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**From the Director**

“We will not cease from exploration, and the end of all our exploring will be to arrive where we started and to know the place for the first time” (T. S. Elliot, No 4 of ‘Four Quartets’, 1942).

The University of Illinois, the College of Media, the International Center for Qualitative Inquiry, the Institute of Communications Research and the Department of Media and Cinema Studies hosted the Eighth International Congress of Qualitative Inquiry. Over 1300 persons, from more than 67 nations registered for the Congress. There were 22 pre-conference workshops. More than 1300 papers will be presented in over 320 sessions. Nine Pre-Congress Days—A Day in the Arts, A Day in Spanish and Portuguese, A Day in Turkish, A Day Qualitative Health Research, A Day in Qualitative Psychology, A Day Social Work, A Day in Mixed Methods, A Day in Indigenous Qualitative Inquiry, A Day in Critical Qualitative Studies in Early Childhood Assemblage—were held on May 16.

The theme of the 2012 Congress was “Qualitative Inquiry as a Global Endeavor” The 2012 Congress offered scholars the opportunity to debate these issues, to foreground our global interdependency, to examine the politics of advocacy, pro and con, to form coalitions, to engage in debate on how qualitative research can be used to advance the causes of social justice, while addressing racial, ethnic, gender and environmental disparities in education, welfare and healthcare.

Sessions will take up topics as: the politics of nation, competing notions of borders, value-free inquiry; partisanship, bias; the politics of evidence; alternatives to evidence-based models; multiple and mixed-methods; public policy discourse; indigenous research ethics; decolonizing inquiry. Contributors experimented with traditional and new methodologies, with new presentational formats (ethnodrama, performance, poetry, autoethnography, fiction). Such work offers guidelines and exemplars concerning advocacy, inquiry and social justice concerns.

Scholars from around the world have accepted the challenge to gather together in common purpose to collectively imagine creative and critical responses to a global community in crisis. The Eighth International Congress offers us an opportunity to share our experiences, problems and hopes concerning the conduct of critical qualitative inquiry in this time of global uncertainty.

The International Association of Qualitative Inquiry (IAQI) was launched in 2005 at the First Congress. Seven years later this new association has a Newsletter, Over 5000 members, a global network of collaborating sites, and its own international journal, the

International Journal of Qualitative Research and an annual post-congress book series with Left Coast Press Thank you for participating in this truly international project.

Yours sincerely,  
Norman K. Denzin

# Ninth International Congress of Qualitative Inquiry

## QUALITATIVE INQUIRY OUTSIDE THE ACADEMY

Keynotes:

Audience Matters

Laurel Richardson, Ohio State University

If research falls in the academy,... For whom do we write? Only for each other? Why do we publish where we do? Only for our academic advancement? What about the myriad of possible audiences outside the academy? How might we reach them? How about jumping out of the box? Off the page? We can make a difference; we can affect quality of people's lives. If we reach them.

Freeing Ourselves

Russell Bishop, University of Waikato Hamilton, New Zealand.

In this talk I intend detailing the development of an indigenous response to neo-colonial dominance in research, classrooms, schools and education systems. This talk will detail the journey over time that has led me from researching the impact of colonization on my mother's Maori family to an appreciation of just what researching in Maori contexts involves. The lessons learnt here also appealed to me, as an ex-secondary school teacher, as being a means by which the marginalization of Maori students in mainstream classrooms could be re-theorised. From this understanding was a means whereby educators could reposition themselves discursively and create caring and learning relationships within mainstream classrooms that would see Maori students benefitting from their participation in education. From these theoretical beginnings grew a large-scale classroom-based project that eventually developed into a comprehensive approach towards theory or principle-based education reform that is now being implemented, in two different forms, in 150 secondary schools in New Zealand.

Fundamental to this theorising and practice were the understandings promoted by Paulo Freire over forty years ago, that the answers to the conditions that oppressed peoples found themselves in was not to be found in the language or epistemologies of the oppressors, but rather in that of the oppressed. This realisation was confirmed when I understood that researching in Maori contexts needed to be conducted dialogically within the world view and understandings of the people with whom I was working. This realisation also led me to understand how dialogue in its widest sense is crucial for developing a means whereby Maori students would be able to participate successfully in education.

Further reading: Bishop, R. (2011). *Freeing Ourselves*. Rotterdam. Sense Publishers.

The Ninth International Congress of Qualitative Inquiry will take place at the University of Illinois, Urbana-Champaign from May 15-18, 2013. The theme of the 2013 Congress is "Qualitative Inquiry Outside the Academy".

The 2013 Congress will offer scholars the opportunity to debate these issues, to foreground qualitative inquiry as a shared, global endeavor, while engaging the politics of advocacy, pro and con, to form coalitions, to engage in debate on how qualitative research can be used to advance the causes of social justice, while addressing racial, ethnic, gender and environmental disparities in education, welfare and healthcare.

Sessions will take up such topics as: the politics of advocacy; audience, partisanship, the politics of evidence; ethics of inquiry, public policy discourse; indigenous research ethics; decolonizing inquiry. Contributors are invited to experiment with traditional and new methodologies, with new presentational formats (ethnodrama, performance, poetry, autoethnography, fiction). Such work will offer guidelines and exemplars concerning advocacy, inquiry and social justice concerns.

On May 15 there will be pre-conference special interest group events and on May 16, morning and afternoon professional workshops. The Congress will consist of keynote, plenary, spotlight, featured, regular, and poster sessions. There will be an opening reception and barbeque as well as a closing old fashioned Midwest cook-out.

We invite your submission of paper, poster and session proposals. Submissions will be accepted online only from August 15 until December 1 2012. Conference and workshop registration will begin October 1, 2012. To learn more about the 9th International Congress and how to participate, please visit our website [Icqi.org](http://Icqi.org)

## IAQI Officers

New Officers Elected:

2012-2014

President: Jane Gilgun

Vice-President: Svend Brinkmann

2010-2012

President: Cesar A. Cisneros Puebla

Vice President: Julianne Cheek

2007-2009

President: Maria del Consuelo Chapela Mendoza

Vice President: Gaile S. Cannella

## 2012 Congress Award Winners

2012 Illinois Distinguished Qualitative Dissertation Award

Category A: Traditional and Mixed-Methods: Manijeh Badiie, University of Nebraska. "Portraits of Empowerment Exhibited by One Million Signatures Campaign Activists."

Honorable Mention: Mara Casey Tieken, Harvard University, "Our Only Hope: Narratives of Rural Schools and Rural Communities."

Category B: Experimental: Hilary Hughes-Decatur, University of Georgia. "Rethinking Girls: Phenomenology and the Body."

Honorable Mention: Susan Naomi Nordstrom, University of Georgia. "Ensembles of Life: The Folding of Objects and Subjects in Family History Genealogy."

2012 Outstanding Qualitative Book Award

Celine-Marie Pascale. 2011. *Cartographies of Knowledge: Exploring Qualitative Methodologies*. Sage Publications.

2012 Honorable Mention:

Andrea Dyrness. 2011. *Mothers United: An Immigrant Struggle for Socially Just Education*. University of Minnesota Press.

2012 Inaugural Award for Outstanding Book in Spanish or Portuguese:

Fernando Peñaranda Correa et al.(2011). *Educación para la salud: una mirada alternativa al modelo biomédico. La praxis como fundamento de una educación dialógica*. Medellín, Colombia: La Carreta Editores,

2012 Lifetime Achievement Award in Qualitative Inquiry for dedication and contributions to qualitative research, teaching, and practice.

Carolyn Ellis

## Report from the Qualitative Health Research Program: ICQI 2012

The Qualitative Health Research (QHR) Committee was proud to sponsor several panels and presentations across ecological levels of health and well-being (e.g., policy, community, individual). This year we did not have our inspirational "star" Janice Morse (editor of the QHR journal) involved in our planning process, but her presence was felt in our decisions, program and actually in a surprise appearance for a brief time at the conference. We had a special invited panel on qualitative epidemiology and a plenary with Professor Jesus Ramirez-Valles from the UIC (Chicago) sister campus who spoke to us about using film as a medium with life history narratives.

Health and well-being are cross cutting themes across many disciplines and interests at ICQI. For the first time, we held the QHR presentations within the general conference, which made it possible to reach more students and those who do not come earlier for the special program days (Wednesday). We will determine if we will continue with this practice for ICQI 2013. There are many special program days to choose from on Wednesday and chairperson Michele Kelley also participated in Social Work day which would not have been possible if the QHR sessions were held the same day. We did hear from students that they would like to have a space and time for their concerns at the next conference, and not necessarily for issues pertaining to QHR, but more for discussing methods, stage of doctoral work, and relating to others about the conference experience etc. We also know that there were other fine presentations related to health which were not reviewed by our committee. For next year we will consider how we might be able to "flag" QHR related content within the general congress. Sister campus University of Illinois at Chicago (UIC) will consider how we can be more formally support ICQI in the future. UIC School of Public Health professors Michele Kelley (makelley@uic.edu) and Jennifer Hebert-Beirne (jheber1@uic.edu) will be co-co-chairing the QHR program for ICQI 2013. Please feel free to contact us with your ideas.

## 2012 Day in Qualitative Psychology

Report by the conference organizers: Marco Gemignani, Angelo Benozzo, and Cesar Cisneros-Puebla (Svend Brinkmann was part of the 2012 organizing group, but he could not attend the conference). For comments or questions about this report, please contact Marco Gemignani at gemignanim@duq.edu

As Norman Denzin in his welcoming opening session said, it is enough to think of Freud's case studies and Mead's research to see that qualitative research has a long history within psychology. Yet, despite its tradition, the field has embraced a view of science and research that progressively moves away from meanings, interpretations, and complexity. Being part of an overly conservative and traditional field of knowledge, psychologists often struggle to find encouragement to adopt qualitative methodologies, especially if inspired by post-structural, critical, and constructivist epistemologies.

In contrast to this daunting picture, the "Day in Qualitative Psychology" at the QI congress aims at creating a safe haven in which presenters and participants can engage in exercises of creativity and critical thinking. We believe that the best conferences are those in which knowledge is not just transmitted, but also created in conjunction with the audiences. This was also one of the main messages from Mary Gergen, one of our two keynote speakers this year, who in her reflections on the Day invited us to be even more daring in our views of "scientific" knowledge and to explore alternative views of "scientific reporting", while still creating a supportive community for qualitative psychologists.

In many instances, we gladly noticed that more questions were posed than answers given during the "Day in Qualitative Psychology". We heard challenging dialogues on methods, theories, and ethics. The efforts to overcome objectivist and positivist legacies were inspiring: a number of speakers explored the possibilities of liberating psychology from its useless strives to be recognized as a "hard" science, embracing the linguistic and the performative turns in the social sciences and exploring the richness of qualitative inquiry in research and practice.

The titles of the five panels (Critical 'I' and Qualitative Psychology; Fostering Pluralism in Qualitative Psychology; Promoting Qualitative Psychology; Case Studies and Psychology; Qualitative Psychology for Social Change and Justice) may give an idea of the ways in which the participants engaged in new and experimental ways of doing and thinking about qualitative research. Along with the five panels, there were also four symposiums: 1) Intersubjectivity and Cultural Identities; 2) Making Relevance and Validity: Practitioners and Participants as co-researchers; 3) Passion and Pitfalls in Phenomenological Research: Challenges in Teaching, Advising, and Application; 4) Qualitative Research within Counseling and Community Psychology: Acculturation and the Quantitative/Qualitative Divide. These panels and sym-

posiums also underline a common thread in the majority of scholars attending the Day in Qualitative Psychology: a deep concern with the political dimensions and consequences of research.

There is a tendency in psychology to obey to methods and to delineate neat, clear-cut boundaries in epistemological stances, ontological views, and research positions, like for instance the separation between researchers and participants. Critically, instead, Kenneth Gergen's (Ken's keynote address was at the Day's opening) argued for leaving behind labels, scientific stances, methodolatries, and predefined views of "good" research. He inspired the audience by inviting us to move beyond method and research into inquiry and relationship. His remarks shaped the tone of the numerous informal gatherings, hallway chats, and research plans in which many of the 35 presenters (from 11 different countries!) and more than 80 participants engaged during the Day in Qualitative Psychology and in the following days.

A particularly moving moment for us (the conference organizers) was the "town hall meeting" with which we closed the event. We were not sure if the Day in Qualitative Psychology should be annual or biannual event and so we ran this question by the audience. To our own surprise, the vast majority of the people wanted to keep it a yearly event (the few individuals who preferred to have it every other year wanted to be able to attend some of the other pre-conferences). We were touched by the support we received: clearly, the participants found that the Day in Qualitative Psychology contributed to their professional growth and learning! At the town hall meeting, we heard interesting suggestions to foster creativity and community by partially changing the structure of the pre-conference. This Day in Qualitative Psychology has been a second step (after its first edition in 2011) toward delineating further actions to promote qualitative researchers' presence in the APA (Div. 5 now has a subdivision for Qualitative Methods), international associations, and other areas of inquiry in which methods and methodologies are still debated and contested.

We are now enthusiastically working on a new and somewhat experimental conference format for 2013. New scholars have joined the organizing committee to form an enthusiastic group of organizers. In our plans, the "2013 Day in Qualitative Psychology" will be even more participative and interactive, and will promote more occasions for active networking among the participants.

As usual, in what has become a cherished tradition, we concluded the Day in Psychology with a nice dinner at a nearby restaurant, where we could continue our conversations and fulfill our desire to know each other... this time in front of a good dish and glass of wine!

We are looking forward to seeing new and old faces at the next Qualitative Psychology event, which will be on Wednesday, May 15, 2013!



## 2012 Mixed Methods Day

The Eighth ICQI held its first ever “Mixed Methods Day.” What a smashing success! The “Day” brought together some of the leading edge mixed methods scholars whose work covers a range of issues and topics of wide interest to the ICQI community. The Day’s plenary panels and concurrent sessions totaling 35 papers and numerous break-out sessions, drew a crowd of excited ICQI scholars seeking to learn more about Mixed Methods Research. The day was organized by Dr. Sharlene Hesse-Biber, Professor of Sociology, Boston College; Dr. John Creswell, Professor of Educational Psychology at the University of Nebraska-Lincoln and Dr. R. Burke Johnson, Professor, College of Education, South Alabama University.

The conference keynote address by Dr. Donna Mertens, editor of the Journal of Mixed Methods Research and Professor in the Department of Educational Foundations and Research at Gallaudet University, electrified the audience. Merten’s address, “Navigating the Terrain of Social Justice: Multiple Voices in Mixed Methods Research,” spoke to the importance of infusing the focus of our research endeavors with a social justice mission that especially takes into account multiple voices and reminded us of the importance of asking socially transformative questions that provoke and challenge us toward a social justice agenda.

The “Day” included a range of concurrent and plenary sessions covering foundational issues in mixed methods praxis such as: Linking Philosophy, Theory and Praxis; Mixing/Integrating Analytical Models; as well as taking up qualitatively-driven mixed methods frameworks. The “Day” addressed how mixed methods research crosses disciplinary international and technological divides, as well as taking up pedagogical approaches in the teaching of mixed methods.

The “Day” ended with a panel of mixed methods researchers discussing future directions. A lively discussion and sometimes debate ensued. What was clear is that by the end of our “Day,” we filled a room of excited scholars still wanting to hear more and engage in continued dialogue about our “Day.”

We hope to return with yet another exciting and informative “Day,” and hope you will consider participating by sending in your paper and/or attending the “Day” at the ninth ICQI conference.

## From the Chair of the Collaborating Sites Advisory Committee

Update on the Collaborating Sites Initiative:  
Kris Tilley-Lubbs

Since its inception in 2008, the Collaborating Sites Advisory Committee (CSN), in conjunction with the International Association of Qualitative Inquiry (IAQI), has been charged with guiding the development of a world-wide international virtual community. At a Town Hall Meeting held at the 2012 International Congress of Qualitative Inquiry [ICQI], goals were established for the 2012-2013 academic year in an attempt to comply with the initial aim of creating a “global network of collaborating sites that is interactive, provides up-to-date information about what is occurring at each site, and meets the needs of individual member sites” (Collaborating Sites Roundtable Discussion, 2008 ICQI).

### Town Hall Meeting

At the Town Hall Meeting, a brief historical perspective of the CSN was presented, followed by a presentation by CSN Committee regarding the upcoming plans. A proposal was presented to call the collaborating sites the “Global Qualitative Research Community.” The proposed redesigned site can be viewed at <http://globalqrc.blogspot.com/>.

The following issues were discussed during the 45-minute meeting:

Although the idea of the blog was generally accepted with enthusiasm, several alternative options and suggestions were proposed that would significantly upgrade the project:

- Certain alternatives are free, and during the upcoming year will be explored as possibilities: Drupal, Ning (easy to customize), and Media Wiki (the software behind Wikipedia) are some of our options. A committee member volunteered a technology team at his university to explore options for this project.

- The platform should function in a way that will help to integrate, organize a “good feeling of being together” and a sense of community.

- Open resources in the web would facilitate access to information for people.

- A workshop will be considered for ICQI 2013 to discuss the use of the website to foster community practices and technology across the globe.

- Biographies of key figures in qualitative inquiry will be compiled and available on the website to serve as a bridge to information for researchers and teachers involved in qualitative inquiry.

- Content will be developed to serve as reference points for students.

□ The group agreed to open the opportunity of using the languages other than English as official languages of the community, in order to bring access not only to English-speaking researchers and students as well as to avoid the homogenization of knowledge in a single dominant language.

□ The group agreed on the importance of implementing the “Global Qualitative Research Community” on the web within the year.

#### Collaborating Sites Advisory Committee Members

Silvia Bénard, Universidad Autónoma de Aguascalientes, México

César Cisneros, Universidad Autónoma Metropolitana, Iztapalapa, México

Walter Ferreira de Oliveira, Universidade Federal de Santa Catarina, Brasil

Aitor Gómez, Universidad de Barcelona, Spain

Serge Hein, Virginia Tech, USA

Bryce Henson, University of Illinois, USA

Ellis Hurd, Illinois State University, USA

Iván Jorrín, Universidad de Valladolid, Spain

Gordana Jovanovic, University of Belgrade, Serbia

Jeffrey Keefer, Organizational Learning and Communication Consulting, USA

Karla Palma, University of Illinois, USA

Lubomir Popov, Bowling Green State University, USA

Monica Schnitter, Colegio Colombiano de Psicólogos, Colombia

Gresilda Tilley-Lubbs, Virginia Tech, Chair

Isto Turpeinen, Performing Arts Research Centre at Theatre Academy, Finland

Violeta Villasana Zapata, Escuela Normal Pablo Livas, Mexico

I would like to personally thank all those who participated in the Town Hall Meeting. With such excitement and dedication to continuing to develop a strong and robust community of practice for researchers engaged in qualitative inquiry, the possibilities are unlimited. The committee will meet periodically via Skype during the year, and I would like to invite any interested persons to join us as we develop our community. If you are interested in joining the committee or if you would like further information, please contact me at glubbs@vt.edu.

Kris Tilley-Lubbs, Chair, Collaborating Sites Network

## QI2012 Dissertation Award Statement

Hyvää iltapäivää. Good afternoon. On the behalf of conference organizers and other dissertation award committee members it is my pleasure and great honor to announce 2012 qualitative dissertation award winners. My plan is to be short and sweet. First I would like to thank Norman Denzin, ICQI organizers and staff for creating this opportunity to acknowledge wonderful, thoughtful, carefully planned and executed dissertation research. Special thanks to dissertation award committee members and reviewers: Katia Curbelo, Michael Giardina, Mary Blair, Yiye Liu, and two anonymous reviewers. I would also like to express gratitude and thanks to our sponsors Emerald, Sage, and Left coast press.

First, I have to say that the dissertation award committee was faced with very difficult task. All finalists exemplified interesting, innovative, important, and meaningful qualitative research that will make a difference. Submitted dissertations were structurally and conceptually complex and in many cases combined elements from traditional and experimental category. Thus the award committee treated the award categories (experimental and traditional/mixed methods) as flexible. Many dissertations were well written and truly engaging. Social justice was addressed not only as a framework, ontological standpoint, or methodological prompt but the importance of social justice was reflected in the authors’ motivations to engage in their research, their representational style, methods selection, and in researchers’ ethical positioning.

First I would like to announce the dissertation winner of Traditional category: Dr. Manijeh Badiiee, graduate from University of Nebraska. Manijeh’s advisor was Dr. John Creswell.

Manijeh’s work was methodologically very detailed and thorough. Her use of portraiture brought forward experiences and struggles of Iranian women’s rights activists in a way that did not simplify their lives but enabled readers to experience complexity and uncertainty associated with these activists’ stories, memories, experiences, and materia. Her blending of Farsi and English added an additional cultural dimension to the text by drawing attention to border crossing, material and linguistic limits and possibilities of power, language, and role of Discourse in the lives of these participants. Congratulations Dr. Badiiee!

Traditional category honorable mention: Dr. Mara Tiek-en, graduate from Harvard University. Mara’s advisor was Dr. Mark Warren. Dr. Tiek-en is now assistant professor at Bates College.

Mara’s eloquently written dissertation study focused on the complexities of schooling and schools in rural communities. She demonstrated how rural schools play significant role in personal and economical life of the community. Schools form identities and constructed identities shape schooling. Schools constitute a dynamic and fluid part of the commu-

## QI2012 Book Award

The International Congress of Qualitative Inquiry 2012 English-language book award winner is Celine-Marie Pascale with her book *Cartographies of Knowledge: Exploring Qualitative Epistemologies* (Sage, 2011).

*Cartographies of Knowledge* explores the conceptual and historical foundations and the premises and logic of contemporary qualitative inquiry. It examines qualitative methodology and concrete research methods in relation to issues of subjectivity, agency, and lived experience. The book draws on feminist, critical race, and post-structural theoretical roots in its critical appraisal of contemporary trends in qualitative social research. Ultimately, it is concerned with social justice in relation to the various research paradigms and their products and creates maps of epistemic principles as they apply to qualitative territories.

This book charts new ground by addressing a topic lacking in the literature and often overlooked in importance. It does an excellent job of showing how our taken-for-granted watchwords—race, class, gender—need to be seen and analyzed via experience, context, and agency. The book made the award committee want to argue, definitely a good thing in noteworthy publications. We think Pascale is successful in using traditional scholarly argumentation to critically reflect on analytic induction, symbolic interaction, and ethnomethodology and on the extent to which they have contributed and can contribute to a socially just world. She reminds us that our assumptions about the world and the knowledge we try to create about the world are inextricable from what is important to us--the ethics that inform our relationships with others.

Celine-Marie Pascale's acceptance statement:

The scholars at the ICQI and the associated scholarship have been critically important to my work. Both in terms of offering tremendous intellectual resources and also as a source of hope... indeed, no matter how fringe my own work has seemed to other sociologists, I could always show up at the ICQI and find myself feeling that I had been a bit too conservative (smiles).

The intellectual creativity of the ICQI is truly remarkable--and not just because it is the only place where I've seen a professional presentation accompanied by an accordion! It is truly amazing how much ground-breaking work goes into and comes out of this

nity life in various ways. Mara also used portraiture methodology to create appealing, engaging, and accessible narrative prose. Her portraiture, that blended her and participants' voices, was created to provide rich description of the life in rural schools and communities. She also integrated elements from social capital theory, racial segregation and perpetuation theories into her work. Congratulations Dr. Tieken!

Next it my great pleasure to announce 2012 dissertation award winner of Experimental category: Dr. Hilary Hughes-Decatur, graduate from University of Georgia. Hilary's advisor was Dr. Mark Vagle. Dr. Hugher-Decatur is now assistant professor at Virginian Commonwealth University.

Hilary's work was powerful example of phenomenology taking a poststructural turn. Her phenomenology of girls' bodies blended theories, personal reflections, and girls' experiences in the context of an interesting writing experiment. I found Hillary's idea to approach and engage her audience by writing her dissertation as a series of articles to a teen's magazine insightful, refreshing, and dialogical. She was not only concerned with the text but images and advertisement that also shape the perceptions, assumptions, values, and knowledge put forward in the magazines. Through her multigenre text Hillary provided an entryway to these girls' lived and bodily experiences. Furthermore, her choice to represent findings this way indicated her commitment to share her work beyond Academia and move toward potential contact zones; in spaces where dialogue about bodily-not-enoughness can continue and impact others. Congratulations Dr. Hugher-Decatur!

Finally, our second honorable mention now in the Experimental category goes to Dr. Susan Nordstrom, graduate from University of Georgia. Susan's advisor was Dr. Bettie St. Pierre. Dr. Norstrom is now assistant professor at Wayne State College.

Susan's dissertation pushed the boundaries of a qualitative study. Her 'post-qualitative study' that used Deleuzoguattarian theories was thought provoking and interesting example how theories can shape methodology at multiple levels. For example, Susan referred to her methodology as 'stuttering methodology' and she collected data through 'object-interviews'. Her dissertation exemplified interesting conceptual and methodological experimentation that could inspire many students and researchers to come. Congratulations Dr. Nordstrom!

To conclude I would encourage you to congratulate these winners personally and whisper in their ear: How did you do it? Albert Einstein once said "Few are those who see with their own eyes and feel with their own hearts."

Mirka Koro-Ljungberg

conference.

At the ICQI in 2007 an editor from Sage invited me to write a book--a book that became *Cartographies of Knowledge*. So in absolutely every way I can imagine, this book is infused with the inspiration of the ICQI. Norm, thank you for making that possible. I am enormously grateful for the ICQI for this award.

The honorable mention award for 2012 went to Andrea Dyrness for her book *Mothers United: An Immigrant Struggle for Socially Just Education* (University of Minnesota Press, 2011).

In this unique and refreshing book, Andrea Dyrness chronicles the efforts of a group of Latina immigrant mothers who became activists, researchers, and vocal advocates for their children in a city-wide movement for new small schools in Oakland, California. In doing so she turns a critical lens on the professional educators, reformers, and organizers who sought to “involve” the mothers. In rich ethnographic detail, Dyrness illuminates how social injustice is reproduced even in schools with teachers who believe in social justice, and how educators’ limiting views of parent involvement blocked the change they sought. What is unique about this book is Dyrness’s combination of ethnographic and participatory research methods to illuminate Latina mothers’ capacities for transformative action and their own strategies for making change. The book documents both the experience of inequality and exclusion in education and its “undoing” through activist research.

The ICQI English-Language Book Award Committee judges for 2012 were Kim Etherington, chair, Bud Goodall, and Judith Preissle. The 2013 competition begins now. The judges for 2013 are Bud Goodall, honorary member, Pat Sikes, Art Bochner, and Judith Preissle as chair.

## **2012 ICEAD Conference Announcement**

The 2nd International Contemporary Ethnography Across the Disciplines Hui (conference) will be held at the University of Waikato, Hamilton, New Zealand/Aotearoa, from 20-23 November 2012. Submission of abstracts has been extended to 29 June! Featuring keynotes Ruth Behar (University of Michigan, USA), Anoop Nayak (University of Newcastle, UK), Te Ahukaramū Charles Royal (University of Auckland, NZ), and Rogelia Pe-Pua (University of New South Wales, AUS), there will be seven pre-conference workshops and A Day in Maori and A Day in Spanish. There is also a doctoral student essay contest. For more details, please go to the website, [cead.org.nz](http://cead.org.nz)



## **2012 SPHS Conference Announcement**

The 2012 annual conference of the Society for Phenomenology and the Human Sciences will be held Thursday, November 1 through Friday, November 3, in Rochester, New York. The conference will be held in conjunction with SPEP (Society for Phenomenology and Existential Philosophy).

We will be meeting at the Hyatt Regency Rochester Hotel. The website for the hotel is <http://rochester.hyatt.com/>

Overnight accommodation rates are available at the conference rate of \$130. Up to four persons can be accommodated in one room for this rate.

Call 585-546-1234 for reservations. Make sure that you ask for the SPEP rate.

In order to get the conference rate, reservations must be made no later than September 19, 2012. However the number of rooms set aside at this rate is limited; if you are planning to attend the conference, you might want to make your room reservation sooner rather than later.

If you wish to attend SPEP sessions as well as SPHS sessions in Rochester, remember that SPEP has a separate registration fee. This can be paid in advance through the Philosophy Documentation Center, accessible from the SPEP homepage ([www.spep.org](http://www.spep.org)).

As you know, SPHS does not have a conference registration fee; however, it does have membership dues which are necessary to help cover the cost of the conference. Dues for 2012-2013 can be paid by downloading the attached form and mailing a check to Lenore Langsdorf, as indicated on the form.

The SPHS conference program will be available shortly.

The International Association of Qualitative Inquiry (IAQI) was launched in 2005 at the First Congress. Six years later this new 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 NEWSLETTER**

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