has a historical place in the study of disability, examples of qualitative studies published in special education journals are STILL few in number. Furthermore, this scholarship continues invoke the vestiges of positivism, distinguishing these efforts from other educational research that problematizes voice, representation, and purpose. Limited application of critical ethnography, participatory, action or social justice-oriented qualitative studies and the lack of involvement of emic perspectives is curious considering the role that advocacy has played in the

development of educational services for students with disabilities. Potential contributions of the implementation of a wider range of qualitative methods reflective of critical and divergent perspectives, as well as the inclusion of people with disabilities as participatory decision-makers in special education research, will be explored.

Trunnell, Dana S., *Arizona State University*
Remember When? Perfecting the Art of Socially Constructed Scrapbooks and Photo Albums

This paper asks the question, how do methods of preserving and talking about memories influence a persons decision to censor particular memories from their personal sites of memory? Individual interviews were conducted and open-ended questionnaires were administered to research participants. The paper argues that the process of putting together personal memory sites such as scrapbooks and photo albums is a socially constructed one. Further, because these items often act as representative symbols of their owners, censorship of memories may be influenced by an attempt to present a certain image of self.

Tullis Owen, Jillian Ann, *University of South Florida*
Silent Witness: An Exploration of Childhood Narratives about Loss

Death is a proscripted topic in contemporary society. The family has a tremendous influence on attitudes, beliefs, and values of its members. To better understand the development of individuals' communicative behavior about death, this paper explores individual narratives regarding family communication about death during childhood. Silent Witness refers to those participants who shared narratives about being aware that family member had died, but their family members did not communicate the death or explain the reason for attending a funeral or memorial service. This portion of the panel discusses the implications of such silence.

Tullis Owen, Jillian Ann, *University of South Florida*
"You Don't Want Kids?": An Exploration of Women Communicating About Being Childfree by Choice

Motherhood is the norm and the standard for women in contemporary society. The stigma associated with an antinatalist viewpoint in a pronatalist culture contributes to a negative orientation toward women who are childfree by choice. This study seeks to create a dialogue about and among women who are voluntarily childfree. The findings are presented in a narrative that takes place on a college campus, where a graduate teaching assistant discloses to her students her decision to remain childfree. Characters' dialogue is taken from transcripts of interactive interviews among three women who are childfree by choice. This classroom moment includes lessons in communication, language, patriarchy and feminism. After the classroom experience, the childfree author continues to discuss ideas and theories from the literature with another childfree colleague. The paper concludes with a discussion about the implications of the lack of childfree discourse in a society where motherhood is the dominant ideology.

Tullis Owen, Jillian Ann, *University of South Florida*
Alternative Methods of Studying Dying

See Johnston, Brian

Tuomi, Margaret Trotta, *University of Jyväskylä*
Consultation as a research tool in action research

Consultation, a non-adversarial form of synergic discussion for collective decision making and problem solving, was used as an innovative action research tool for the development of an appealing and realistic pre- and in-service teacher training for world citizenship education. "Consultations" involved the response to questions on a theme in writing and then an open discussion including the volunteers and the researcher. A list of conclusions in the form of "minutes of the meeting" was drawn up and approved or adjusted by the participants truly to reflect the consensus of the group. The next theme is then chosen in order to go to the next stage of understanding. The process has been on going for three years. The themes considered and conclusions reached thus far, how they have been tested, and reflections on the process and plans for the future will be presented here.

Turgut, Yildiz, *University of Florida*
Surveillance of methods in qualitative research

See Hsieh, Ivy

Turner, Paaige K, *Saint Louis University*
Infiltrating the IRB

See Krizek, Robert L.

Tye, Diane, *Memorial University*
Lost Tastes: Reflections on the Complex Subjects of Autoethnography

For several years I have been exploring my mother's recipes as everyday autobiography. I am surprised at the many stories her simple recipes tell: of nurturing, friendships, and her journey from daughter of an industrial worker to middle class minister's wife. Importantly, the recipes also occasionally reveal indications of my mother's resistance to the social roles and expectations that shaped her life. As I near the completion of this project, however, I realize that the stories I read in my mother's recipes are as much about my own life as they are hers. Her recipes also reveal my stories of loss: of a mother, of a childhood, and of confidence in the social and economic powers on which my mother's baking, comprised of refined flour and white sugar, depended. In considering how my mother's stories are intertwined with my own, I reflect on ways in which autoethnography creates a complex blurring of both genres and subjects.

Ulusoy, Mustafa, *University of Illinois at Urbana-Champaign*
Researcher Perceptions about the Ethical and Methodological Issues of Focus Group Method

The purpose of this study is to investigate four Turkish researchers' perceptions about the ethical and methodological issues of focus group data collection method. All four researchers were Ph.D. students in the USA and Turkey, and all

used focus group data collection method in their dissertations. Mainly, how these researchers conducted focus group interviews, and which kinds of ethical and methodological problems they faced with before, during, and after conducting focus group interviews were discussed. Two hours long semi structured interviews were conducted to collect in-depth data from each participant. After analyzing the data, emerged themes and issues were followed with an unstructured interview style. The research results showed that researchers used focus group design to collect in depth data from young students, and illiterate and elderly people. The lack of complete confidentiality was seen as one of the big disadvantages of the focus group interviews.

Ulusoy, Mustafa, *University of Illinois at Urbana-Champaign*
Exploring the moral and political issues of qualitative evaluation in a case study

   This paper aims to explore the ethical and political issues of understanding the relationships among evaluator, client and evaluand in qualitative evaluation studies. Major evaluation theories are examined and critically evaluated to explore the issues. The paper emphasizes that the main purpose of qualitative evaluation is to help audiences better understand the program and generate deep information to answer evaluation questions that can be determined by evaluators and clients. In this paper, evaluator's roles are discussed as observer, quality seeker, data collector, and reporter. To respond the needs of clients, evaluators collect multiple kinds of data from different audience groups. How evaluators determine reporting audiences, and which audiences are provided final evaluation findings are also discussed. In the second part of the paper, purposes and audiences of evaluation and roles of the evaluator are examined in a real life evaluation context.

Unsal, Haluk, *Gazi University*
Opinions of the teachers about applying process of new curriculum in primary education (Turkey Sample)

   The subject of this research is the opinions of teachers about new primary curriculum(1-3 classes) that was put into practice in 2005- 2006 teaching terms. This study is important and original because of being the first in this area. The main aim of this study is to set positive and negative sides that teachers face during the process of practising the new curriculum. The practising of new teaching programme in first grade of primary schools in the whole country was explained with a control-based approach. The control group consists of 20 teachers sample randomly at to two state schools in Ankara. The findings of this study will be obtained from"semi-constructed meeting technique" with using methods and principles of quantitative research. The results will be explained and evaluated according to categories and sub-categories of "Learning areas in educating programme", "classroom activities", "learning environment", "teaching methods and tecnhiques", "teaching evaluation".

Unsal, Haluk, *Gazi University*
A Comparative Analysis of Science And Technology Course Books in Primary Teaching

   With this research, previous (2004) and current (2005) science and technology course book of fourth grades which was written and published by MNE (Ministry of National Education), will be examined. The aim of this research is to gield the difference in various aspects by comparing the technology course book which was written in accordance with the new primary teaching programme that was put into in 2006 academic term. The comparative analyses of the new and old course books are important since it is one of the first studies. Because these science and technology course books are covered in all the primary schools throughout the world, its effects will be common. The books that will be analyzed will be examined according to quantative research method and content analysis will be applied in data analysis. Findings will be evaluated by analyzing according to main categories and subcategories of "units," "facilities," content design," "visual design," "writing and language" and "evaluation of teaching."

Urata, Yu, *Kyoto University*
Narrative Analysis of the Question about "The Meaning of Life".

   The purpose of this study was to examine the questions about the meaning of life. Two aspects of the meaning of life were assumed in this research: about the meaning of the word "meaning" in "What is the meaning of life?" and about the meaning of death for the participants. 1 college student and 4 graduate students participated in individual semi-structured interview. Through a qualitative analysis using a narrative approach, three meaning patterns were extracted from these narratives: (1) Meaning is to be founded or to be given. (2) Meaning can be individually created. (3) There was no meaning or no value in life. Pattern (1) was coherent narrative about the meaning of life from the religious perspective, but pattern (2) and (3) showed skepticism and hesitation around their narrative, and seemed to have no clear boundary between these two patterns.

Ursic, Elizabeth Mary, *Arizona State University*
Explaining Contradictions in Religious Behaviors & Attitudes: A Preliminary Examination of Commitment & Identity in Third Order Dominicans

   This preliminary qualitative research study of a local chapter of Catholic Third Order Dominicans seeks to address what people commit to when they make religious commitment. Different theories suggest commitment is made to organizations (Kanter), lines of action (Becker), role models (Stryker), or identity (Burke and Reitzes). The preliminary results of this study suggest people make religious commitment to identity which then leads to action and relationships with other people and organizations. A person's religious commitment to identity is significant because it is primarily internal and makes actions and relationships with religious institutions secondary. This helps explain what appears to others to be contradictions in the Lay Dominicans' religious behaviors and attitudes. Finally, the findings in this paper suggest that commitment such as a religious vow creates a permanent private identity that may or may not be shared publicly.

Uttal, Lynet, *University of Wisconsin-Madison*
Combining Education Programs and Doing Research

   A rich opportunity for learning more about the contemporary issues, experiences, and views of participants in education programs exists if we can include methods to capture that information. This paper will share how research and

education were combined in community-based parent education workshops on childrearing in the United States with Latino immigrants. This method invites the workshop participants to name their own experiences, define their issues of concern, and educate one another. Data on their experiences was collected by combining a dialogical discussion method of critically responding to "expert knowledge" with paper and pencil techniques for thinking about these ideas. This paper will present techniques for doing this: passing the research pad, using research slips, dots-on-the-wall, and small group discussion notetaking. Additional techniques for working with a community-university research team to analyze the data will be shared, including doing post-workshop debriefings and using a method of team co-transcription/analysis.

Valdivia, Angharad N., *University of Illinois at Urbana-Champaign*
Whose body am I playing with?: Girl culture and hybrid dolls

This essay analyzes U.S. 21st century dolls in terms of the changing demographics of the population. Historically, the best selling doll in the U.S. market has been Barbie, but as of the last decade a number of dolls have appeared in the marketplace that challenge Barbie's position as the preeminent doll. In particular, three sets of dolls currently compete with Barbie. First, American Girl enters the marketplace as a pedagogically enhanced, historically grounded, upper middle class response to the popular politics foregrounded by Barbie. Second, in an effort to increase the cultural capital of the children's audience presumed to be mostly white, Dora the Explorer becomes a synergistic success. Third, as the most anti-Barbie of all three doll sets, Flavas and Bratz challenge monoracial constructions of mainstream dolls dating back to Barbie. This essay explores the transition from whiteness through hybrid in the highly profitable doll market suggesting that Flavas and Bratz are consumer culture's answer to Census data that documents the increasingly hybrid nature of the U.S. population.

Valdivia, Angharad N., *University of Illinois at Urbana-Champaign*
Cindy Sheehan: Stepping into the Pregnant Sign of Mother

This essay explores the cultural politics that allow mothers to step into the otherwise unspeakable opposition in times of war and repression. Drawing on other mothers who have been able to do this, such as those in the Marches of Empty Pots and Pans in Allende's Chile, the Mothers of the Plaza de Mayo in the repressive Argentine era of the disappeared, the Mothers of Heroes and Martyrs [both conservative and revolutionary] in the Sandinista Nicaragua years, and the more recent and local mothers of the 9/11 victims, this essay investigates just under what circumstances and what types of women can fruitfully and productively occupy the sign of oppositional motherhood. By linking Cindy Sheehan to other American mothers in times of repression, this essay locates contemporary United States as part of the pattern, not the exception, in repressive politics.

Vall-Ilovera, Montse
Researching on Young People. Internet and Cybercafés in Barcelona: a Methodological Reflection

See Ribas, Mercé

Vall-Ilovera, Montse
Internet, Gender, and Identity. Using E-mail as a tool for Ethnographic Research

See Seguí, Josep

Varcoe, Colleen Marie, *University of British Columbia*
Trust and Respect in the Seemingly "Mundane": Participatory Action Inquiry in Aboriginal Communities

Can participatory research in Aboriginal communities be de-colonizing' when conducted under the auspices of colonial institutions such as universities, health care organizations and funding bodies? Can such research be respectful and mutual when all involved are embedded in cultures laced with colonial race relations characterized by betrayal, mistrust and deep assumptions about superiority/inferiority? Can such research contribute to meaningful research findings' in the lives of aboriginal communities without critical reflexive analysis of colonial research practices? Based on current experiences in four Aboriginal communities, in this paper academic and community researchers examine how power dynamics are manifest in seemingly mundane details of conducting participatory research — the budget, personnel titles, meeting agendas, the language we use. These details can belie or demonstrate the promise of the rhetoric of equity and mutuality. And, careful appraisal of these details is central to a critical reflexive approach toward decolonizing research — anything but mundane.

Varpio, Lara, *University of Waterloo*
Bringing Healthcare's Knowledge Translation Theories into Communications Research: A Case Study

Funding mandates have promoted research in the development and implementation of educational interventions designed to improve adoption of research evidence into healthcare practices. By drawing on knowledge translation theories from the healthcare domain, this paper proposes that similar strategies can be successfully adopted to address the knowledge translation' problem of introducing the professional communications researcher into healthcare settings. This paper reports on how knowledge translation theories were successfully employed in a communications study investigating the impact of electronic patient records on the work of healthcare professionals at a large, pediatric hospital. Critical examination of these knowledge translation theories are evaluated for their appropriateness in application to discursive practice research. This study reports that these theories enabled successful reporting of findings that critiqued the discursive practices of the medical community, but also supported the translation of rhetorically informed qualitative research to audiences of quantitatively trained research scientists.

Vasily, Laurie, *Cornell University*
Authentically speaking: writing about trust in participatory action research processes using vignettes

Returning from field work with reams of richly detailed data, I struggled with how to 'tell the story' of the participatory action research (PAR) process within which I had engaged. There were so many 'stories' to tell and so much contextual detail that seemed necessary. I wanted to illustrate some of the complex

dynamics that I believed were significant. I wanted my readers to know the characters involved and I wanted the 'stories' to come alive. But writing in an embodied style raised questions about my ethical, social and political responsibilities as a researcher. And there were important issues of academic rigor and credibility with which I had to contend. Out of my struggles to balance these demands of my writing and research reporting, I developed vignettes from my data. In this paper, I highlight one of those vignettes as a means to discuss both content and form.

Vaz, Melita M, *University of Michigan*
Cultural Assumptions in Standard Informed Consent Forms

The informed consent form is an important part of the IRB approval process for research with human participants. Standard formats are prescribed for student researchers who seek to overcome this hurdle. Yet these standard formats make several assumptions about the people who are to be researched or studied. Using my experience of a field study in Bombay, India, I will examine some of these assumptions in the context of international social science research. Specifically, I will highlight assumptions that everyone can understand material written at the level of eighth-grade American education, that participants understand what it is to be part of a research study and that they have access to technology such as e-mail. I will also explore some cultural factors that affect the process of seeking informed consent and present some alternative procedures.

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Viruru, Radhika, *Texas A&M University*
A Postcolonial Analysis of an Even Start Program

This paper will present a postcolonial feminist reading of an Even Start program in rural Texas and the interactions between the center and the African American population of the town. Many efforts to fix what are considered the greatest problems (such as over-population and illiteracy) in the world are directed towards regulating women's lives. Thus contextualized, efforts such as Even Start, which are supposedly directed towards to breaking cycles of poverty, can be read as colonizing structures which attempt to impose the values and ways of dominant communities upon diverse populations. The data reveals that many of the participants see the program as enforcing monocultural perspectives on what it means to be literate, on nutrition, and on knowledge Enrollment in

the program is viewed as accepting the master's ways of functioning. (Lorde, 2001).

Viruru, Radhika, *Texas A&M University*
The ways of words: a critical postcolonial reading of "Ways with Words"

See Shelton, Marcia Collins

Vitale, Alisha, *University of South Florida*
Releasing Ressentiment: The Loving Act of Letting Go in Marriage

In this paper, I explore the transformations that have occurred in the twelve year relationship between me and my husband, John. Through the analysis of and reflection on the recordings and transcriptions of conversations with ourselves and each other about "us", a partnership storyline emerges revealing how time and experience can lead to changed, deeper, and more complex partnerships. We see how couples once entrenched in hurtful patterns are not doomed. Partners can, indeed, be different with each other, as John and I somehow did.

Wagner, Izabela, *EHESS - Université Paris 8*
Conducting research in the international milieus: fieldwork in the global-professional milieus: the case of scientists (physicians) and virtuosos (violinists).

Ten years of research, conducted principally by way of participant observation in the virtuosos' field and three years of fieldwork in the physicists — researchers' elite world gave me the basis for an analysis of the work of qualitative sociologists in the international milieus. Artists-virtuosos since more than three hundred years have been "internationals professionals" and have had international professional culture. In the milieu of hard science research the process of internationalisation developed in the last century, especially and progressively with the political changes during the second WW and after the end of the "cold war" with exceptional expansion of scientists mobility after the "destruction of the Berlin Wall ". Both professional worlds I studied have the following common features: high level of mobility of actors, reach multiplicity of cultural origin of actors, a very strong international — professional culture, and in each speciality of activity in these elite milieus which I have observed, a high level of inter-acquaintance. By consequence, the actors work in the global space and the place of their professional activity is situated in the whole world (the stages of capital cities in Europe, the USA, Japan, or the laboratories and congresses at American, European, or Australian universities).

Waithe, Wilma E.
Listening for Transformative Learning: Theorizing Transformational Behavior Change

Despite being at the center of public health interventions and strategies aimed at prevention, amelioration or maintenance and the proliferation of health behavior change theories, behavior change remains poorly understood. Further, it is seldom discussed in the context of transformative learning. This paper describes a qualitative inquiry into community coalitions as sites of transformative learning. Data were derived from researcher-participant interviews and photo elicitation in which community coalition members took and used pho-

tographs to explain their transformative learning. Data analysis, using an interpretive, voice, relational method, the Listening Guide, illuminated the relational dimensions of transformative learning and the resulting behavior change. It also showed photo elicitation as an opportunity for study participants to share additional dimensions of their transformative learning. The paper concludes with a discussion of a theoretical model of transformational behavior change that provides a more comprehensive pathway of transformative learning than shown in existing models.

Walby, Kevin Todd, *Carleton*
Institutional Ethnography and Surveillance Studies: An Outline for Inquiry

Concerning the study of surveillance, there is not yet much in the way of a rigorous method for empirical investigation. Nor is there an overarching approach for considering the consequences of surveillance for subjectivity or the reproduction of ruling practices. Institutional ethnography (IE) is a method of inquiry that problematizes social relations at the local site of lived experience, while examining how sequences of texts coordinate consciousness, actions, and ruling. I argue that institutional ethnography is a critical method of inquiry useful for revealing and reshaping the textual organization of surveillance. Central issues regarding institutional ethnography as a method of inquiry, including standpoint(s), texts and institutions, interviewing, and mapping, are discussed. Researchers studying surveillance would benefit from engaging with the method of institutional ethnography during future research because IE has a unique ability to explicate how surveillance subjects are linked to and managed by discursive, managerial, and professional forms of power.

Walby, Kevin Todd, *Carleton*
Performativity and Masculinities: At the Gay Bar with Male Erotic Dancers and their Bodies

I articulate a theoretical approach to interaction and the body that draws from the poststructuralist work of Judith Butler and R.W. Connell's work on multiple masculinities and body-reflexive practices. What Butler calls the heterosexual matrix and what Connell calls the gender order are compatible theoretical ideas, and I draw comparisons between Butler's focus on corporeal signification as the major aspect of performativity and Connell's notion of body-reflexive practices as governed by yet constitutive of gender regimes and their signifying economies. I argue that it is possible to supplement the performativity concept through focusing on specific interactive contexts, economic contexts, the corporeality of signification, and the work people do on themselves over time. I use the illustrative example of male erotic dancers who dance for men to make my case, not only because past work on male erotic dancers has tended towards economic determinism and glossed over the multiple masculinities at play in the gay bar, but also to show that, even in discrete signifying economies like the gay world of male erotic dancing, a hegemonic multiple of masculinity exists and its weaknesses can be worked.

Walby, Kevin Todd, *Carleton*
Locating Televisual and Non-Televisual Textual Sequences with Institutional Ethnography: a Study of Campus and Apartment CCTV Security Work

There is a longstanding social scientific practice of focusing on verbal and written accounts as forms of data to the neglect of televisual materials. In this paper I address the above problematic by examining the productive power of video as a means of organizing social and work relations. Treating video as a form of text which is activated by human subjects and therefore an active constituent of organization in both local and extra-local settings, I draw on interview and observation data collected from research conducted with closed-circuit television (CCTV) surveillance camera operators engaged in various forms of security work. This research is an extension and utilization of institutional ethnography: a method of inquiry which problematizes social relations at the local site of lived experience, while examining how textual sequences coordinate consciousness, actions, and ruling relations. Taking up visual culture and the question of surveillance in institutional ethnography is a novel approach, and is ultimately important for de-routinizing the organizational role camera surveillance plays in everyday life.

Wang, Yu-Wei, *Southern Illinois University*
Trauma Recovery of Taiwanese Rape Survivors: Gender and Sociocultural Contexts

This study aims to understand the impact of gender socialization and sociocultural context on the postrape recovery process of Taiwanese survivors through qualitative case study approach. Rape has been identified as a serious concern in Taiwan. Yet, relevant research is still in its infancy in Taiwan. Also, there is no research on Taiwanese male survivors. Therefore, female and male survivors of various types of rape were invited to participate in in-depth interviews. Results revealed the impact of gender socialization and cultural values (e.g., virginity, loss of face) on survivors trauma and coping processes. The lack of help-seeking venues and the stigma attached to seeking psychological services also greatly limited the resources available to the survivors. Finally, I will discuss the ethics and politics of conducting this research using qualitative inquiry in Taiwan to promote social justice for female and male survivors who were disempowered by their experiences of being raped.

Wark, Colin David, *University of Missouri*
Why Psilocybin Mushrooms are Illegal

This paper is an attempt to investigate the reason(s) why psilocybin is illegal in the United States. (Psilocybin is perhaps the most well known active ingredient in many of the so-called "magic" mushrooms). Using historical sociological techniques, the author will investigate the reasons why a federal law was passed in 1968 that banned this ostensibly harmless substance. The main hypothesis of this study is that psilocybin was targeted for prohibition primarily because of its close ties to the youth counterculture movement of the middle and late 1960's. Another reason for putting this law into place may have been the fear held by many Americans that psilocybin will harm the nation's young people if it is not controlled by the federal government. This paper is based on the theory that drugs are oftentimes made illegal because they are associated with groups of

people who appear to threaten the existing socioeconomic hierarchy. Therefore the government's control of "illicit" substances can also be a way to control certain groups of people. In this sense, drug prohibition is an important aspect of minority oppression.

Warner-Robbins, MAT, MSN, FAAN, Carmen,
Ethics, Politics, and Research Issues in Participatory Action Research with Formerly Incarcerated Women

See Parsons, Mickey Lee

Warren, John T., *Bowling Green State University*
Naming Our Sexual and Sexualized Bodies in the Communication Classroom: And the Important Stuff that Comes After the Colon

See Gust, Scott William

Wastell, David Graham, *Nottingham University*
Trickster as change agent: reflexivity and bricolage in organizational redesign

The ubiquitous mythological figure of the trickster, elegantly described in Hydes seminal book "Trickster makes this World", provides an alternative model of agency to conventional notions of hierarchical authority. The archetype of the marginal and powerless, the Trickster's modus operandi features artfulness, linguistic guile, and moral dexterity (though paradoxically their inverse too). In this paper, we use the Trickster motif to explore the characteristics of organisational change, focusing on the agency of those with limited formal power to re-design the status quo. Using ethnographic material, two exemplars will be examined, drawn from the domains of social work and municipal government. We will highlight the Trickster's talents for ironising the "taken-for-granted", opening up "reflexive spaces" with "lively language". Often against the odds, a path for change and betterment is devised through resourcefulness, bricolage and extemporisation. The implications for professional practice, including academic social research, will be explored.

Watson, Danie
Emancipatory Qualitative Research and Social Marketing

See Gilgun, Jane F.

Watt, Diane Patricia, *University of Ottawa*
Disrupting mass media as pedagogy: Two women's experiences of hijab

The powerful influence of the mass media and its narratives in the construction of identities calls for critical engagement in educational contexts. In spite of the fact that social practice varies widely throughout the Islamic world, the West has tended to view Islam — and particularly women's roles — as fixed and homogenous. In the mass media the Muslim female is often depicted as inferior to Western versions of womanhood. The Islamic practice of covering for women is represented as a sign of backwardness, religious fundamentalism, male oppression, and terrorism. Educators concerned with social equity need to contend with the fact that the media plays a decisive role in producing understandings of "what Muslims are like," especially given curricular absences. In a decol-

onizing move, two women disrupt stereotypical representations of Muslim women by juxtaposing their own stories of hijab with newspaper images published since 9-11 in one Canadian city. One of these women is a non-Muslim who was obligated to adhere to strict Islamic dress codes while living in Iran; the other is a Muslim who chooses not to cover up when outside of Iran, yet almost daily feels the violent effects of being marked as Iranian, female, Muslim, other. The meanings these women ascribe to acts of covering/not covering disrupt media discourses surrounding hijab, discourses which can have harmful material effects on the identities and lives of individual Muslim women in North America. In bringing their voices together, the presenters hope to complicate current conversations around difference (Pinar, 2004).

Watters, Lia, *San Diego State University*
The Freedom Tree: Communicating Redemption for the Nontraditional Student

The decision to return to college marks a turning point in the lives of nontraditional students. While significant events such as divorce, an 'empty nest', loss of a loved one, or career transitions are often the reasons adults return to college, their most powerful motivator is internal. In addition, their college experience not only affects them but also their most intimate relationships. Through this ethnography, I have sought to discover the internal motivator common to adult undergraduates as well as understand how their college experience affects communication in their significant relationships. Through intensive interviews with six participants and my own participant observation as a nontraditional student, this research investigates the communication between nontraditional students and their families upon returning to college. The narratives gathered through this research reveal communication as a process of constructing redemption including overcoming fears and inadequacies, reconciling past events, discovering competence, and enriching intimate relationships.

Weadock, Briana Michelle, *American University*
Questioning Heterosexual Marriage Using Ethnomethodology and Poststructural Discourse Analysis

This project explores the production of common-sense knowledge about gender, sex, and sexuality by feminist women within heterosexual marriage. I look at marriage as a discourse of power that simultaneously produces and is produced by knowledge about gender, sex, and sexuality. Previous research into marriage has taken a materialist approach focusing on division of labor in the home, issues surrounding economic dependency, the work-family balance, and division of child-care labor. Using ethnomethodology and poststructural discourse analysis, this projects takes a different tactic problematizing the very foundation of questions asked in previous research by focusing on the epistemological basis of sex and gender. Through an analysis of in-depth interviews, the way women married to men talk about their social realities and produce cultural meanings of marriage through their language reveal the (re)production of knowledge of sex, gender, and heterosexuality as discourses of disciplinary power.

Weatherspoon, Lorraine, *Michigan State University*
Family Therapists and Nutritionists in Parks and Recreation: A Qualitative Response to Regional Risk for Childhood Overweight.

See Jager, Kathleen Burns

Webb, P. Taylor, *University of British Columbia*
Teachers' Pedagogical-Simulation-Reasoning: Theoretical Considerations for Inquiry into Pedagogical Illusions and Other Accountability Fabrications

The prevailing performance discourse in education claim school improvements can be achieved through transparent accountability procedures. Based on empirical evidence from case studies, I develop theoretical and methodological considerations for inquiries into educators' accountability performances — or, what studies identified as "fabrications" — pedagogical simulations that satisfied accountability demands surreptitiously. By identifying sources of teachers' knowledge and reasoning that produced choreographed performances, I explain how teachers managed perceptions by simulating pedagogy to garner favorable evaluations of their professional reputation. The discussion also considers inquiry aspects related to how the political organization of schools co-opted teachers' fabrications as occupational resources in the accumulation of accountability production. Thus, the discussion ends by describing some ethical concerns related to 1) studying so-called "authored" performances of resistance and the continued subjugation of professional identity (Foucault, 1979), and 2) researchers' obligations to support participants' development of a Foucauldian praxis for effective transgression of accountability surveillance.

Weber, David E., *University of North Carolina Wilmington*
Autoethnography as Service Learning Pedagogy

Service learning has become institutionalized in university curricula. Conceptualized in many ways, this learning method most often means academic course enrollees adopt a not-for-profit entity; and during the school term, contribute to that agency specific paraprofessional assistance directly related to course content. I have established a program of authoethnographic research projects (in regular and tutorial courses) as service learning opportunities. In these projects, students process and render their subjective experience of voluntary involvement in an agency, and develop the conclusion in their final authoethnography as a policy statement and operational notes for the agency. The agency then uses the report as a training tool or operations manual for specific functions. In my QI Congress paper, I would like to present the philosophical and theoretic foundations of this approach to teaching and learning, provide several case sketches describing the flow and results of these projects, and describe protocols for designing and facilitating service learning built on student research and writing of an autoethnographic nature.

Weinzimmer, Julianne Melissa, *Duke University*
A Research Proposal: How Perceptions of Violence Affect the Ethnic Identities of the Jewish American and Palestinian American Diaspora

This proposed study will qualitatively explore how perceptions of violence occurring within the homeland affect the ethnic identities of the Palestinian

American and Jewish American Diaspora. Both of these groups are significantly, yet heterogeneously, invested in and affected by the on-going Palestinian-Israeli conflict that has been a globally salient issue for over five decades. An emphasis will be placed on contextual factors, such as the United States' pro-Zionist history, individual-level variations, and most importantly, the diasporic respondents' differing sources of information on the ethnic conflict abroad (such as relying upon international media press versus accessing personal contacts who are located within Israel and the Occupied Territories). The central ethnographic methodology will be open-ended interviews conducted with approximately fifteen diverse local community members of both ethnic groups, in order to inductively examine the various ways that ethnic identity is contextually shaped by perceptions of violence.

Weiss, Jen, *City University of New York*
Under the Radar: Urban Youth, Ethnography, and The Search for Alternative Research Sites

Working directly with youth writers through an after-school spoken word organization, Urban Word NYC, this paper considers the ways the research site itself serves as a lens for framing and investigating questions about how urban youth contend with citywide surveillance practices in and beyond schools. These ethnographic and participant observations require a set of methods informed by spoken word poetry and performativity which come out of the practices of the organization with which I am working. The questions I hope to consider will be: in what ways can participant observation/ethnography be informed by an urban generation whose tools for expression are spoken word, hip hop, and performance? In what ways does spoken word, hip hop, and performance — as tools not only for expression, but also for observation — shift our gaze towards finding research sites amenable to these modes of expression and observation? What might this mean for conducting school-based ethnographies?

Weisz, George, *McGill University*
The regulatory power of clinical information-retrieval technology

See Knaapen, Loes Anne

Welliver, Daniel Mark
White Guy Plans Autoethnographic Dissertation Relating to Collaborative Research on White, Anti-Racist Identity: Can You Say, Ethical Labyrinth?

Susan, my dissertation chair, said, "Autoethnography. Clearly your passion lies in interrogating your own, personal journey with others through transformations relating to Whiteness and racism." I said, "Auto what?" Maria, a member of my collaborative research group, asked, "Why do you want a Ph.D.? How will this journey help you, Daniel, in your quest for spiritual wholeness and community? How is your White privilege at work here?" Then she cautioned, "Storytelling about your walk through Whiteness and racism and about your search for community is sacred work. You are on sacred ground. It will be important to be reverent. And humble." I stopped talking so much. Thus began my wandering into autoethnography, collaborative research, and honest self-reflection as dissertation, and into a labyrinth of ethical conundrums. This paper is my story in progress. It is my story of preparing for dissertation

research with a keen focus on moments of profound ethical consequence.

Wells, Jo Nell, *Texas Christian University*
Mexican American Family Caregivers of Cancer Patients: A Journey Toward Understanding*

See Bradley, Patricia J.

Westhues, Anne, *Wilfrid Lauier University*
Engaging immigrant youth as co-researchers: The immigrant youth in schools project

See Ochocka, Joanna

Whelan, Anna, *The University of New South Wales*
Focus group and narratives: Methodological issues in conducting sexuality research among Iranian women

See Merghati Khoei, Effat Sadat

Whitaker, Julie, *University of Wisconsin-Milwaukee*
Biker Chicks, Church Ladies, and University Feminists: The Pros and Cons of a Diverse Research Team in Participatory Action Research

In this paper, we discuss lessons learned from a participatory action research project that included a diverse set of researchers. The research, set in a worker-owned home care cooperative in rural Wisconsin, was conducted by a group of cooperative members, and two university-based researchers (the authors of this paper). All team members were involved in the entire research process including setting research objectives, developing questions, interviewing, analyzing data, and disseminating research findings. The research team members brought divergent, and at times, conflicting cultural perspectives that both enriched and complicated the research process. We examine the benefits and drawbacks of including a diverse research team in participatory action research, specifically around issues such as the university's interventions, the researchers' access to interviews, the analysis process, and the research applications.

White, Carolyne J, *Rutgers University*
Research with communities made poor: Re-searching ourselves

This paper moves across our disparate and in too many troubling ways common experiences of conducting research within Asian American, African American and American Indian communities. Thinking ourselves ativist scholars, organic intellectuals, engaged in critical work that would serve the interests of the communities with whom we worked, we retrospectively examine the possibilities and problems that this kind of work entails given our own border crossings between worlds that are systematically meant to be kept disparate and separate. Each of us encountered ethical and epistemological tensions for which we found no simple or easy response. Our paper provides an occasion for what Laurel Richardson terms "writing as inquiry," an occasion to explore collectively and illuminate for a broader audience our navigation of these tensions as we move toward decolonizing neo-colonial approaches to educational research.

White, Ruth Charmaine, *Seattle University*
Accessing hidden populations in a foreign country: same sex partners in Jamaica

In 2002, I traveled to Jamaica to explore the connection between anti-gay sentiments and stigma/discrimination against people living with HIV/AIDS (PWLHA); with a particular focus on the intersectionality of race, gender, class and color. The participants in the study were HIV+ males and females, and males and females in same sex relationships. This participatory action research project was initiated by two local community-based organizations that served PWLHA and people in same sex relationships. The author was asked to lead the study because of her bi-locality (etic and emic) as a Jamaican living abroad, who would understand cultural nuances and who would be less likely to suffer repercussions because she lived abroad. Some of the ethical and procedural issues to be explored in this presentation include: conversation vs research; getting consent; representation; protecting identity; ownership of data; dissemination of data; and the trust issues arising from dual etic/emic status.

White, Susan, *University of Huddersfield*
Trickster as change agent: reflexivity and bricolage in organizational redesign

See Wastell, David Graham

Whiting, Gilman W., *Vanderbilt University*
"Race, Sports and American Culture: As seen in Black & White"

Utilizing data from current high school and university settings, the focus is on using qualitative methods while teaching "racially charged" subjects to White college students. Whiting theorizes that "young Black/minority" and often female teachers face a "double (triple) jeopardy" when teaching "young" White students from middle to upper SES backgrounds. The unfortunate end is many of these highly qualified teachers and professors are finding themselves passed over for promotion or tenure leading to a continued dearth of qualified minority teachers in the academy. Utilizing qualitative methods can "bypass" some of the socially constructed barriers learned vicarious no matter how anecdotal. Whiting will discuss "Race, Sports and American Culture: As seen in Black & White" in his work with a major research institution. The course is a freshman orientation seminar with a special emphasis on orientation, writing and research. This work covers several areas of concern to those in this IAQI 2006 conference.

Wiggins, Joy L., *University of Texas at Arlington*
Poetic Lives: Poetic Representations in Feminist Narrative Research

This qualitative body of research examines five preservice teachers from a small, Midwestern, private Catholic university. Through a critical/feminist/constructivist epistemology, two research questions were explored, 1) How do preservice teachers' biographies enable them to form perceptions about a sociopolitical event (the Los Angeles Uprisings)? and 2) How can a sociopolitical children's text mediate and/or interrupt these perceptions based on these biographies? Written biographical records and one-on-one interviews were used. Narrative text and poetry represented the data. Poetic representation of data is explored further in the paper. Three research findings emerged, 1) Biographies take precedence over the text, 2) biographical constructions shape and inform notions of humanity, and finally 3) mediations between biographies and text

were presented in responses of denigration, empathy and utilization in the classroom. The call for scientific-based research is also discussed within the context of feminist, narrative research.

Wildburger, Eleonore, *Klagenfurt*
Indigenous Australian art at the interface of cultural knowledge and big business

I will develop an intercultural, interdisciplinary perspective on Indigenous Australian art and cultures. I will point to Indigenous intellectual and artistic copyright issues as being essentially different from "western" legal practices, and I will pose the question as to how far Indigenous copyright issues are relevant on (inter)national art markets. I will argue that essentialist representations of cultural knowledge (and Other identities) confirm well-established "western" mental constructs. In consequence, I will point to interculturally relevant concepts of art. I will point to intercultural, interdisciplinary contact zones that form the mental and actual basis for both intellectual enquiry and socio-political agency, yet I will also engage in questions of aesthetic content and artistic value. In conclusion I will argue in favour of international, interculturally appropriate curating practices that are jointly based on art theory and social theory.

Wilder, JeffriAnne
Conceptualizing democratic methodologies

See Koro-Ljundberg, Mirka

Wilder, JeffriAnne, *University of Florida*
Through the Lens of ADHD: African American Teens' and Their Teachers' Experiences with School Culture

See Williamson, Pamela

Williams, Hameed (Herukhuti) Sharif, *Fielding Graduate University*
Our Bodies, Our Wisdom: Engaging Black Men who Experience Same-Sex Desire in Afrocentric Ritual, Embodied Epistemology, and Collaborative Inquiry

This doctoral dissertation project focused on developing an understanding of the social worlds of six (6) men of African descent who experience same-sex desire living in the New York City metropolitan area. Post-colonial queer theory, Afrocentricity, and Black feminist theory were integrated into a theoretical framework, Afrocentric decolonizing queer theory. The study utilized an embodied, Afrocentric, collaborative inquiry process as a participatory action-research methodology incorporating yoga, Theatre of the Oppressed, and African ritual as epistemological tools. The study resulted in a complex narrative of the ways in which the men involved in the study conceptualized their bodies, the spaces they inhabited, and their relationships. The results challenged notions of a homogenous Black gay community. The study results suggest a need for and a process of decolonization among men of African descent who experience same-sex desire. The study generated a critical examination of the role of the erotic and erotophobia in sexual and non-sexual spaces within New York City in which men meet other men who experience same-sex desire. The study also provided insight into the applicability/utility of the Dagara (an ethnic group from West Africa) socio-sexual-spiritual construct, bodeme, in framing the ways in which the men involved in the study discussed their lives. The study offers a new

approach to conducting research with and among men of African descent who have sex with men based from an Afrocentric, decolonizing queer perspective. Research Question: What understanding does a group of Black men who experience same-sex desire offer about their social world when they are engaged in an embodied, Afrocentric, collaborative inquiry process?

Williams, Hameed (Herukhuti) Sharif, *Columbia University and New York State Psychiatric Institute*
Journeying Through the Erotic: Using Narratives and Storytelling in Sex Research

This presentation discusses the lessons learned from the methodology of the Pleasure, Gender, Sex Study (PGS), a study that sought to understand the role of gendered sexual scripts and pleasure in the actions and decision-making of 36 African-American and Latino men during sexual encounters with other men. The study was part of ongoing public health research aimed at understanding the social/interpersonal contexts placing African-American and Latino men who have sex with men at disproportionate risk to HIV. Data collection occurred using an adaptation of a storytelling protocol originally developed based upon the structure of the Heroic myth. The adapted storytelling protocol required research participants to articulate a story about a man having the most satisfying anal sex possible with another man. The protocol included questions about partner choice, self-assessment of feelings, and contextual factors. The protocol was found to be useful and raised critical questions on methodological and philosophical levels.

Williams, Kelli J., *Marshall University*
Cultural Perceptions of Healthy Weight in Rural Appalachian Youth

Youth in rural Appalachia are at a disproportionate risk for obesity and related health complications. Inadequate activity and poor diet consumption are two primary causes of obesity that have been noted in West Virginia adolescents. To design and implement statewide and regional nutrition interventions combating overweight, adolescent perceptions of a healthy weight needed to be identified in rural Appalachia. Focus group interviews were conducted throughout the state and found that many teens had unrealistic and unhealthy perceptions of weight. Female participants were more concerned with weight than males, but both expressed a social stigma associated with overweight. Many perceptions of healthy weight and appropriate body size were shaped by the media and entertainment industry. Additionally, some participants admitted to performing unsafe practices to reduce body mass, such as very low calorie diets or fasting. These data will provide valuable information for the development of obesity prevention programs in rural Appalachia.

Williamson, Pam
Conceptualizing democratic methodologies

See Koro-Ljundberg, Mirka

Williamson, Pamela, *University of Florida*
Through the Lens of ADHD: African American Teens' and Their Teachers' Experiences with School Culture

Evidence suggests African American teens with attention deficit/hyperactivity disorder (ADHD) are at-risk of school failure and that school culture may play and important role in how ADHD symptoms develop and progress. There is little empirical evidence that describes the lived experiences of these teens and their teachers. Thus, the purpose of this qualitative study is to describe how four African American teens with ADHD and four of their teachers experience school culture. Findings suggest that teacher behaviors and school structures shape teens' experiences and that classroom behaviors of African American teens with ADHD are inconsistent. In addition, findings suggest that secondary schools must examine school structures that limit the academic learning time of African American teens with ADHD.

Willis, Barbara G., *University of Missouri-Columbia*
Discourse as a Normative Instrument: Analysis of a Disability Services Discussion List

Publicly available archives of an internet discussion list for people who operate disability service offices at colleges and universities across the U.S. provides a unique insight into the values, interactions, and norms of this professional group. This study analyzes the discourse practices of this community. The purpose of the study is to understand how these providers construct disability through the medium of electronic communication. The premise of the study is that knowledge is not fixed but socially constructed by the members of a social group (e.g., disability service providers) over time. In and through their online interactions, these professionals define and construct the concept of "disability," attitudes toward students with disabilities, and ideological positions on "reasonable" accommodations on the part of their institutions. These constructions, not written texts, constitute institutional policies for students with disabilities.

Wilson, Bianca D. M., *University of California, San Francisco*
Negotiating and Redefining Traditional Masculinity Ideologies among Gay, Bisexual and Questioning Young Men

In the context of a dominant masculinity ideology, which opposes or devalues non-heterosexually identified men, many young gay, bisexual and questioning (GBQ) males must develop resilience and wellness. Facilitating overall well-being through interventions and community action among GBQ young men requires an examination of the responses of these young men to the dominant images of masculinity. We describe findings from a multiphase mixed-method study. This presentation reports findings from analyses of in-depth qualitative interviews (N=23). The young men in our study revealed a range of messages they received regarding what it means to be a man, most of which centered around traditional masculinity ideologies. Participants also expressed a range of responses to these traditional masculinity ideologies, including assimilation and rejection of various aspects of the traditional image of manhood. Implications for action research and intervention development are discussed.

Wilson, Joycelyn A., *University of Georgia*
The Politics of Representation in the Music and Lyrics of Outkast: The Case of "Southernplayalisticadillacmuzik"

Atlanta rap duo, Outkast, released their first album over ten years ago. It was called "Southernplayalisticadillacmuzik." Since their success, theyve sold over twenty million records cumulative of the subsequent five albums released since their 1994 debut. Not only did the accomplishments of Andre "3000" Benjamin and Antwan "Big Boi" Patton push hip-hop further into the popular, their music articulated a discourse on the intersections of race, class, and gender in southern hip-hop culture, an area that has historically been under-represented in qualitative inquiry. The focus of this paper is to explore the role of multiple representations of identity through a careful analysis of "Southernplayalisticadillacmuzik." The music and lyrics serve as a lens through which to examine the relationship between African American identity and cultural production.

Winkle Wagner, Rachelle, *Indiana University*
A Good Woman is Seen and Not Heard? Finding Voice and Self amidst the Silencing

As women navigate education and the larger society, they walk amongst the societal messages regarding what it means to be a "good woman." This paper, a portion of a larger critical ethnographic study (Carspecken, 1996) with first generation undergraduate college women of color, examines the dualistic choice described by the women, between being a good woman and a bad woman. According to these women, to be a "good woman" meant being silent, passive, and someday, a "traditional wife" — characteristics which were often in direct contradiction to the characteristics needed to be successful in college. This paper will explore the way in which the women in this study grappled with resistance to find their voices among one another, through a supportive and empowering network of women.

Winkler, Anne, *University of Alberta*
KLAME: A Methodological Exploration of Communication in Marginal Urban Spaces

In North America, commercial messages dominate the public urban. At the same time, this domain embodies a contested space. I examine possibilities for interpreting the meaning and significance of signs that the public, city officials and scholars variously label graffiti, public art or cultural/political activism. Although the particular signs I explore are polysemic, they explicitly challenge corporate monopoly on public space. They represent a fissure in dominant ideas about what constitutes a communicative space and who can access it with what type of message. I explore methodological possibilities and their implications in the context of engaging with an ephemeral and seemingly insignificant yet ubiquitous phenomenon. Furthermore, I consider how qualitative inquiry can be a stating point for theorizing mass communication in late capitalism.

Winwood, Holly Leigh, *University of Cincinnati*
Mapping Identity

Mapping Identity is a discussion of how a particular educational activity about identity revealed that there are spoken and unspoken rules in education.

An individual case study about assumptions, rules, and the task of putting ones identity into a visible format will be presented, as well as a critical look at how activities about identity are underlined with deeply internalized intentions of social standardization.

Wise, Julie, *Centre for Research and Education in Human Services*
Engaging ethno-racial communities on sensitive issues: Gaining entrée in a community mental health project

See Janzen, Rich

Witasari, Anna Indria, *University of Melbourne*
Researcher's Dilemma in Qualitative Inquiry: Knowledge Production and Ethics

When research involves research participants, the inquiry often places the researcher in the cross-road between knowledge production and ethics. This paper focuses only on fieldwork as a part of research process, when the primary data is collected. Based on the researcher's experience during the fieldwork, this paper discusses how those issues influence the way of conducting fieldwork. The discussion includes the requirement of tape or video-taped interviews to support evidence, the alternative techniques for generating data and the frequent requirement of the research subjects for not presenting 'bad findings'. Since research which involves research participants raises such dilemmas, progressive academic atmosphere will encourage 'creativity' and 'fruitful' environment for novice researchers, in particular.

Witz, Klaus G., *University of Illinois at Urbana-Champaign*
Portraits of undergraduate students finding their life directions

See Bae, SungAh

Witz, Klaus Gerhard, *University of Illinois at Urbana-Champaign*
Case studies of spirituality and religion in individuals

This paper describes some general aspects of the intuitive understanding of an individual's spirituality reached in about a score of in-depth case studies of individuals in dissertations by the author's students and the author's own work. All these studies used the "participant as ally – essentialist portraiture" approach (Witz, in press) which is particularly suited to explore aspects like inspiration, higher aspirations, and subtler aspects of experience and consciousness. Typically the participants were interviewed for other purposes (e. g. to understand how it came about that students went into teacher education or decided to become mathematicians, or how it came about that high school science teachers taught socio-scientific issues on their own initiative). But spirituality emerged as a major aspect and was explored to understand the phenomenon that was being studied.

Wolf, Kay N., *The Ohio State University*
Cultural Perceptions of Healthy Weight in Rural Appalachian Youth

See Williams, Kelli J.

Wolf, Mary M., *The Pennsylvania State University*
An ethics of embodiment through a/r/tographical inquiry

See LaJevic, Lisa M.

Wolfe, Ruth, *University of Alberta*
Learning Qualitative Methods: As Innocuous as Discussing Religion and Politics

See Eldershaw, Lynn

Wolgemuth, Jennifer R, *Colorado State University*
Active Interviewing and Researcher Responsibility: Strategies for Fostering Participant Self-Reflection

Recently, research interviewing is less often viewed as a straight-forward method for extracting information from subjects. Researchers are increasingly concerned with the active interview as a social location in which knowledge is co-created. Many qualitative inquirers argue the interview's intervention is self-reflection, a process often resulting in participant transformation. Some hold aiding self-reflection is inherently ethical. While self-reflection may be inherently ethical, the participants' ability to act on, manage, and constructively integrate new meanings is important. We hold the interviewer's attending to and fostering participant's self-reflection is what makes the active interview beneficent. This paper takes an in depth look at case study interviews with experienced principals. Principals described these interviews as being transformative, changing the ways they viewed themselves and their professional practices. Further, principals felt supported and aided by the interviewers. This paper discusses the strategies that facilitated these outcomes and makes recommendations for ethically conducting active interviews.

Wong, Sabrina, *University of British Columbia*
Mixed Methods in Participatory Action Research: A Political Vehicle?

See Rodney, Patricia Anne

Wood, Mary, *1919 Tech Str*
Focus Groups and Preschool Kids

See Peterson, Len

Woods, Dorian Ron, *University of Tübingen, Germany*
Applying ethical principals in research design

See Kiegelmann, Mechthild

Wyatt, Jonathan, *Oxford*
Performing an Enquiry into Writing (2 of 2)

In this paper we search for an understanding of where words lead us. By writing for each other, in this interview we look for the "promise of the text" (Cixous, 2005, xiv). We explore the experience, at the moment of writing, of being immersed in multiplicities (Deleuze and Guattari, 1987): we could go anywhere. This paper explores the disturbances around the traditional intentionalities of writing: the absences of presence; the multiplicity of signifiers; that allur-

ing attempt to trap experience, on the one hand, but also the delight in articulating and metamorphosing it on the other. We look for the rhizomatic complexities that fold and unfold thoughts and feelings. Writing leads us somewhere incalculable.

Wyatt, Jonathan, *Oxford*
Performing an Enquiry into Writing (1 of 2)

This paper is a performance of an interactive interview originally conducted through exchanging emails. It explores our experience of writing and its meanings, how writing both reflects and creates our 'selves'. The paper develops Laurel Richardson's (1997) work on 'writing stories': her intra-actions allowed for integration, our inter-actions take us into communion (Richardson, 2001; Buber, 1990). Conceptualising ours as a postmodern interview, we aim to collaborate, to blur the boundaries between interviewer and interviewee and to consider the roles we take of narrator, interviewer and outsider witness (White, 1995). Our collaboration contributes to a discourse of resistance (Foucault, 2002) against the prevailing formalism and abstract objectivism of systems of language that are grounded upon neutrality, single meaning and logic.

Wyatt, Susan Jeanne, *Antioch University Los Angeles*
Truth in Fiction: Ricard Huch and the Pack of Lies

Most issues in researching human subjects are not new. Many of these were encountered more than 100 years ago by Ricarda Huch, a distinguished researcher and one of the first German women to earn a Ph.D. Political and ethical issues have had a major impact on how Huch's work has been received in her own time right down to the present day. The profound questions facing qualitative researchers also made their way into Huch's fairy tale, "The Pack of Lies." This paper uses Richard Huch's life and this fairy tale as lenses to explore some of these questions. What is the role of imagination in our research? How much of ourselves must we give up for our research? What are the limits on what we can ask of research participants? And finally, what did one researcher do when confronted with the pack of lies?

Yáñez, Julián López, *University of Seville (Spain)*
Complex social systems in small rural schools communities

This paper will present a qualitative research about educational organizations and their communities in five rural towns of a depressed area in Andalusia (Spain). The research adopted a case-study methodology and considered semi-structured interviews and field observation as the main sources of data. The purpose of the study was to understand the social dynamic and the universe of meanings shared by an educational community with regard to its school organizations. Also the meanings shared by the school organizations about themselves and their community. Thus, data analysis attempted to reveal the narratives constructed historically about both communities and schools. It involved an effort to take a close look at cognitive systems in action while they were constructing and preserving identities through which they were able to deal with complex and problematic environments. As cognitive' systems, the social systems of the organizations studied revealed common guidelines or structures, but also creative and divergent micro-practices to deal with such environmental complexity.

Yi, Myungsun, *Seoul National University*
Psychosocial Adjustment of Young Korean Adults with Hemophilia

Although great strides have been made in medical treatment of hemophilia in the past, psychosocial problems of the people with hemophilia remain serious. The purpose of this research was to explore how young Korean adults experience living with hemophilia from their own perspectives. Fifteen Korean hemophilia patients in their twenties participated. The data were collected from individual interviews and a focus group interview, and they were analyzed using constant comparative analysis. The core category or social psychological process that emerged from the analysis was "living like normal people." The process was a dynamic and difficult one, moving toward the "self like others" from the "self unlike others" that had ruled their childhood and adolescence. Five major strategies were involved in the process. The results of this study may help health care workers gain insight into the lives of young adults with hemophilia.

Yilmaz Sener, Meltem, *University of Illinois at Urbana-Champaign*
The Day That I Learned That I am Not White: An Auto-Ethnographic Performance

This is a multi-voiced, auto-ethnographic performance text that is based on my experience of being a foreigner/ Turkish in the US. This text demonstrates how I started to understand what it means to be a Turkish citizen and to come from a Third World country, through my daily encounters with American people. This is the story of how my own self definition clashes with how other people define me through their knowledge about my country and the Third World or the East in general. Also, through the narrative of an epiphanic moment, I try to illustrate how I became conscious of the racial category that the other people put me in and how I experienced the fact that racism may also be prevalent in the academia and even in social sciences where people think of themselves as critical and even devoid of racism.

Yilmaz-Sener, Meltem, *University of Illinois at Urbana-Champaign*
"The Day That I Learned That I Am Not White": An autoethnographic performance

This is a multi-voiced, auto-ethnographic performance text that is based on my experience of being a foreigner/ Turkish in the US. This text demonstrates how I started to understand what it means to be a Turkish citizen and to come from a Third World country, through my daily encounters with American people. This is the story of how my own self definition clashes with how other people define me through their knowledge about my country and the Third World or the East in general. Also, through the narrative of an epiphanic moment, I try to illustrate how I became conscious of the racial category that the other people put me in and how I experienced the fact that racism may also be prevalent in the academia and even in social sciences where people think of themselves as critical and even devoid of racism.

Yomtoob, Desiree, *University of Illinois at Urbana-Champaign*
Suitcases- Hybridity and Dislocation in the lives of two women

As a 43-year-old woman in my third year of graduate studies, my kitchen at

home is overrun by the artifacts of an office. It is here that I sit at a small butcher block kitchen table to write academic works. Because my feet do not touch the ground from my writing chair, they land purposefully on an old 1960's style suitcase to ensure proper sitting stance. This oldish brown and white suitcase is the one my mother carried with her on her journey from Iran to the United States when she was a young 22 year old woman, the year before I was born. This marvelous suitcase has been a source of wonderment for me, since I was a child. This auto-ethnographic performance piece is about the suitcase, my mother's discplacement and my needs to be always mobile, because of the effects of displacement on me.

Yomtoob, Desiree, *University of Illinois at Urbana-Champaign*
Resistant Presences: Configuring Intervention in Auto-Ethnographic Movement Performance Art.

Significant in most kinds of institutional domination is the disciplining of the body/mind. As humans our proprioceptive knowledge informs the actual process by which we know and make our world. It is the most resilient and most creative site for the production of culture of resistance. Who one is as they move through the world creates possibility beyond what the dominant can control. This technology has been implemented by many anti-colonial movements, ranging from the Neo-Concrete movement in Brazil (1960), to the non-violent lunch counter sit-ins of the American Civil Rights movement. The actions in tactical events produced by activists create ruptures in the time/space/body meaning from which different understandings might be demonstrated. From understandings based in the field of Somatics, I will outline an auto-ethnographic movement methodology and performance aesthetic that embodies and communicates the practice of a presence of resistance.

Yomtoob, Desiree, *University of Illinois at Urbana-Champaign*
Death Penalty: The Performative Reality of the Social Structure of Complicity(?) in a Democracy(?)

In this group sound piece, participant/audience members and myself will explore the implications of cultural understandings as they are made in the current moment. What are the underlying implications of an activity as brutal as the death penalty, in current social understanding as it is enacted in the present moment? How are each of our cognitive/emotional understandings active in the moment of state enforcement in a democracy? This piece will draw on the Deep Listening work of Pauline Oliveros for methodological inspiration.

Yomtoob, Desireel, *University of Illinois at Urbana-Champaign*
Death Penalty: The Performative Reality of the Social Structure of Complicity(?) in a Democracy(?)

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Yoneda, Fusako, *Ohio State University*
Not a Japanese anymore? A Japanese but "made-in-America" researcher doing research in a Japanese cultural context

In this paper, a Japanese but "made-in-America" researcher reflects and examines her dilemmas and struggles in conducting a study in her native cultural context. Since summer 2005 the researcher has conducted a longitudinal study on issues of identities through collecting stories from 5th grade students attending at a Japanese ethnocentric school where she is a teacher researcher. Many aspects of research, such as gaining an access, building trustful relationships, and doing interviews in more than one language, are strongly influenced by cultural factors. The researcher, who has mixed and complex identities as a Japanese scholar trained in a Western institution, experiences many moments when she needs to negotiate her insider-outsider positions in aiming to construct an inquiry that is postcolonial. The paper concludes by arguing the necessity of further discussions on multiple and sometimes contradicting positions of a researcher in doing and writing postcolonial research.

Zhang, Ai, *University of Maryland*
An identity inquiry: The shaping of who-am-I in a global context

The increasing interconnectedness among people all over the world has evolved the social construction of identity into an increasingly incomplete and fluid process. Multiple forces within and beyond the control of self has factored into the shaping of self-identity. The author's geographic relocation from China to the United States reveals this fluxing nature of self-identity. This paper journeys through the shaping process of who-am-I through narratives. The author argues that identity is an enacting process that stays in momentum with the present. The here-and-now moment enacts certain aspects within one's identity to come into play with that moment; meanwhile confines to the environment that one happens to reside in. This enactment is a culturing process that shapes and is shaped by one's identity. Finally, the author upholds that quantum theory fits better into today's global context to examine and further the research inquiry of the social construction of identity. Specifically, this paper: 1) analyzes three stages of the author's identity transformation through narratives: from perceiving herself as other to being perceived as other, and to the final stage of locating herself in an ambiguous in-between position as a blurred sense of plural identities as opposed to the earlier one-dimensional Chinese-identity, 2) strengthens the need for an enhanced tolerance for ambiguity and resilience that liberate individuals from the dichotomized approach to identity.

Zhang, Xiao Rui, *Meisei University*
Chinese Experience in Japan Through Discourse Analysis

The paper is based on a longitudinal ethnographic study of seven female Chinese students living and studying in Tokyo. The data were collected over a period of three years from participant observations, interviews and documentation in three languages — Japanese, Chinese and English. Drawing on poststructuralist theories of subjectivity, discourse and social theories of language acquisition as the basis of my conceptual framework, and utilizing critical discourse analysis as my methodological approach,I attempt to explore the process of subjectivity construction of my participants in the Japanese sociocultural context;

investigate the discourses that operate in their everyday social practice; and interpret their experience in Japan from a poststructuralist perspective. Data analysis shows that gender discourse, Chinese nationalism discourse and Japanese language proficiency have a significant influence on my participants interpretation of their experiences in Japan and their sense of self. The study provides a holistic understanding of Chinese learners in Japan as historically and socially constructed individuals.

Zhang, Yahui, *Bowling Green State University*
Recovering Chinese Women's Agency in the One-Child Policy Debate: A Postcolonial Feminist Approach

The role played by contemporary Chinese women is always determined by the nationalist discourse. In the 1950s, they were the socialist workers helping build the new socialist country. Since the late 1970s, they have been called to have one child because for China to catch up with the rest of world and to have sustainable development, the big population has to be controlled. At the same time, the West began to adopt a superior position to expose only the darkest side of the one-child policy and to entertain and feed the naïve assumption that all baby girls in China are either abandoned or killed. In this binary, where are the voices of Chinese women? Taking theoretical and methodological frameworks from postcolonial feminist theories, I would like to examine the issue of Chinese women's agency through personal narrative and online blogs by Chinese women in "digital diaspora."

Zilla, Kate, *National-Louis University*
Doing global ethnography: Dispatches from Eastern Europe

See Miskovic, Maya

Zimmerman, A. Lynn, *Southern Illinois University*
Finding a Balanced Woman Warrior: A Disidentification of Hyper-masculinity

Through auto-ethnographic performative writing, I weave my hyper-masculine military experience with the rhetoric surrounding the military abuse at Abu Gharib. Using Adrienne Richs concept of re-visioning as an act of survival, I both parody and problematize American militaristic hegemony in a refusal to perpetuate destruction.

Index of participants

Note: A "C" preceding a panel number indicates chair for that panel.

Notes

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Southern Illinois University Carbondale
M.S., M.A., Ph.D.
Department of Speech Communication

Qualitative study from interpretive, critical and postmodern perspectives in Communication Pedagogy, Intercultural Communication, Interpersonal Communication, Gender, Sexuality, and Communication, Performance Studies, and Rhetoric and Philosophy of Communication

Selected Dissertations Completed in the Department, 2003-2005

Keith Berry, "Communicative Conditions for the Possibility of an Emergent Cultural and Ethnographic Identity"

Cathy B. Glenn, "Process Metaphysics and Cultural Criticism: Toward a Process-oriented Critical Practice"

Scott William Gust, "A Performance of Identity: Reflections on Automethods"

Amy K. Kilgard, "Articulating Directing Performances: Nine Allegories of Viewpoints, Process, and Collage"

Denise A. Menchaca, " 'The Soul is a Mexican Reality': A Performative Autoethnography that Explores the Influence of Our Lady of Guadalupe on the Performing of Mexican-American Identity in (Un)familiar Territory"

Stephanie Poole Martinez, "Crack Pipes and Y-cells: An Ethnography of Communication in a Residential Community for People Living with HIV/AIDS and Addiction"

Lesli K. Pace, "A Question of Ontology: A Rhetorical Investigation into the Materiality/discursivity Debate"

Subrina J. Robinson, "Standing in Solidarity with My Sistas: Oral Narratives of Black Women in Academia"

Jessica Tomell-Presto, "Performing Irish Identities through Irish Dance"

Satoshi Toyosaki, "Teaching as an Intersubjective Identity Project"

Adrienne Viramontes, "On Becoming Chicana in the Calumet Region: A Phenomenology of Decolonization"

Graduate Faculty

Nilanjana R. Bardhan	Bryan Crow	Suzanne Daughton
Craig Gingrich-Philbrook	Jonathan M. Gray	Mary Hinchcliff-Pelias
Kimberly N. Kline	Lenore Langsdorf	Richard Lanigan
Cheryl Nicholas	Ronald J. Pelias	Elyse L. Pineau
Robyn Remke	Nathan Stucky	Naida Zukic

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ESRI speakers at QI 2006 include:

Tony Brown: "Reflective engagement in cultural history: A Lacanian perspective on Pasifika teachers in New Zealand" (Panel 208) and "Researcher Subjectivity: The broken mirror of Lacan" (Panel 208)	**Liz Jones**: "Reflexivity as a ground clearing exercise" (Panel 264)
Helen Colley: "There is no golden key: problems of data analysis in critical feminist research" (Panel 282)	**Lorna Roberts**: " 'Colour is not an issue today': dilemmas researching the experiences of black and minority ethnic trainee teachers in the UK" (Panel 299)
Rachel Holmes: " 'East is East': using film to reflect upon notions of childhood in portrayals of western culture and society" (Panel 292)	**Ian Stronach**: "Sex, Science and Educational Research" (Panel 225)
Una Hanley: "The timely interruptions of Mr Pollock" (Panel 292)	**Harry Torrance**: "Do we need standards for qualitative inquiry?" (Plenary Session 004)

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