



PRESIDENT

Ma. del Consuelo Chapela
 Universidad Autonoma Metropolitana -
 Xochimilco
 Calzada del Hueso 1100
 Col. Villa Quietud
 Coyoacán
 Ciudad de México, 4960
 Mexico
 conich@correo.xoc.uam.mx

VICE PRESIDENT

Gaile Cannella
 Tulane University
 1726 Bordeaux St
 New Orleans, LA 70115
 gcannell@tulane.edu

TREASURER

James Salvo
 University of Illinois
 at Urbana-Champaign
 810 South Wright Street
 229 Gregory Hall
 Urbana, IL 61820
 USA
 salvo@uiuc.edu

DIRECTOR, IAQI

Norman K. Denzin
 University of Illinois
 at Urbana-Champaign
 810 South Wright Street
 229 Gregory Hall
 Urbana, IL 61820
 USA
 n-denzin@uiuc.edu

MANAGING EDITOR

David I. Haskell
 University of Illinois
 at Urbana-Champaign
 810 South Wright Street
 229 Gregory Hall
 Urbana, IL 61820
 USA
 dhaskell2@gmail.com

In Memoriam

Joe Lyons Kincheloe

(December 14, 1950 - December 19, 2008)

Collaborative Sites and Communities of Meaning

Norman K. Denzin, Director, International Congress of Qualitative Inquiry

Some time during the last decade critical qualitative inquiry came of age, or more accurately moved into another historical phase. Out of the qualitative-quantitative paradigm wars of the 1980s there appeared, seemingly overnight, journals, handbooks, text books, dissertation awards, annual distinguished lectures, and scholarly associations. All of these formations were dedicated to some version of qualitative inquiry. Scholars were in the midst of a social movement of sorts, a new field of inquiry, a new discourse had arrived, or so it seemed, and it flourished.

Qualitative researchers proudly took their place at the table. Students flocked to graduate programs for study and mentoring. Instruction in qualitative, and mixed-methods models became commonplace. Now there were QUAN and QUAL programs. Paradigm proliferation prevailed, a rainbow coalition of racialized, and queered post-isms, from feminism, to structuralism, postmodernism, postcolonialism, poststructuralism, postpostivism, post-scientism, Marxism, postconstructivism.

All of this took place within and against a complex historical field, a global war on terror, a third methodological movement. In the methodologically contested present qualitative researchers confront the scientific backlash associated with the evidence-based social

continued on page 2

Notes from the Managing Editor:

The editorial staff of *The IAQI Newsletter* is pleased to introduce a new feature in our forthcoming issue: Faculty Announcements. If your department is conducting a faculty search and would like to advertise the open position, please contact the Managing Editor.

Due to a high volume of IAQI 2009 Congress submissions and inquiries, the IAQI Newsletter has condensed Volume 4.4 and Volume 5.1 into a single issue.

In this Issue

<i>From the Director (cont.)</i>	2
<i>IAQI 2009</i>	2
<i>From the President</i>	3
<i>Publications</i>	4
<i>Confrences and Workshops</i>	8
<i>Symposiums and Seminars</i>	10
<i>In Memoriam</i>	11
<i>Submissions Deadline</i>	13

From the Director

movement connected in North American education with the No Child Left Behind legislation. The International Association of Qualitative Inquiry (IAQI) is a product of these historical events. Never before has there been a great need for qualitative scholars to come together in common purpose.

Arthur P. Bochner, a founding member of a IAQI, and current President of the National Communication Association has recently called for a greater sense of community in the academy (Spectra, 2008, Vol. 44, No .9, August, p. 3). Bochner senses a decline in civility in the classrooms and hallways. He feels that it can be understood as an outgrowth of the corporatization of the university. Most public universities now function under a business model that has transformed the relationship between professors and students. We don't have students anymore; we have customers. Many young faculty have become fearful of their chances to achieve tenure and promotion under this business model. Bochner senses a growing despair and alienation in the academy. He challenges us to not cave into the pressures of corporatization. We must renew on obligations to challenge, educate, and criticize.

One way to approach these challenges within our global IAQI communities is the creation of collaborating sites. This involves the construction of networks of interconnected scholars. Collaborating Sites (CS) develop their own initiatives for expanding qualitative inquiry and its potential for social justice. Each site develops a web page which is linked to the IIAQI website (iiqi.org). The CS lists local faculty involved in qualitative research, along with their research interests, and provides information about upcoming workshops, seminars, conferences and other programs in the local area.

In her column in this issue, in-coming IAQI President Ma. Del Consuelo Chapela, of Universidad Autonoma Metropolitana-Xochimilco, offers the concept of communities of meaning (CM) as a way of extending the collaborating sites model. In critical communities of meaning scholars engage in academic discussion and political support. They pursue qualitative research projects committed to social justice. In this historical moment, far from retreating under the umbrellas of corporate structures, CM call on scholars to advance the causes of critical qualitative inquiry. Please join us in forging ever-widening communities of meaning. ***

We expect more than 400 papers to be presented in over 200 sessions. Please make plans to attend the 2009 Fifth International Congress of Qualitative Inquiry, May 20-23, 2009 (<http://qi2009.org>).

IAQI 2009

Call for Nominations: Lifetime Achievement Award in Qualitative Inquiry

The International Center for Qualitative Inquiry is pleased to announce the call for nominations for the 2009 Lifetime Achievement Award in Qualitative Inquiry. The award will be 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 first award will be presented at the annual meeting of the International Congress of Qualitative Inquiry in May 2009 and each year thereafter. Send a nominating letter outlining the nominee's qualifications for the award by post or e-mail no later than March 5th, 2009. Include a curriculum vitae for the nominee, if available. Send letters and current curriculum vitae to:

Carolyn Ellis, Chair of Lifetime Achievement Award in Qualitative Inquiry Committee
Department of Communication
University of South Florida
4202 E. Fowler Ave., CIS1040
Tampa, Fl. 33620-7800
cellis@cas.usf.edu

IAQI Registration Now Open

Congress delegates are now welcome to register online for IAQI 2009, hosted at the University of Illinois @ Urbana Champaign, May 20-23. Visit the Congress website for information about the most expansive collection of pre-conference workshops assembled to date, including among others:

- Carlos Calderón, "Quality Assessment of Qualitative Health Research: Advancing in Possible Integrated Proposals"
- Donna M. Mertens & Kelly M. Munger, "Qualitative Research and Social Transformation in the Disability Community"
- Michal Krumer-Nevo, "Social-Change-Methodologies In Social Work Research"
- Anne Kuckartz, "Introduction into MAXQDA: Setting up Your Data for a Computer Assisted Analysis"

Workshop, registration, and travel information call all be found at <http://icqi.org>

With your registration, you will be added to the IAQI list-serv and have free access to the IAQI newsletter.

From the President

IAQI in a Turbulent World

by Dra. Maria del Consuelo Chapela Mendoza

Are now-a-day people living the natural end of neo-liberalism just a few years after the end of its opposed socialism? Who or what will govern the world now that what Chomsky (2003) called the global 'virtual senate' is somehow eroded? How many lives will be taken and how much suffering is ahead? Is there any space immune to these events? After September's US economic collapse, there is hardly any agreement and credibility about explanations of the state of present world that emerge from academic or political spheres. However, the world's economic situation, accompanied by even more suffering of the less empowered, has been envisaged since long ago in many works of QI and other research. Meanwhile, lack of understanding of micro-social processes; and a strong overlook and distaste of QI when planning and making decisions that affect third parties, can be seen as some contributions to economic, cultural, and biologic planetary collapse, of a science at the service of power or, at least, science financed and capitalized by dominant power which proclaims the existence and ownership of The Truth.

In this context, IAQI seems even more necessary to reinforce QI efforts to help people say what they have to say and to make it politically audible; to redouble efforts to understand and make sense of what is going on in this world; to expand and promote QI, its quality, ethics, and its compromise with social justice; to build up solidarity rhizomes to ensure that as many as possible quality QI researchers are trained and supported all-around-the-world; to provide with communication mechanisms efficient to achieve spreading of QI learning. A way to approach these challenges is IAQI communities of meaning (CM). CM are one way to achieve academic discussion and political support within QI scholars who search for helping understanding yielding social justice and indeed a feasible world.

Communities of meaning are groups where scholars find identity in the way they perceive, think, give value, and practice the world, or, thinking along with critical geography, groups of scholars producing space while strengthening collective ethos. At the bottom of this identity is shared meaning, visible or invisible, when pronouncing the world. From this identity each scholar chooses his or her particular research problems, methodologies, and audiences. What bound those groups is their possibility to find echo and to mirror themselves amongst each other and to inhabit a space of their own production; what makes those groups advance and change is the possibility to become windows to other knowledge, meanings, methodologies,

ideas, experiences, reflections, confrontation, and learning, with freedom, without fear; and to expand the space of their own production. Communities of meaning may develop a collective ethos and strengthen the ethos of its particular members. These groups have the potential to develop and spread out-stream ideas and practices, and also to support the development and communication of particular members' learning. CM are flexible and members may belong to different CM. Communities of meaning may or may not decide to design and develop projects in common, share knowledge, practices, or responsibilities. Particular regions of the world, languages, methodological traditions, disciplines, gender, race, historical background, theoretical affinities, or other alike, may or may not be the basis for the development of a community of meaning.

To start a CM, a scholar or a group of scholars, can search for meaning attraction, for deep feeling of identity; for 'touching' and let touch ideas and words, and then to interpret what is it that gives the deep feeling of identity, looking for a way to name meaning behind that identity feeling. IAQI collaborative sites (<http://www.iiqi.org/cssite.html>), the International Congress of Qualitative Inquiry (www.icqi.org), and the International Review of Qualitative Research (<http://www.lcoastpress.com/journal.php?id=8>) are 'natural' spaces to search and share meaning, to start and develop CM. However, we need to develop and try more ideas about how to start and develop CM and other strategies to strengthen IAQI and make their associates meet and participate. In this historical moment of humanity, far from retreating, we need to advance and search for QI positioning as helpful aid to pursue the exercise of human rights for every body.

- Bourdieu, P. y Passeron, JC. (1970) *La reproducción. Elementos para una teoría del sistema de enseñanza*. Barcelona: Fontamara.
- Chomsky, N. (2003) 'Of course, it was all about Iraq's resources' Noam Chomsky interviewed by Simon Mars. *Gulf News*. December 02, 2003. Available at <http://www.chomsky.info/interviews/20031202.htm>
- Santos, M. (2000) *La naturaleza del espacio. Técnica y tiempo. Razón y emoción*. España: Ariel.

Publications

New Book Publications

The *IAQI Newsletter* is looking to expand its new book publication section. If you are an IAQI member and would like to announce your latest groundbreaking publication, please consider sending the title, authors/editors, publishing house, and ISBN to the Managing Editor (dhaskell2@gmail.com)

Personal Decisions in the Public Square: Beyond Problem Solving into a Positive Sociology

by Robert A. Stebbins

Transaction Publishers

ISBN 13: 9781412808262

Revision: Autoethnographic Reflections on Life and Work

by Carolyn Ellis

Left Coast Press

ISBN 13: 1598740400

CFP: *Culture Unbound - Journal of Current Cultural Research*

This is an invitation to contribute articles to the new academic journal *Culture Unbound: Journal of Current Cultural Research* that will be launched during spring 2009. *Culture Unbound* is a qualified academic journal for border-crossing cultural research, including cultural studies and other interdisciplinary, innovative and transnational currents in the field. It will be globally open to articles from all areas in this large field and it aims to serve as a forum with a wider scope than existing journals for cultural studies or other, more specific subfields of cultural research.

Articles will be published when they are ready for publication, i.e. the annual volumes will not be divided into issues. Articles will always be refereed and often published in thematic blocs. The journal will be published electronically by Linköping University Electronic Press and the content accessible for downloading as open access.

Culture Unbound welcomes contributions in the form of original, unpublished and well-written research articles on any subject that relates to cultural research in general and interdisciplinary research in particular. We invite all academics working within this field to submit articles to *Culture unbound*. Articles should comprise 6-10 000 words and they can be submitted at our website, where you can also find more information about *Culture unbound* along with detailed instructions for authors: <http://www.culture-unbound.ep.liu.se/>. For further questions please contact Martin Fredriksson: martin.fredriksson@liu.se.

Critical Arts: A Journal of South-North Cultural and Media Studies

Critical Arts has niched itself in terms of conceptual freshness, textured writing, and experiential analysis which draws readers into its articles, its narrative themes and its theoretical explorations. Articles published in Critical Arts are universal in reach while retaining a particularity of context, specificity of content and relevance of topic. We invite articles which have the potential to influence the ways in which disciplines represented by cultural and media studies think about themselves in terms of critical dialogues generated within the South-North relationship, and with special reference to Africa. How do people, institutions and constituencies cope within, resist and engage this relational nexus?

The 2nd 2008 issue of Critical Arts was published in December. The Routledge link is below, and the cover and contents page is attached.

<http://www.informaworld.com/smpptitle~content=g906996797~db=all>

For information on how to submit an article please visit www.informaworld.com/RCRC and click on the Instructions for the Authors tab. Articles may also be submitted direct by e-mail to the addresses below.

Published by University of South Africa Press and Routledge. For more information write to:

Keyan Tomaselli, Editor
Critical Arts: A Journal of South-North Cultural Studie c/o Culture, Communication and Media Studies
University of KwaZulu-Natal, Durban 4041, South Africa
(Ph) +27 (0)31 2602505
(Fax) +27 (0)31 2601519
(e-mail) tomasell@ukzn.ac.za

Or Gail Robinson at Criticalarts@ukzn.ac.za
www.ukzn.ac.za/ccms
<http://digital.lib.msu.edu/projects/africanjournals/>
<http://www.tandf.co.uk/journals/authors/rcrcauth.asp>

Critical Arts Home Page: http://ccms.ukzn.ac.za/index.php?option=com_content&task=view&id=151&Itemid=87

Publications

Announcing: The Canadian Creative Arts in Health, Training and Education Journal

The Canadian Creative Arts in Health, Training and Education Journal has recently published its 7th issue "The Creative Response". Our peer reviewed journal content is aligned with qualitative approaches the arts and social sciences. We have a well established subscriber base and, as an open access journal, we are accessed by researchers worldwide.

Since its launch in 2006, the journal has been honoured to publish new research from leading professionals and scholars across disciplines active in the arts, health, training and education. As of January 2009, articles published in *The Canadian Creative Arts in Health, Training and Education Journal* (CCAHE) will be accessible to over 90% of the world's public, college and university libraries.

The journal is also accessed by a "by request" subscriber base including physicians, psychiatrists, social scientists, researchers, academics, nurse educators, activists, dramatists, visual artists, music and dance therapists, professional musicians, teachers, adult educators, social workers, mental health professionals, counselors, chaplains, therapists, as well as schools of education, colleges, leading medical schools, hospitals and health organizations in Canada the U.S. and internationally.

We also run a popular blog in the arts and sciences that can be accessed at <http://www.ccahtecrossingborders.blogspot.com/>

For more information, please contact:
Cheryl McLean, Editor, Publisher
Canadian Creative Arts in Health
<http://www.cmclean.com/>

Call for Papers: *The Grounded Theory Review*

The Grounded Theory Review is an international peer-reviewed journal for the advancement of classic grounded theory research and scholarship. Each issue of the Review contains papers featuring substantive theories developed using classic grounded theory methodology as well as papers with a focus on methodological perspectives. The Review wishes to serve as a forum for global networking among grounded theory researchers and welcomes dialogue and discussion between its readers and the members of its Peer Review Editorial Board.

We are currently seeking articles for two forthcoming special issues:

* June, 2009. This issue will focus on the novice experience in learning and doing CGT (Classic Grounded Theory). We especially welcome papers that address the challenges, lessons learned, rewards and advice to others undertaking their first CGT study. Deadline for submissions is March 31

* November, 2009. This issue will focus on writing and publishing CGT. The numerous remodelled versions of GT have resulted in many misunderstandings of the classic methodology, most particularly, the misconception that GT is a qualitative research method. The resultant confusion of CGT with qualitative methods is a frequent frustration - and sometimes obstacle - for CGT scholars seeking to publish in mainstream academic journals where the criteria for publication may be inconsistent with CGT methodology and where reviewers will often assess a CGT paper against established criteria for qualitative research. We welcome papers that address these issues and offer advice to others in successfully overcoming the obstacles to publication in mainstream journals. Deadline for submissions is August 31

For both special issues, papers of 2000 - 4000 words are preferred. In addition to this special call for papers, we continue to welcome papers presenting substantive and formal grounded theories from a broad range of disciplines including business and management, education, health services, sociology, etc. Papers should follow the general submission guidelines as outlined on the Review website.

Forward all submissions to Judith Holton, Editor-in-Chief

Junctures: The Journal for Thematic Dialogue, issue #11, "Control 2," Now Available On-Line.

Please visit www.junctures.org to discover the free full-text, on-line issue of the journal. We welcome submissions for our up-coming issues, and hope you will consider choosing *Junctures* as a place to submit your work. The next issues are on the themes of Island, Teach and Difference, and we are welcoming submissions on, or related to, these topics.

Annemarie Jutel, RN, PhD
Associate Professor
Otago Polytechnic
Dunedin, New Zealand

Publications

FQS 9(3) -- "Visual Methods"

Edited by Hubert Knoblauch, Alejandro Baer, Eric Laurier, Sabine Petschke & Bernt Schnettler, FQS issue 9.3 is available online (see <http://www.qualitative-research.net/index.php/fqs/issue/archive> for former issues). In addition to articles relating to "Visual Methods", FQS 9(3) provides a number of selected single contributions, a contribution belonging to the FQS Debate on Teaching and Learning Qualitative Methods, as well as articles belonging to FQS Reviews and FQS Conferences.

- A) FQS 9(3) Visual Methods
- B) From Our Readers
- C) Conferences and Workshops
- D) Grants & Funding
- E) Open Access News

FQS 10(1) -- "Qualitative Research on Intercultural Communication"

Edited by Matthias Otten, Jens Allwood, Maria Assumpta Aneas, Dominic Busch, David Hoffman & Michele Schweisfurth, FQS issue 10.1 is available online (see <http://www.qualitative-research.net/index.php/fqs/issue/archive> for former issues). In addition to articles relating to "Qualitative Research on Intercultural Communication," FQS 10(1) provides a number of selected single contributions, contributions belonging to the FQS Debates on "Qualitative Research and Ethics" and "Teaching and Learning Qualitative Methods," as well as articles belonging to FQS Reviews.

- A) FQS 10(1)
- B) Conferences and Workshops
- C) Links
- D) Open Access News

CFP: Qualitative Research in Sport and Exercise A New Routledge Journal

Qualitative Research in Sport and Exercise aims to be eclectic in content. It will publish refereed articles covering the diverse landscape of qualitative research. There are three issues a year to include, empirical research articles, theoretical articles that address conceptual issues underlying qualitative research, review essays, short communications, and book reviews. Details of the journal can be found at: <http://www.tandf.co.uk/journals/titles/19398441.asp> and submissions of papers can be sent to the co-editor Brett Smith at b.m.smith@exeter.ac.uk

Symbolic Interaction CFP: Special Issue - Sex(ualities)

Symbolic Interaction invites submissions for a special issue on sex and sexualities. *Symbolic Interaction* seeks articles that are based in or owe to the pragmatic tradition of symbolic interaction (and closely related perspectives). Articles might include (but are not limited to) the following subjects:

- Sexual behaviors and activities (i.e., masturbation, intercourse, BDSM, hooking up, swinging, infidelity...)
- Sexual identities and selfhood (i.e., the acquisition, maintenance, and transformation of straight, gay, lesbian, bisexual, or trans sexual identities...)
- Sexual politics and social control (i.e., the processes of definition, interpretation, and claimsmaking in sexual social problems, the labeling of sexual deviants, the management of sexual stigma...)
- Sexual bodies (i.e., sexual embodiment, nude embodiment, the sensual and phenomenological experience of erotic reality...)
- Sex work and the sex industry (i.e., pornography, exotic dancing, prostitution, virtual sex work, sex tourism, phone sex...)
- Sexual technologies (i.e., the vibrator, the "erection industry," internet sex...)
- Sex and social change (i.e., analysis of the change in the role and place of oral sex over the last two generations, changing definitions and meanings of sexual bodies and provocative fashions...)
- Sexual development; sex and the lifecourse (i.e., becoming sexual, sex and aging, youth and sexual discovery...)
- Sexuality and the Internet (i.e., analysis of how sexual behaviors, selves, and communities are emergent from and mediated by computer technology...)
- Sexual health and illness (i.e., living with sexual disease, sex and disability, pragmatic investigations of sexual disease transmissions...)

Preference is given to empirical, creative, novel, and innovative works. Book review proposals and proposals for book review essays that critically examine multiple books simultaneously (you may recommend relevant books for review, as well as propose qualified reviewers) are welcome. Submission deadline is May 1, 2009 (early submissions are encouraged). Please submit manuscripts in Word or RTF format, by e-mail, to the guest editor:

Dennis D. Waskul, 507-389-5673
dennis.waskul@mnsu.edu

Publications: *Studies in Symbolic Interaction*

Call for Papers: *Studies in Symbolic Interaction*

Studies in Symbolic Interaction is seeking submissions for its “Blue-Ribbon Paper Series.” Senior scholars are afforded the special opportunity of publishing papers of longer length and more intellectual license than in most social science journals. Junior scholars are afforded the special opportunity of having their papers constructively criticized with the goal of making them later acceptable for publication. Papers presented at the Couch-Stone Symposium, SSSI Annual Meeting, and International Congress of Qualitative Inquiry will be given special consideration. Authors should indicate the conferences and the date when they were presented. E-mail submissions as MS attachments to: Lonnie Athens (athenslo@shu.edu), Deputy Editor.

Studies in Symbolic Interaction - Volume 31

Part One: Blue Ribbon Papers

Lonnie Athens “The Inauguration of the ‘Blue-Ribbon Paper’ Series”

Norbert Wiley, “A Pragmatist’s Theory of the Self”

Anthony Puddephatt, “George H. Mead’s Social Theory of Scientific Growth”

David Franks, “The Controversy of Mind Over Matter: Mead’s Solution and Applications from Neuroscience”

Natalia Ruiz-Junco, “The Passages of Theory: A Critical Analysis of the Ortega-Mead Connection”

Meg Spohn, “Considering Violentization on the Societal Scale”

Marshall B. Clinard, “How I Became a Criminologist”

Part Two: Race, Identity, Self

Colleen R. Hall-Patton, “Quilts and Everyday Life”

Rebecca Savage Bilbro, “Dialogics of Discomfort: Race, Roles and Performance”

Grant W. Shoffstall, “Jesuits, Indians, and the Legend of Ondes-sonk”

Part Three: Performing Inquiry

Guiseppe Toscano, “Artistic Performance and Sociological Research”

Christopher Stonebanks, “Spartan Superhunks and Persian Monsters: Responding to Truth and Identity as Determined by Hollywood”

Studies in Symbolic Interaction – Vol. 32

Part One: Future of Symbolic Interactionism

D. Angus Vail, “Future of Symbolic Interactionism On the Future of Symbolic Interactionism”

Phillip Vannini, “Towards a Cosmopolitan and Interdisciplinary Interactionism: Twelve Scholars Reflect on the State of the Perspective”

Robert Prus, “Authenticity, Activity and Conceptuality: Generating a Pluralist, Humanist, and Enduring Social Science”

Carol Rambo & Tiffanie Grier, “The Future of Symbolic Interaction, Peaking, and Collapsing the Matrix*”

Kathy Charmaz, “A Future for Symbolic Interactionism”

Part Two: Anselm Strauss Colloquium Papers

Adele E. Clarke, “Celebrating Anselm Strauss and Forty Years of Grounded Theory”

Susan Kools, “From Heritage to Postmodern Grounded Theorizing Paper for the Second Anselm Strauss Colloquium: Forty Years of Grounded Theory”

Karen Schumacher, “Constant Comparisons and Constant Conundrums: Twenty Years of Grounded Theorizing about Family Caregiving”

Fritz Schutze, “The Legacy in Germany Today of Anselm Strauss’ Vision and Practice of Sociology”

Kathy Charmaz, “The Legacy of Anselm Strauss in Constructivist Grounded Theory”

Margaret H. Kearney, “Inconstant Comparisons: A Nurse and a Sociologist Study Depression Using Grounded Theory”

Adele E. Clarke, “Sex/Gender and Race/Ethnicity in the Legacy of Anselm Strauss”

Part Three: Self, Identity and Meaning

Desire Yomtoob, “The Vultures Which Attended My Birth”

Jeffrey E. Nash, “Archie, Meet Larry: Framing Race in Two Acclaimed Television Comedy Series, 1971-1980”

Karen Manges Douglas, “A Voice from the Grave: A Posthumous Dialogue with Norma Williams”

James A. Forte, “Making Interactionism Useful: Translations for Social Work and Sociological Practice”

Conferences and Workshops

CFP: 21st Annual Ethnographic & Qualitative Research Conference, Cedarville University June 5 - 6, 2009

We invite research projects among a broad spectrum of topics. Employment of traditional ethnographic and qualitative research projects provides the common thread for conference papers. Proposals will be peer-reviewed among three strands: Results of qualitative and ethnographic research studies, qualitative research methods, and pedagogical issues in qualitative research. Presenters, both in oral and poster formats, may submit their written papers for journal publication consideration in the printed, peer-reviewed *Journal of Ethnographic & Qualitative Research*.

Formats include oral presentations and poster sessions. The oral presentations will be in 20-minute segments, with the university providing PowerPoint, overhead projectors, and/or other multi-media facilities for presenters. The poster presentations will be in 30-minute segments with the university providing poster boards for presenting summaries of the research projects.

The EQRC conference has a long tradition of reputable quality, including previous hosting institutions being SUNY at Albany, Duquesne University, University of Massachusetts, and Teachers College, Columbia University. Cedarville, OH is located near Dayton, OH which is also within reasonable driving distance from the airports of Columbus, OH and Cincinnati, OH.

For more information, please visit our website:
<http://www.cedarville.edu/academics/education/eqrc/>

CFP: The Anxiety of Belonging: Partitions, Reunifications, Modernity Cardiff University, Wales July 15th-17th, 2009

Keynote Speakers: Joseph Cleary (NUI, Ireland), Meenakshi Mukherjee, (JNU, India) Hannah Behrend (Humboldt University, Germany), Marcelo Svisky (Haifa, Israel)

In an increasingly globalized world, the fractures caused by Partitions and their papering over by Reunifications raise one of the most important questions of modernity, that of belonging. The focus of this conference will be to do comparative work on Partitions and Reunifications and understand these political events in their global complexity.

“The Anxiety of Belonging: Partitions, Reunifications, Modernity” conference calls for papers that will open up new ways of theorizing and new approaches to Partitions and Reunifications by problematizing political and nationalistic frameworks in an era of the postnational and the global.

Details: <http://www.cardiff.ac.uk/encap/newsandevents/events/conferences/partitions.html>

Professor Chris Weedon,
Chair of the Centre for Critical and Cultural Theory
Centre for Critical and Cultural Theory
tel - +44 (029) 2087 5606
fax - +44 (029) 2087 4502

E T H N O G R A P H Y : L I V E R P O O L & K E E L E 4th Annual International Ethnography Symposium at Venice, Italy: August 23rd - 25th 2009

The 4th Annual Joint University of Liverpool Management School and Keele University Institute for Public Policy and Management International Symposium on Current Developments in Ethnographic Research in the Social and Management Sciences. To be Held at the Island of San Servolo, Venice, Italy

Recently the body of literature on Gender at Work from ethnographic and auto-ethnographic perspectives has been growing. On the other hand, while ethnographic work on gendered work organisations is increasing, the gendering of ethnography, particularly within management and organisation studies, remains largely understudied. In line with the key theme for this year's symposium, 'Practice, Politics and Ethics in Ethnographic Research', we aim to attract papers that consider the practical, political and ethical challenges involved in conducting ethnographic gender research and in gendering ethnography.

Abstracts (up to 750-words, excluding contact details and references) should be submitted at the following email address by Friday 6th of March 2009: c.priola@aston.ac.uk

Information on the Symposium, attendance fees, accommodation and registration can be found on the following website: http://www.liv.ac.uk/management/events/ethnography_conference.htm

Conferences and Workshops

Society for Research on Educational Effectiveness Second Annual Research Conference, Crystal City, Virginia, March 1-3, 2009

The Society for Research on Educational Effectiveness is pleased to announce the availability of the SREE conference program. You may download the agenda, reserve a hotel room, and register for the 2009 conference by check or credit card here:

<http://www.educationaleffectiveness.org/links/>

PLEASE NOTE: The hotel reservation cutoff date and the conference registration close date is February 13th, 2009 at 11:59 PM EST.

We look forward to seeing you at the Second Annual SREE Conference!

CFP: 8th Annual Hawaii International Conference on Social Sciences, Honolulu Hawaii June 4 - 7, 2009

Submission Deadline: February 14, 2009

The 8th Annual Hawaii International Conference on Social Sciences will be held from June 4 (Thursday) to June 7 (Sunday), 2009 at the Waikiki Beach Marriott Resort & Spa in Honolulu, Hawaii. The conference will provide many opportunities for academicians and professionals from social sciences related fields to interact with members inside and outside their own particular disciplines. All areas of social sciences are invited.

Submitting a Proposal:

You may submit your paper/proposal by using our online submission system! To use the system, and for detailed information about submitting see: http://www.hicsocial.org/cfp_ss.htm

Web address: <http://www.hicsocial.org>

Email address: social@hicsocial.org

Second Global Studies Conference Zayed University, Dubai, United Arab Emirates 30 May to 1 June 2009

The Global Studies Conference and Global Studies Journal are devoted to mapping and interpreting new trends and patterns in globalization. The conference and journal attempt to do this from many points of view, from many locations in the world, and in a wide-angle kaleidoscopic fashion.

The Conference will also include numerous paper, workshop and colloquium presentations by practitioners, teachers and researchers. If you have any inquiries about this conference, please visit the conference website at:

<http://www.GlobalStudiesConference.com>

CFP: Fourth International Conference On Interdisciplinary Social Sciences, University of Athens, Athens, Greece 8-11 July 2009

The International Conference on Interdisciplinary Social Sciences examines the nature of disciplinary practices, and the interdisciplinary practices that arise in the context of 'real world' applications. It also interrogates what constitutes 'science' in a social context, and the connections between the social and other sciences. The Conference will also include numerous paper, workshop and colloquium presentations by practitioners, teachers and researchers. We would particularly like to invite you to respond to the Conference Call-for-Papers. Presenters may choose to submit written papers for publication in the fully refereed International Journal of Interdisciplinary Social Sciences. If you are unable to attend the Conference in person, virtual registrations are also available which allow you to submit a paper for refereeing and possible publication in this fully refereed academic Journal, as well as access to the electronic version of the Conference proceedings.

The deadline for the next round in the call for papers (a title and short abstract) is 12 February 2009. Future deadlines will be announced on the Conference website after this date. Proposals are reviewed within two weeks of submission. Full details of the Conference, including an online proposal submission form, are to be found at the Conference website - <http://www.SocialSciencesConference.com/>.

Symposiums and Seminars

Narrative Practice: Spring Course, 2009 Centre for Narrative Research, University of East London

The aim of this module is to explore some of the wide contemporary range of applications of narrative research. The course provides an overview of some of the frameworks within which narrative research is practiced, including :

- Personal and cultural narrative analysis
- Social representations theory
- Narrative sociology
- Foucauldian and Deleuzian analysis
- psychoanalysis
- feminism
- postcolonial studies

Topics addressed will include research on physical health and mental health issues, photography, craft, fine art, children's self-representations, popular culture, and memory. A range of guest lecturers will present their own approaches to narrative practice alongside continuing seminar discussions and evaluations of the benefits and problems associated with the different frameworks. Assessment involves a presentation on a relevant paper (20%) and a small piece of narrative research, putting into practice the perspectives we have explored within the course (80%)

This 30-credit course is part of the Narrative Research MA and postgraduate Certificate and Diploma, but can also be taken independently, for credit, or without formal assessment.

The course group will meet on Tuesday afternoons, 1-4pm, February-May, at the Docklands Campus of UEL.

Module Tutors: Dr. Corinne Squire, c.squire@uel.ac.uk; Dr Maria Tamboukou, m.tamboukou@uel.ac.uk

To apply, or for further details of the course, contact Corinne Squire, c.squire@uel.ac.uk

QRCA Conducting Inaugural Symposium on Excellence in Qualitative Research, Chicago, IL May 7, 2009

The Qualitative Research Consultants Association (QRCA), a leading global organization focused on excellence in qualitative research, is presenting its first-ever buyer/practitioner "Symposium on Excellence in Qualitative Research" in Chicago on Thursday, May 7, 2009. The symposium will be held at the Hotel Intercontinental. The theme is "Meeting Challenge. Achieving Success."

The symposium will highlight case study presentations that demonstrate successful applications of qualitative research to solve client business problems. Presentations will be given jointly by QRCA members and their clients. The emphasis will be on real-life, innovative applications of new and traditional qualitative techniques. The case studies will be presented back-to-back throughout the day.

The symposium is targeted to qualitative research users and buyers in consumer and business-to-business companies, not-for-profit organizations, associations and government. Others interested in qualitative research applications, including the academic and student communities, quantitative researchers, and QRCA members are also welcome to attend. Cost is \$250 for QRCA members and \$325 for non-members who register by April 23. After April 23, registration is \$300 for QRCA members and \$375 for non-members. To register or get more information, visit www.qrca.org.

About QRCA

QRCA (www.qrca.org) is a vibrant global network of qualitative researchers immersed in the most exciting work being done in the field. Our nearly 1,000 global members apply their passion, creativity and experience to help clients tap into the power of qualitative marketing research and succeed in uncovering valuable insights and thinking.

Contact: Steve Richardson, 314-367-7359 or steve.richardson@qrca.org

In Memoriam

Joe Lyons Kincheloe, (December 14, 1950 - December 19, 2008), was a professor and Canada Research Chair at the Faculty of Education, McGill University in Montreal, Quebec, Canada. He died of a heart attack December 19, 2008. He wrote more than 45 books, numerous book-chapters, and hundreds of journal articles on issues including critical pedagogy, educational research, urban studies, cognition, curriculum, and cultural studies. Kincheloe received three graduate degrees from the University of Tennessee. The father of four children, he worked closely for the last 19 years of his life with his partner, Shirley R. Steinberg. He was founding director of the Paulo and Nita Freire International Project for Critical Pedagogy, McGill University.

Joe L. Kincheloe, 1950-2008 Joe L. Kincheloe, a prolific scholar, tireless teacher and mentor, irrepressible musician, and leading figure in critical pedagogy, cultural studies, and curriculum theory died on December 19, 2008, after suffering a heart attack while on vacation in Jamaica.

Joe was the Canada Research Chair in Critical Pedagogy in the Department of Integrated Studies in Education at McGill University. During his time at McGill, he and Shirley Steinberg founded the Paulo and Nita Freire International Project for Critical Pedagogy (<http://freire.mcgill.ca/>), which has established itself as a leading archival and coordinating centre for a global research initiative that works with teachers and students to improve the contribution that education makes to social justice and the democratic quality of people's lives. Joe played a formative role in the development of critical pedagogy, which is a fusion of Critical Theory, arising out of the Frankfurt School, Antonio Gramsci, and others, and the radical democratic pedagogy of the Brazilian educator Paulo Freire. Over the course of 50 books, including his latest (with Shirley Steinberg), *Christotainment: Selling Jesus Through Popular Culture*, *Teachers as Researchers* and *Kinderculture: The Corporate Construction of Childhood*, and countless articles, Joe systematically uncovered the ways in which institutional influences in the construction and representation of knowledge, identity, and culture were badly serving certain populations. By developing a politically sensitive approach to the cognitive sciences, he was able to adeptly demonstrate how a number of the leading ideas currently at play within education, such as standards and intelligence, were being used unconsciously or knowingly to undermine basic democratic principles in ways that, he made clear, the schools could both study and address. Such work was necessary in order, as Joe wrote at one point, "to build an ethical sense on which [people] can build humane and evolving institutions," and in setting out the grounds for such reconstructive work, he was as likely to make use of the democratic philosophy of John Dewey, as the constructivist psychology of Lev Vygotsky. He drew on a vast range of figures and traditions, in a richly eclectic research methodology that he identified as bricolage, which was rooted in a self-reflective and self-critical grasp of "the relationship between a researcher's ways of seeing and the social location of his or her personal history." It was the rigor of critical vigilance that he brought to his writing, as well as to his teaching and his collaboration with educators in the schools. Joe was born in what he described as "the mountains of East Tennessee... in a very poor area of Sullivan County." Growing up among "grotesque forms of classism and racism in the South of the 1950s and 1960s," he soon found a means, while still in high school, to bring people together and move them as a blues musician and songwriter. His song lyrics were to grow sharply satirical and political over the years – Jim Lehrer meets Phil Ochs and Greg Allman – finding their raspy soulful expression, most recently, with Tony and the Hegemones, which has been playing the North American educational conference circuit since 1998. It was in Tennessee that he also had his start as a teacher, sharing with middle-school students the quirky counterculture stories of Richard Brautigan and Tom Robbins, and with fellow teachers workshops on themes such as teaching "third-world" geography. Prior to coming to McGill in 2006, Joe had held positions at CUNY, including the Belle Zeller Chair of Public Policy and Administration, Pennsylvania State University, Florida International University, Louisiana State University at Shreveport, and, perhaps most influentially, an initial posting as Education Department Chair at Sinte Gleska College in the Rosebud Sioux Community of South Dakota. For all of the prodigious scale and scope of his own published work across each of these institutions, his exemplary generosity as a scholar will long be remembered for the publishing guidance and opportunities that he provided for well over 600 books of colleagues through the many valuable books series that he edited, principally with Shirley Steinberg, his partner in love, work, and family. For Joe was also father and grandfather, to be dearly missed by his children Ian Steinberg and Christine Quail, and their children Luna and Hava; Chaim Steinberg and Marissa Fogel, and their child, Tobias; Meghann and Ryan Clements, and their children Maci, Cohen, and Seth; and Bronwyn Steinberg. Yet what also needs to be said is that there was no occasion to which Joe Kincheloe could not add warmth and levity, no conversation which he could not indelibly enrich with a pointed story from his youth or the endless misadventures of his

In Memoriam

adulthood. “Stop me if you’ve heard me tell this...” would often be his opener. (One would as soon want to stop Bob Dylan on launching into “Just Like Tom Thumb Blues.”) And yet he was as quick to laugh at another’s story; as interested to take note of others’ struggles; as soon to be overly polite to the rude and surly; and as certain to be patient with the inevitable frustrations of getting from A to B in today’s world. When you heard him gently say at the close of a meeting or phone call, “Peace be with you,” you knew that the peace that went with you was every bit Joe’s gift to you. Then and always. website: freire.mcgill.ca John Willinsky, Stanford University Joe’s graduate students have set up The Joe L. Kincheloe Foundation for Critical Pedagogy, donations can be sent to the Foundation at: 334 Cornelia Street #273 Plattsburgh, NY 12901 Celebrations in Joe’s honor are being held in Montreal on January 10, 2008 and in New York City on February 2, 2008. For information: Montreal: Lindsay.Cornish@mcgill.ca New York: Ktobin@optonline.net

Dr. C. Stonebanks

Rhyme Scheme		
Joe Kincheloe was a cool white internal rhyme	his cancer wound raw and exposed his joy for life rendering it ridiculous	yesterday way he celebrated my work
relaxed as well-worn jeans wore his skin loose as a sudden grin	a macabre joke and Joe was having the last laugh	way he read between my lines and got it every time Joe worked against the fucked-up-ness of injustice but made music in his free time his life a jazz song
When I heard the news I stopped what I was doing a pregnant pause	Joe was the coolest white dude I’ve ever known a southern drawl that made me think about the best of a South I’d grown up afraid of	in synch in the moment goin’ with the flow.
memory taking me back to the free food room at a conference hotel last year	and then there was his love, without saying the word, his hug like he just saw me	Mary E. Weems 6:03 a.m. January 23, 2009

I only first spoke with Joe in 2002 when he invited me to collaborate on a book and I only met Joe, face to face, a short four years ago. However, I think that this will sound familiar to everyone when I say that when I began working in schools in the early 1990s, I benefited because I felt I *knew* Joe. When I was teaching in inner-city schools in Montreal, I was a better educator because *we knew* Joe. When I was working in the teacher education program in the Cree community of Mistissini over a decade ago, my students and I succeeded because *we knew* Joe.

Of course, I knew Joe through his writing. Before I had any thought of ever meeting this man, when I read Joe’s work, as far as I was concerned, I was convinced this man *knew me*. I felt he knew me because he was able to capture so accurately the roots of the struggles of students, such as myself, that he understood were “deemed failures by the larger society or by the schools they attended” and provide possibilities; *imagining what could be*. Joe had been one of the most significant influences on my own learning, my teaching, my research and my academic career and when I would share this with him, he would always respond with humble gratitude. From the first moment I met Joe through his writing he taught me how to look beyond simple “how to” questions and ask “why”. This, in turn I shared with my students who had been regarded as “at-risk” in the inner-city schools of Montreal as well as the pre-service teachers of the James Bay Cree, McGill University and now Bishop’s University.

We all benefited from knowing Joe. In the pursuit of making schools a better place. Joe asked us to “imagine what could be” and that is his lesson of hope that I will always cherish and share.

Imagine what could be.
Thank you Joe.

Dr. C. Stonebanks

Submissions deadline

Next deadline: Submissions for the April 2009 *IAQI Newsletter* are due by March 15. Please send materials to David Haskell, by e-mail in Word format, to dhaskell2@gmail.com. Please include “IAQI Newsletter” in the subject line of the e-mail.

IAQI NEWSLETTER

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