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**Sixteenth International Congress of Qualitative Inquiry**

20-23 May 2020

**QUALITATIVE INQUIRY IN REPRESSIVE TIMES**

**KEYNOTES**

Gaile S. Cannella, Independent Scholar

Ronald J. Pelias, Emeritus Professor, Southern Illinois University

In these repressive times, dissident voices are silenced. Repressive discourse ridicules the other, testing the limits of civility and freedom of speech. We seek to understand this world, but we demand a performance politics that leads to radical change. It started before the election of Donald Trump as president of the United States on November 9, 2016. You could go back 15 years to the terrorist attacks of September 11, 2001 when the US, under the Bush administration, invaded Iraq under great pretense (there were no weapons of mass destruction) and put in place the permanent War on Terror. Loneliness, anxiety, uncertainty, and a culture of fear followed. Every American was turned into a potential terrorist. A new generation, fearful, resentful and angry, was created. Its members were ready to gravitate to a cult of personality, a celebrity, the woman or man who promised a new day, an escape from fear, from terror. Welcome to Donald Trump's America. We have fallen prey to a politics of extremism, misogyny and ultra-nationalism.

We are participants in, and witnesses to the performances of a politician-entertainer- reality TV President who uses social media (Twitter) to offer easy solutions to America's problems. He has elevated incivility to a performance, a pedagogy of self-righteous indignation which fuels resentment and anger, hatred and bigotry. A diseased, embodied pedagogy of fear and war, based on fake-news is fitted to a post-9/11 ISIS world. Manufactured ignorance reinforces bullying and violence. Hate crimes are on the rise. We are living under a managed democracy which everyday looks more and more like fascism. Everyone today is looking for a new hero, a new savior. People are losing their homes, their jobs, their children, their marriages and families are collapsing. And the fake president promises to be the master of the "art of the deal." I'll "make America great again," he says.

Meanwhile, around the world, the social fabric unravels. Intolerance, misogyny, racism, ugliness, anger and authoritarianism gain ground. Many feel a loss of control over what is important, including sanity itself. They no longer trust their political leaders. Wages are falling. Health care costs are rising. Demagogues, appealing to popular desires and prejudices paint apocalyptic scenes. Hate groups target women and persons of color. Leaders embrace a survival of the fittest ideology, reject mainstream science, and contend that human-caused climate change is a hoax. This is the world qualitative inquiry is called to change, and to resist.

Norman K. Denzin, Director

# Qualitative Book Award

## Call for Nominations

This award is conferred annually to a member of the qualitative and ethnographic community who has published the English-language book that best represents an important contribution to qualitative inquiry. Eligible books should not be edited books or anthologies. They should be single or co-authored. They will use and advance qualitative methods to investigate any topic or aspect of qualitative inquiry and may involve research reports, interpretations, and analyses. Please note that material intended to serve as textbooks rarely meets the criteria outlined here.

Applications for the award will be judged by criteria that signify a major contribution to the study and practice of qualitative approaches. Such criteria may include success in experimenting with new or traditional writing forms, inclusion of critical reflections on the writing and research process, contributions to living meaningful lives, and insights into creating a socially just world. The award will be presented at the annual meeting of the International Congress of Qualitative Inquiry in May 2020.

To be eligible for the 2020 award, the book must be published between 1st January 2018 and 31st December 2019. Nominators are expected to arrange for copies of the book to be mailed to and received by each member of the three-judge panel.

A letter of nomination for the book should be sent via email or hard copy, no later than 11th November, 2019, to Kathryn Roulston, chair of the committee, at [roulston@uga.edu](mailto:roulston@uga.edu)

Nominators must arrange for hard copies of the book to be mailed to and received by each member of the three-judge panel by December 1st, 2019.

Addresses are as follows:

Kathryn Roulston  
Department of Lifelong Education, Administration  
and Policy  
College of Education  
University of Georgia  
308 Rivers Crossing  
Athens, GA30602, USA  
[roulston@uga.edu](mailto:roulston@uga.edu)

Pat Sikes  
University of Sheffield  
School of Education  
241 Glossop Road  
Sheffield  
S10 2GW UK  
[p.j.sikes@sheffield.ac.uk](mailto:p.j.sikes@sheffield.ac.uk)

Ronald Pelias  
109 Gentry Circle  
Lafayette, LA 70508  
[rpelias@siu.edu](mailto:rpelias@siu.edu)

# Lifetime Achievement Award

Award in Qualitative Inquiry Committee via email at:  
stacy.holmanjones@monash.edu

## Call for Nominations

The International Center for Qualitative Inquiry is pleased to announce the call for nominations for the 2020 Lifetime Achievement Award in Qualitative Inquiry. The award is conferred annually to a member of the qualitative and ethnographic community for lifetime contributions to the methods, theory, practice, and dissemination of qualitative inquiry.

The award will be presented at the International Congress of Qualitative Inquiry Conference in May 2020. The recipient will be notified no later than March 26th, 2020 and is strongly encouraged to attend the Congress for the formal presentation of the award.

Nominators should send a letter outlining the nominee's qualifications for the award—preferably by e-mail—no later than January 15. Include a curriculum vitae for the nominee, if available. Because a lifetime of achievement does not diminish from one year to the next, those nominated for this award in 2010-2019 will automatically be considered for 2020. A list of the people already under consideration is available below. There is no need to resubmit nominations from previous years, though anyone wishing to supplement an existing nomination or write an additional letter of support is encouraged to do so by the deadline.

Recipients in previous years have been:

2009 Norman K. Denzin  
2010 Yvonna S. Lincoln  
2011 Janice M. Morse  
2012 Carolyn S. Ellis  
2013 Laurel Richardson  
2014 Judith Preissle  
2015 Patricia Lather  
2016 Arthur P. Bochner  
2017 Ron Pelias  
2018 Kathy Charmaz  
2019 Uwe Flick

Send letters of nomination, supporting information, and a current curriculum vitae of the nominee to Stacy Holman Jones, Chair of the Lifetime Achievement

## LIST OF ACTIVE NOMINEES

### LIFETIME ACHIEVEMENT AWARD IN QUALITATIVE INQUIRY

Daniel Bertaux  
Ron Chenail  
Jean Clandinin  
Fred Erickson  
Kim Etherington  
Robert Gephart  
Theophilus Gokah  
Jaber Gubrium  
Valerie Janesick  
Joe Kinchloe  
Patricia Leavy  
David Maines  
Mary Katherine O'Connor  
Deborah Padgett  
Bert Peltó  
Jerry Philipsen  
Naama Sabar  
Johnny Saldaña  
Barbara Sharf  
Robert Stake  
David Silverman

# Submission guidelines for the Illinois Qualitative Dissertation Award

The International Institute for Qualitative Inquiry is pleased to announce the annual Illinois Qualitative Dissertation Award, for excellence in qualitative research in a doctoral dissertation. Eligible dissertations will use and advance qualitative methods to investigate any topic. Applications for the award will be judged by the following criteria: clarity of writing; willingness to experiment with new and traditional writing forms; advocacy, promotion, development, and use of qualitative research methodologies and practices in new fields of study, and in policy arenas involving issues of social justice.

There are two award categories, experimental (Category A), and traditional or a combination of methodological strategies (Category B). Submissions are expected to address social justice issues. Category A submissions experiment with traditional writing and representational forms. Submissions in Category B use traditional qualitative research and writing forms, including a combination of methodological strategies.

All doctoral candidates are eligible, provided they have successfully defended their dissertations within the past three years. Receiving or being considered for other awards does not preclude a student from applying for this award. Applications are due 16 January. The award, co-sponsored with Sage Publications, Francis & Taylor, and MAXQDA/VERBI will be made at the closing townhall meeting of the Congress. During the Congress award winners will be showcased in a spotlight panel, where they will be expected to present a sample of their work. Award winners will be announced by 24 March.

Applicants must submit one (1) electronic copy of the following documents:

A cover letter indicating interest in the award that includes the applicant's name, address, university, telephone number, email address, department, date of dissertation proposal defense, the current status of the dissertation, and the category to which the applicant is applying (Category A=Experimental; Category

B=Traditional)

A letter from the applicant's dissertation advisor/chair recommending the applicant's work for the award and verifying the date of the dissertation proposal defense. (note: this letter may be sent under separate cover).

A research description of no more than five (5) double-spaced pages: approximately two (2) pages of introduction and theory, two (2) pages on the methodology, and one (1) page on the significance of the work. Finalists may be asked to submit their full proposal or additional information at a later date.

One (1) sample chapter from the dissertation that shows through example your direct engagement with qualitative inquiry.

A Table of Contents from the dissertation.

An electronic copy should be submitted via e-mail as attachments (PDF format or MS-Word only) to [icqidissawards2017@gmail.com](mailto:icqidissawards2017@gmail.com)

Note: An application will not be considered complete until an electronic copy is received in our office.

## 2019 Congress Award Winners

### 2019 Illinois Distinguished Qualitative Dissertation Award

Traditional category:

Pengfei Zhao, *Changing Fate: The Cultural Revolution's Rural Youth in Transition to Late-Socialist China*

Honorable mention:

Brynn Adamson, *The Role of Exercise in Negotiating an Identity as Disabled: A Qualitative Exploration of the Experiences of Individuals with Multiple Sclerosis*

Experimental category:

Tanja Burkhard, *Horizons of Home and Hope: A Qualitative Exploration of the Educational Narratives and Identities of Black Transnational Women*

Honorable mention:

Julia C. Persky, *Self-Authoring and Performance: Classroom Burlesque as a Strategy for Cultural and Identity Affirmation*

### 2019 Outstanding Qualitative Book Award

Co-Winners:

Denzin, N. (2018). *Performance autoethnography: Critical pedagogy and the politics of culture*. (2nd ed.). London & New York: Routledge.

Ellis, Carolyn. (2018). *Final Negotiations: A Story of Love, Loss, and Chronic Illness*. (Revised & expanded ed.). Philadelphia, Rome & Tokyo: Temple University Press.

Honorable mention:

Bhatia, S. (2018). *Decolonizing psychology: Globalization, social justice, and Indian youth identities*. New York: Oxford University Press.

Gullion, J. S. (2018). *Diffraction ethnography: Social sciences and the ontological turn*. New York & London: Routledge.

2019 Special Career Award in Qualitative Inquiry for dedication and contributions to qualitative research, teaching, and practice

Howard S. Becker

### 2019 Lifetime Achievement Award in Qualitative Inquiry for dedication and contributions to qualitative research, teaching, and practice

Uwe Flick

# Job Opportunities

## Washington State University Vancouver

The Department of Human Development is accepting applications for a tenured-track faculty position with teaching and research expertise in Intersectionality and its impact on human development across the lifespan. We seek a colleague who can establish an independent program of scholarly research that addresses pressing social issues related to any of the following areas: (a) Gender, Race, Ethnicity, Sexuality, Disability, etc.); (b) Indigeneity; (c) Social justice and public policies; (d) Immigration; (e) Inequality and injustice; and/or (f) Resilience against violence and systemic and historical exclusion/oppression. Responsibilities will include teaching and advising undergraduate and/or graduate students, maintaining a program of scholarship, and providing service to the university community and profession. The complete notice is available at: <https://www.vancouver.wsu.edu/human-resources>

## Assistant Professor Qualitative Research Methods

Job no: 503298  
Position type: Faculty Full Time  
Benefit Status: Benefited-Union  
Campus: UMass Lowell  
Department: Curriculum and Instruction  
Applications Open: Oct 09 2019  
Applications Close: Open until filled

<https://explorejobs.uml.edu/lowell/en-us/job/503298/assistant-professor-qualitative-research-methods>  
General Summary of Position:

The College of Education at the University of Massachusetts Lowell seeks an energetic, collaborative colleague for the position of Assistant Professor in Qualitative Research Methods. The College is interested in candidates who demonstrate a research trajectory in qualitative research, relevant to the study and practice of education, and who are prepared to teach graduate-level courses. Candidates should also demonstrate an orientation toward equity issues, whether in their research, teaching, or service.

Responsibilities include:

Teaching introductory and advanced courses in qualitative methods.

Collaborating with other College of Education faculty and UMass Lowell faculty in related social science disciplines to strengthen the qualitative research program.

Collaborating with College of Education faculty to build the new PhD and certificate programs in Research and Evaluation in Education.

Maintaining a strong research agenda as evidenced by refereed publications and grant funding.

Mentoring graduate students, individually and in research seminars, in qualitative methods.

Teaching in one of the College of Education's professional programs (e.g., Educational Leadership, Program Evaluation) or the undergraduate education program at UMass Lowell.

Teaching online (with support and training provided by the College of Education).

The University of Massachusetts Lowell is committed to increasing diversity in its faculty, staff, and student populations, as well as curriculum and support programs, while promoting an inclusive environment. We seek candidates who can contribute to that goal and encourage candidates to identify their strengths in these areas when applying.

The College of Education is one of six academic colleges at the University of Massachusetts Lowell. The College of Education (COE) contributes to the recognized success of UMass Lowell, which is ranked in the top 200 of national research universities (US News and World Report) and is one of the fastest growing universities in the country. Lowell is approximately 25 miles north of Boston and is a mid-size city with a diverse population. It is home to the second largest Cambodian population in the country, but is also home to people whose family heritage includes such countries as Ghana, Uganda, Nigeria, Brazil, and the Caribbean. Because of its place in the history of the industri-

alization of the USA, the National Park Service established the Lowell National Historical Park (LNHP). The LNHP in collaboration with the COE oversees the Tsongas Industrial History Center, which, each year, brings 40,000 children to Lowell for place-based, experiential learning.

The COE currently serves 400 graduate students and 120 undergraduates. The College has 14 tenured or tenure track faculty and five clinical faculty. Education degrees are offered at the undergraduate and graduate level. During the last five years, the College has launched exciting new initiatives to meet the needs of a rapidly expanding student body: a Carnegie-recognized doctoral degree program for school leaders, a School Leadership Institute (professional development for standing school administrators), Ph.D. degrees, a US Department of State grant-funded international education program, a new BA Ed degree with dual license in elementary and special education, a UTeach program for undergraduate STEM education, and a Center for Program Evaluation.

The COE faculty is composed of engaged and innovative scholars who generate and apply knowledge, create programs, and collaborate with partners, guided by values of democracy, inclusion, excellence, and service. The COE is committed to building a diverse faculty in order to fulfill our mission of serving socio-economically, ethnically and linguistically diverse students and promoting global understanding of educational issues.

The Center for Program Evaluation (CPE) offers program evaluation services that support UMass Lowell's missions of research, teaching, and service to the community and industry. There are currently 33 faculty, staff, and student affiliates of CPE, all of whom conduct program evaluation in a variety of fields. CPE members have expertise in areas such as K-12 education, higher education, community programs, criminal justice, psychology, sociology, health services, work environment, and business. The collaboration among members allows for strong support and evaluation capacity. Activities conducted by CPE include: providing consultation in program evaluation, including assistance with writing these elements of grant proposals; conducting internal and/or external evaluations for programs and grant funded projects; housing specialized program evaluation staff and resources; serving as a clearinghouse for matching requests for program evaluation with appropriate university faculty and staff; conducting program evaluation and data analysis workshops; and, executing high level research on program evaluation.

#### Minimum Qualifications (Required):

Ph.D. or research-oriented Ed.D. in educational research or closely related field

Evidence of expertise in qualitative inquiry and analysis

An emerging agenda for research and publication

Evidence of working effectively within diverse groups

Demonstrated capacity to work collaboratively

Additional Considerations:

The committee is also interested in candidates with experience:

Teaching at the undergraduate and/or graduate levels.  
Working in an educational research center or group.  
Working with scholars, practitioners, government agencies, or non-profits  
Securing grant funding from government agencies and/or foundations.  
Teaching online.  
Teaching or conducting research in one or more of the following areas: Special Education, ESL, Program Evaluation, STEM  
Education, or other areas that advance the mission and vision of the College of Education  
Special Instructions to Applicants:

Review of applications will begin immediately and continue until the position is filled. However, the position may close when an adequate number of qualified applications are received.

Please include the following required documents with your application:

Comprehensive CV

Cover letter describing: a commitment to exploring specified research area; research agenda; experiences with external funding, teaching; collaborative work undertaken; and any experiences with online teaching

One example of published scholarly research as appropriate at the assistant level

One course syllabus germane to the courses which might be taught at UMass Lowell

An evaluation of your teaching skills (provide either a synopsis of participant evaluations of a course you have taught, an extensive professional development you have facilitated, or an evaluation conducted by a supervisor)

Names and contact information for three references will be required at the time of application.

The International Association of Qualitative Inquiry (IAQI) was launched in 2005 at the First Congress. Currently, this umbrella association has a Newsletter and over 4500 members. IAQI and IIQI is currently active in establishing mutually beneficial relationships with existing national qualitative research associations in, among other countries, Argentina, Australia, Brazil, Canada, Colombia, Denmark, Finland, France, Germany, Great Britain, Ireland, Israel, Italy, Malaysia, Mexico, South Africa, South Korea, and Spain.

The IAQI Newsletter is a place to extend conversations about the association. We invite your contribution. The Newsletter offers a venue for taking up controversial topics. It is a site where new publications and up-coming conferences can be announced. Please send us your announcements  
Norman K. Denzin and James Salvo

## **IAQI**

Institute of Communications Research  
University of Illinois at Urbana-Champaign  
229 Gregory Hall  
810 South Wright Street  
Urbana, IL 61801