



Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

Women's/Feminist Studies at OISE
Handbook of Courses and Professors
for the
Academic Year 2013-2014

Compiled by

The Centre for Women's Studies in Education (CWSE)
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The Centre for Women's Studies in Education (CWSE)

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The **Centre for Women's Studies in Education (CWSE)** was established in July 1983 to bring together an existing core of feminist faculty, professional research staff, and graduate students involved in the study of women and education with the goals of advancing the excellence and capacity of faculty, researchers, and graduate students working in women's studies, human rights, and feminist-related topics at OISE; and to nurture links between OISE and the wider constituency of educators concerned with women's issues.

To achieve these objectives, we have established and implemented programs, events, and activities to facilitate education, scholarly development, and community outreach between the CWSE at OISE and a larger community and women's and human rights organizations. We are committed to promoting and supporting feminist research; developing and implementing enriching programming; and connecting scholarship, education, and activism through critical dialogues with feminist communities locally and globally.

As well as enrichment programming, we offer a safe space at OISE for women and the LGBTQ community.

Events and programs at the CWSE include:

- **Brown Bag Lectures:** semi-formal discussions that take place on weekday afternoons that may take a variety of formats, including lectures or film screenings. Research presented in this format is often incomplete, and the Brown Bag lecture offers opportunities for scholars to receive critical feedback and support for their work. Students are particularly encouraged to present in Brown Bag lectures.
- **PopFem Lectures:** formal evening events featuring ground-breaking feminist research by prominent scholars on "hot topic" issues.
- **Institutional Ethnography:** an annual program offered by the CWSE and Dorothy Smith, PhD, a prominent scholar and former OISE professor who is responsible for developing the methodological system of Institutional Ethnography.
- **Women's Human Rights Education Institute (WHRI):** Directed by Costa Rican feminist and jurist Aldo Facio and taught by international scholars, activists, and educators, the annual WHRI brings together international participants for an in-depth training on human rights from a feminist perspective.
- **Dame Nita Barrow Distinguished Visitorship,** an annual program that invites a feminist social justice leader from the majority world to direct a course at OISE and give a signature lecture on a critical global issue at the University of Toronto.
- **Art Exhibit Series,** featuring feminist artwork by students and community members in OISE's second floor hallway.
- **And many other activities,** including the semi-annual women's history conference for future teachers; monthly reading groups for students; weekly Yoga for women; and interactive workshops.

Publications

The CWSE also supports women-related research and publications. Past publications in association with the CWSE have included *Feminism & Education: A Canadian Perspective*, Volume 2; “The Educational Campaign to Combat Date and Acquaintance Rape”; and *Woman Abuse Affects Our Children: An Educator’s Guide*, *Canadian Women: A History*, as well as a number of women-related studies and bibliographies. Our newest publication is the anthology *Becoming Feminists*, the 2010 version of which can be purchased through the CWSE or downloaded for free at www.oise.utoronto.ca/cwse. An updated version will be released through Inanna Press in 2014.

Hosted within the CWSE are:

- Resources for Feminist Research (RFR), a bilingual Canadian scholarly journal published since 1972 at the CWSE, addressing Canadian and international feminist research and debates. The journal publishes a broad range of critical studies relevant to feminist theory and provides an educational resource and forum for ideas in the Canadian and international community.
- WIAprojects, a feminist arts collective conceived at the CWSE in 2005 that organizes exhibitions, workshops, and artistic performances, and supports women working in the arts, education, and community and social services.
- Women’s Human Rights Education Institute (WHRI), an annual institute that brings international human rights workers to OISE to study women and human rights
- Dame Nita Barrow Distinguished Visitorship, an annual program that invites a feminist social justice leader from the majority world to direct a course at OISE and give a signature lecture on a critical global issue at the University of Toronto.

Interdepartmental Specialization in Women's Studies / Feminist Studies

Students can specialize in Women's Studies/Feminist Studies through master's and doctoral programs. Please check with your supervisor to see if your new department allows this specialization.

Admission: Applicants must meet the admission requirements of a participating department. They may indicate Women's Studies/Feminist Studies when application is made.

Requirements: It is expected that the majority of the required departmental and extra-departmental courses will be in Women's Studies/Feminist Studies. Courses will be determined in consultation with the faculty advisor.

Faculty Advisors: Students will be advised by faculty from their home department who are also participants in the Women's Studies/Feminist Studies interdepartmental specialization.

Women's Studies Focus

A series of courses and projects within various departments in the Institute may also be developed into a focus for students interested in women's studies.

Graduate Collaborative Program in Women's Studies

Please refer to the 2013/2014 OISE Bulletin.

Feminist Faculty 2013/2014

Kathy Bickmore, Ph.D. (Stanford)

Associate Professor, Curriculum, Teaching and Learning

(curriculum and school practice in conflict education, peace building, democratization, and citizenship, democracy in education and schooling comparative, development, international and global education equity, diversity & social justice, feminist studies, teacher education & development)

Megan Boler, Ph.D. (Santa Cruz)

Professor, Department of Theory and Policy Studies

(social justice in political and cultural context; race, class, and gender in education and media; feminist theories and philosophies; post-structuralism; culture and communications; media studies, digital media, and democracy)

Bonnie Burstow, Ph.D. (Toronto)

Senior Lecturer, Leadership, Higher and Adult Education

(popular education, qualitative research, working with psychiatric survivors, global feminism, feminist therapy, violence against women, working with trauma survivors, transgenerational trauma, Holocaust studies, anti-racism education, fascism and anti-fascism, social movements, use of the arts in adult education and social movements, psychology of disenfranchised populations)

Kari Dehli, Ph.D. (Toronto)

Professor, Centre for Media and Culture in Education

(feminist studies of knowledge and education; historical sociology; cultural studies and communications; social and political thought; government, power, politics and subjectivity)

Kathleen Marie Gallagher, Ph.D. (Toronto)

Professor, Curriculum, Teaching and Learning; Canada Research Chair, Urban School of Research in Pedagogy and Policy; Academic Director, Centre for Urban Schooling OISE/UT

(drama/theatre pedagogy; youth and urban schooling; qualitative methodologies; ethnographic school-based research; feminist/critical theory; gender, identity and schooling; theatre and social change; arts education and teacher development; arts community partnerships)

Jane Gaskell, Ed.D (Harvard)

Professor, Leadership, Higher and Adult Education; Cross-Appointed to Secondary Initial Teacher Education

(sociology of education; educational policy; feminist theory; education and the workplace; approaches to poverty and diversity in public schooling)

Diane Gérin-Lajoie, Ph.D. (Toronto)

Associate Professor, Curriculum, Teaching and Learning; Cross-Appointed to the Centre de Recherches en éducation franco-ontarienne

(minority education; French language education; educational policy; the process of identity construction; school and society; teaching in minority settings)

Tara Goldstein, Ph.D. (Toronto)

Associate Professor, Department of Curriculum, Teaching and Learning; Associate Chair, Research and Development

(equity in education and schooling; education of immigrant adolescents; schooling in multilingual communities; playing as critical ethnography; anti-homophobia education)

Reva Joshee, Ph.D. (British Columbia)

Associate Professor, Leadership, Higher and Adult Education

(equity and education; policy studies; citizenship and diversity policies; immigrant women; citizenship education and adult immigrants; citizen involvement in policy-making)

Jamie Magnusson, Ph.D. (Manitoba)

Associate Professor, Leadership, Higher and Adult Education; Cross-Appointed to the Centre for Women's Studies in Education as Acting Head

(intersection of higher education and neoliberal capitalism; politics of higher education knowledge; equity studies, feminist and anti-racist perspectives within postsecondary education)

Angela R. Miles, Ph.D. (Toronto)

Professor, Leadership, Higher and Adult Education

(social movement learning; critical feminist and anti-colonial theory and analysis; critical theory; globalization and local and global resistance; community education, development, and change; alternative development paradigms)

Kiran Mirchandani, Ph.D. (McGill)

Associate Professor, Leadership, Higher and Adult Education

(home-based work; contingent work; entrepreneurship, transnational service work, and self-employment; gendered and racialized processes in the workplace; critical perspectives on organization development and learning; technology, globalization and economic restructuring)

Shahrzad Mojab, Ph.D. (Illinois)

Professor, Leadership, Higher, and Adult Education

(educational policy studies; comparative and international adult education policy; adult education, globalization and learning; critical and feminist pedagogy; women, state, globalization, and citizenship; women, war, militarization, violence, and learning; comparative analysis of lifelong learning theory and practice; feminism, colonialism, and imperialism)

Cecilia Louise Morgan, Ph.D. (Toronto)

Professor, Curriculum, Teaching and Learning

(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

Karen Mundy, Ph. D. (Toronto)

Professor, Leadership, Higher, and Adult Education; cross appointed to Comparative, International and Development Education Deans' Office

(international and comparative education; sociology and education; education policy in developing countries; education in Africa; literacy and adult education; global governance in education)

Linda Muzzin, Ph.D. (McMaster)

Associate Professor, Leadership, Higher and Adult Education

(professional and science education; sociology of the professions; knowledge production; research theory and methods, processes of minoritization in Canadian postsecondary institutions)

Shelley Stagg Peterson, Ph.D. (Alberta)

Professor, Curriculum, Teaching and Learning

(socio-cultural issues in literacy learning; use of digital technologies and multimedia to teach writing across curriculum; writing assessment and instruction; content area literacy; children's literature)

Niva Piran, Ph.D. (Texas)

Professor, Applied Psychology and Human Development

(women's health and mental health; body image development, embodiment; relationship between body and culture; eating disorders; addictions; self harm; embodied agency and self care; trauma; immigration; feminist-informed and critical multicultural counseling and health promotion)

Sherene Razack, Ph.D. (Toronto)

Professor, Humanities, Social Sciences, and Social Justice Education; Cross-Appointed to Comparative, International and Development Education

(critical race studies; feminism; human rights; law; aboriginal issues; violence)

Margaret S. Schneider, Ph.D. (York)

Associate Professor, Applied Psychology and Human Development

(sexual orientation and gender; professional ethics; community mental health; human-animal interaction/human-animal bond)

Elizabeth M. Smyth, Ed.D. (Toronto)

Professor and Vice Dean, Programs, School of Graduate Studies, Department of Curriculum Teaching and Learning; Cross-Appointed to Department of Theory and Policy Studies

(curriculum and teacher's lives; curriculum development for gifted learners; historical evolution of curriculum in the secondary schools of Ontario; gender issues and education; pedagogy and practice of online learning; communities teachers; intersection of education and religion)

Lana Stermac, Ph.D. (Toronto)

Professor, Applied Psychology and Human Development

(post-traumatic stress and post-traumatic growth; feminist issues in violence and trauma; sexual abuse and assault; war-zone trauma; forensic psychology)

Heather Sykes, Ph.D. (UBC)

Associate Professor, Curriculum, Teaching and Learning

(teacher's life history; issues of sexuality in physical education and sport; poststructural, queer, and feminist theories)

Njoki Nathani Wane, Ph.D. (Toronto)

Associate Professor, Humanities, Social Sciences, and Social Justice Education

(gender, colonialism, and development; indigenous knowledge practices; black feminism; antiracist education)

Emerita and others

Sandra Acker, Ph.D. (Chicago)

Professor Emerita, Leadership, Higher and Adult Education

(women and education; teacher education; careers and workplace cultures of teachers; graduate students and academics)

Linda Cameron, Ed.D. (Toronto)

Associate Professor Emerita, Curriculum, Teaching and Learning

(early childhood education; language and literacy; children's literature; ESL issues; the role of parenting in education; adaptive instruction; holistic and aesthetic education; teacher education and professional development; interdisciplinary arts education; education of young girls)

Ardra Cole, Ed.D. (Toronto)

Associate Vice-President Academic and Research, Mount Saint Vincent University;

Professor, Leadership, Higher and Adult Education

(teacher knowledge and learning; teacher education reform; Alzheimer Disease and qualitative research methods, especially autobiography, life history, arts-informed inquiry, and representation)

Margrit Eichler, Ph.D. (Duke)

Professor Emerita, Humanities, Social Sciences, and Social Justice Education; Cross-Appointed to UT/Department of Sociology

(family policy; gender-based analysis; integrative inequality analysis; women's studies; feminist eco-sociology)

Nancy S. Jackson, Ph.D. (British Columbia)

Associate Professor Emerita, Leadership, Higher and Adult Education

(workplace learning theory, policy and praxis; social organization of skill/working knowledge; cultural studies of working life; labour and gendered perspectives on work and learning; adult literacy; social practice approaches to literacy theory; critical, ethnographic, institutional, and participatory research methodologies; women and adult education)

We deeply regret the passing of two OISE feminist professors in 2013: Roxana Ng (Leadership, Higher and Adult Education; cross appointed to Humanities, Social Sciences, and Social Justice Education; cross appointed to the Centre for Women's Studies in Education) who passed away January 12, 2013, and Anne Goodman (Leadership, Higher and Adult Education), who passed away August 1, 2013.

Courses Taught by Feminist Faculty

FALL TERM 2013

Curriculum, Teaching and Learning

CTL1012H F Curriculum for Girls and Young Women: Historical and Contemporary Issues
Dr. Cecilia Morgan Wednesday 17:00-12:00

This course will examine how appropriate curriculum for the education of girls and young women has been defined and delivered in Canadian schools.

CTL1307H F Identity Construction and Education of Minorities
Dr. Diane Gérin-Lajoie Monday 17:00 – 20:00

****This section is offered in English.****

This course is designed to examine the contradictory role of the school as an agent of linguistic and social reproduction in a school system where students are from diverse linguistic and cultural origins. In this context, the majority-minorities dichotomy will be critically examined. The course will focus particularly on how school contributes to the students' identity construction process. In this critical examination, identity will be understood as a socially constructed notion. Key-concepts such as identity, ethnicity, minority, race, culture and language will be first analyzed. The process of identity construction will then be examined within the educational context of Ontario.

CTL1816H F Official Discourses and Minority Education
Dr. Diane Gérin-Lajoie Tuesday 13:00-16:00

****Open to doctoral students only.****

Intended for doctoral graduate students, the objective of the seminar is to do a critical examination of existing official discourses on minority education. The notion of minority students' inclusion is firmly inscribed in the official discourse in North America and in many countries around the world. From a critical theory standpoint, the course will emphasize the analysis of inclusion and other key concepts in the discourse on minority education with reference to society's power structure, as well as social justice and equity issues. This critical examination will bring students to consider how the inclusion of students from diverse racial, ethnic, and linguistic backgrounds is claimed to be accomplished in schools. To attain the objective of the course, official discourses will be examined through existing educational policies and reforms and teachers' training

Humanities, Social Sciences and Social Justice Education

HSJ3417H F Research Seminar in Feminist Criticism, and Pedagogy
Dr. Megan Boler Wednesday 17:30-20:30

HSJ3911H F Cultural Knowledges, Representation and Colonial Education
Dr. Njoki Wane Thursday 17:30 – 20:30

With the advent of colonialism, non-European traditional societies were disrupted. A starting point is an appreciation of the vast array of cultural diversity in the world. The course interrogates how various

media have taken up these knowledge systems, presented to the world in the form of texts, films, and educational practices, and examines how colonial education sustains the process of cultural knowledges fragmentation. Our analysis will serve to deepen insights and to develop intellectual skills to cultivate a greater understanding of the dynamics generated through representations and the role of colonial education in sustaining and delineating particular cultural knowledge. We will also explore the various forms of resistance encountered in the process of fragmentation and examine how certain groups of people in various parts of the world have maintained their cultural base, and how this has been commodified, commercialized and romanticized. The course makes use of forms of cultural expressions such as films and critical theories on race, gender, sexuality, and class. Prerequisite: Masters students need approval of instructor.

Leadership, Higher and Adult Education

AEC1132 F Special Topics: Idle No More: Histories of Indigenous Women's Resistance **Wanda Nanibush**

The main question this course takes off from is: "How is *Idle No More* as an Indigenous women led movement different from past movements and how is it changing the face of Indigenous land rights today? The Course will be taught by Wanda Nanibush, the 2013 Dame Nita Barrow visitor. Wanda is an Anishinabe-kwe (Ojibway Woman) writer, scholar, artist, curator, community animator, arts consultant and *Idle No More* organizer. She has been instrumental in organizing Toronto's major round dances, teach-ins, candle light marches, concerts, water ceremonies and vigils. She was behind the "Nation to Nation Now" symposia and "Building Unity To Action" meeting.

LHA1105H F Introduction to Qualitative Research (Part 1) [RM] **Dr. Bonnie Burstow Tuesday 14:00 – 17:00**

This course articulates various theoretic groundings for qualitative research and helps students become conversant with a wide variety of qualitative methodologies (i.e., grounded theory, feminist interviewing, ethnography, participatory research, bibliographic analysis, and institutional ethnography). Gathering of information through observation, participatory observation, dialogue, and collection of documents will all be considered. Emphasis is on both understanding and practice. Learners will design or co-design a concrete piece of research and take it through the ethical review process. They will also present on at least one methodology. In line with this, they will learn about ethical conundrums, about matching methodologies with objectives and values, about methods for choosing participants. There is special emphasis on becoming critically aware as researchers – on understanding and integrating issues of power and difference.

LHA1131H F4 Special Topics in Adult Education: Women and Revolution in the Middle East **Dr. Shahzad Mojab Monday 17:00-20:00**

This course examines the complex and conflictual relations between women and revolutionary struggles and focuses on a number of theoretical and empirical issues relevant to the Middle East and North Africa context. The course is open to both senior level undergraduate and graduate students with different requirements.

LHA1143H F Introduction to Feminist Perspectives on Society and Education **Dr. Angela Miles Monday 14:00-17:00**

WPL1131H F Workplace Learning and Social Change
Dr. Kiran Mirchandani Wednesday 17:30 – 20:30

This course will introduce students to work and learning trends in Canada and internationally, with a focus on the relationships between workplace learning and social change. There are three intellectual objectives of this course. The first objective is to situate workplace learning within broader social trends such as globalization, neo-liberalism and organizational restructuring. Second, the course allows for an exploration of the connections between learning as an individual phenomenon and learning as a social/organizational and social policy phenomenon. Finally, a third objective of the course is to highlight the learning strategies that seek to foster social change through greater equality of power, inclusivity, participatory decision-making and economic democracy. The course will also provide students with exposure to the work of faculty members involved with the Collaborative Program in Workplace Learning and Social Change.

WINTER TERM 2014

Applied Psychology and Human Development

APD1207H S Counseling Topics in Sexual Orientation and Gender Identity
Dr. Roy Gillis Monday 17:00-20:00

This course will review the theory, research findings, and clinical case literature in selected areas of lesbian, gay, bisexual, queer and trans psychology with reference to their implications for professional practice in counselling and education. Particular emphasis will be given to the clinical and research implications of sexual orientation identity acquisition, bias crime victimization, religious traditions, same sex domestic violence, HIV/AIDS, gender identity, ethnicity, and alcohol and substance use. Students will come to a greater appreciation and understanding of the special counselling needs of clients from differing sexual orientations and gender identities through a combination of lectures, seminar presentations, discussions, bibliographic and Internet research, and original student research projects.

Curriculum, Teaching and Learning

CTL1306H S Qualitative Research Methods in Education: Concepts and Methods
Dr. Diane Gérin-Lajoie Monday 13:00 – 16:00

The course is designed to introduce students to qualitative methods of research in education. The intention is to examine the nature of qualitative research and its relationship to theory. Students will look at difference ways of approaching qualitative research, and special attention will be paid to the concept of critical ethnography. Students will also study five specific research techniques: observation, interview, content analysis, life history, and action research.

CTL1799H S4 Special Topics: Masters Level: Qualitative Methods: Gender, Empire and the History
Dr. Cecilia Morgan of Education
Wednesday 17:00-20:00

This course explores the various roles of education within the historical context of the British Empire and will pay particular attention to the place of gender within education. We will examine both the experiential dimensions of education as well as representation, as well as paying attention to both formal

and informal education settings: schools, the family, labour (free and unfree), imperial regulation, mobility and travel, the military, religion, and cultural texts. The course spans the early modern period to the mid-20th century and examines a number of colonial and metropolitan sites.

Humanities, Social Sciences and Social Justice Education

HSJ1989H S **Black Feminist Thought**
Staff **Wednesday 17:30-20:30**

Various discourses, theoretical frameworks and ideological proclamations have been employed to analyze, criticize and interrogate everyday lived experiences of black peoples. This course examines the multiple oppressions and social representations of black women using a black feminist theoretical framework. Part of the course will be devoted to black feminist theory -- a theory developed out of black women's experiences and rooted in their communities. The course will also examine the following issues among others: strands of feminisms with particular emphasis on feminisms as advocated by the visible minorities; the divergences and similarities of black feminisms; and the heterogeneous nature of black women's experiences. The course will be sociological and historical in nature and will examine the intersections of race, class and gender.

HSJ3417H S **Research Seminar in Feminist Criticism, and Pedagogy**
Dr. Megan Boler **Wednesday 13:00-16:00**

Leadership, Higher and Adult Education

LHA1104 H S **Community Education and Organizing**
Dr. Angela Miles **Monday 14:00 – 17:00**

This course involves the study of a variety of perspectives in critical and community education as they relate to development and social changes. Key issues in theory and practice will be examined through the study of classic writing in popular education, community organizing, feminist, socialist, anti-racist, anti-colonial and indigenous education/organizing.

LHA1106H S **Introduction to Qualitative Research (Part II)**
Dr. Bonnie Burstow **Tuesday 14:00 – 17:00**

This course begins where Part I leaves off. Learners will deepen their knowledge of a wide variety of qualitative research methodologies. They will gain skills interviewing, judging research, exploring dilemmas, and becoming critically aware as researchers. Their primary activity will be carrying out and completing the research project designed and approved in Part I. Giving and getting help from other classmates is an integral part of the process. Prerequisite: AEC1405H.

LHA1109H S **Creative Empowerment Work With the Disenfranchised**
Dr. Bonnie Burstow **Monday 17:30 – 20:30**

****There will be a \$30 fee per student for bringing in speakers and other resources****

This course will be of interest to a wide range of practitioners, including: activists, popular educators, and counsellors. The context in which it is offered is a world increasingly populated by disenfranchised people. The intent is to help practitioners gain a fuller understanding of the populations in question and become more skilled and creative as allies and activists. The specific populations focused on are: psychiatric survivors, people who are homeless, people who have been imprisoned, people who use illicit drugs, undocumented people, and sex trade workers. Learners will gain knowledge of the ABC's of

strategic activism, with particular emphasis on how to modify strategy to fit the populations and movements in question. An accompanying emphasis is use of the arts in resistance work with these populations. Examples of art forms drawn on include: theatre (including theatre of the oppressed), puppetry, and video-making. Popular education is integrated. Perspectives include: feminism, anti-racism, Marxism, transformative justice, antipsychiatry, labeling theory, anarchism, and the philosophies of nonviolent resistance. The classes go between lectures, student presentations, film and video analysis, rehearsals, consultations, exercises, and guest presentations.

LHA1113H S Gender and Race at Work
Dr. Patricia Durish Tuesday 17:30-20:30

LHA1189H SV Workplace Literacies: Theory, Policy and Practice
Dr. Nancy Jackson See distance education for details.

LHA1190H S Special Topics in Adult Education: Community Healing and Peacebuilding
Dr. Anne Goodman Thursday 13:00 – 16:00

This course will examine issues faced by individuals, groups and communities trapped in ongoing cycles of violence due to historic and current traumas, and systemic injustice. The course will focus on healing and peacebuilding initiatives at the community level and will draw on diverse cultural traditions. The course will acquaint students with current theoretical concepts of community healing and peacebuilding. Participants will also develop skills, values and attitudes that will enable them to work towards healing, reconciliation, and comprehensive, viable peace. The notion of praxis is key, and students will be given the opportunity to reflect on their own practice. InterChange: International Institute for Community-Based Peacebuilding, of which the course instructor is a founder and director, will provide a useful framework for inquiry, as well as opportunities for student exchanges, research projects and practicums.

LHA1820H S Qualitative Research in Higher Education [RM]
Dr. Linda Muzzin Friday 13:00-16:00

This course is designed for students who are planning, collecting data, analyzing or writing up thesis or other qualitative research. Each of the initial sessions will involve reading about the theoretical paradigms (e.g. interactionist, phenomenological, critical feminist, postcolonial/ emancipatory) and research methodologies and types of analysis and interpretations being used by students (e.g. participant observation, thematic analysis, focus groups, individual interviews, ethnography, autoethnography, grounded theory, critical ethnography, participatory action research, life histories/narratives, institutional ethnography, textual analysis, policy or program analysis). Selected ethical issues that are often encountered in the process of doing the research will also be covered. Special attention will be paid to analysis and interpretation of the data, with students presenting their changing views of their chosen topic at each session for feedback and referral to relevant literature.

LHA3181H S Feminist Standpoints: Critical and Post-Structural Approaches
Dr. Angela Miles Thursday 13:00-16:00

TPS1812 Education and the Professions
Dr. Linda Muzzin

Note: As course offerings may change, please consult the OISE Fall/Winter Addendum to confirm course availability:

http://www.oise.utoronto.ca/ro/Graduate_Students/Continuing_Students/Course_Information/Course_Schedules/index.html