

2010-2011 Seed Grant Awards

The Qualitative Research Interest Group (QRIG) at the Consortium on Race, Gender and Ethnicity (CRGE) (see www.crge.umd.edu), in collaboration with the Maryland Population Research Center (MPRC) (see www.mprc.umd.edu) is pleased to congratulate the following faculty community of qualitative researchers from the Departments of Curriculum and Instruction, College Student Personnel, Education Leadership, Higher Education & International Education, Counseling & Personnel Services, Women's Studies, and Dance and Performance Studies, who were awarded the 2011 QRIG Seed Grants for their innovative research.

Melinda Martin-Beltrán
Assistant Professor
College of Education
Department of Curriculum & Instruction

Engaging our Linguistic Resources in Secondary Schools: How Minority-Language and Majority-Language Students can Learn from each other.

This project investigates the ways that English-language learners and Spanish-language learners may mediate each other's language learning through collaborative activities in a unique program that brings together students who would otherwise be separated in a mainstream high school. Grounded in sociocultural theory, this study uses microgenetic discourse analysis of audio-recorded student interactions during collaborative literacy activities to investigate how students exchange and co-construct language expertise.

Stephen John Quaye
Assistant Professor
College of Education
College Student Personnel Program

Engaging College Students in Difficult Dialogues: A Multi-Institution Study.

This study will assess if there is an increase in college students appreciation of differences (e.g. race, gender, and religious) by engaging them in structured dialogues. Intergroup dialogues will bring together two groups that have a history of conflict (e.g. people of color and White people) in face-to-face dialogues to explore the sources of conflict and build alliances. Using qualitative methods of semi-structured interviews, focus groups, observation and document analysis, a multi-institution case study of five intergroup dialogue programs will be conducted to explore in-depth what happens during these dialogues that might help students engage diversity on their campus.

Noah D. Drezner
Assistant Professor
College of Education
Education Leadership, Higher Education & International Education

Queering Philanthropy: Understanding Alumni Giving in the LGBTQQI Communities

This study aims to examine the constructed realities of philanthropy within the LGBTQQI communities as it relates to their experiences and characteristics specifically within the context of giving to higher education. It is hoped that this exploration will illuminate specific student and alumni characteristics, constructed college environments, and relevant outcomes related to LGBTQQI alumni giving.

Matthew J. Miller
Assistant Professor
College of Education
Department of Counseling & Personnel Services

Elucidating the Acculturation Experiences of Asian American Elders

This study will use consensual qualitative research methods to gain a deeper understanding of how Asian American elders construct meaning from their acculturation experiences. Seeing whether, how, and under what conditions these acculturation experiences might be salient across a number of relevant life domains.

Michelle V. Rowley
Assistant Professor
College of Arts and Humanities
Department of Women's Studies

Queering Home: Exploring the Organizational and Communal Terrains of Sexuality Rights and Equity in the Anglophone Caribbean.

This study provides a queer geography of the Anglophone Caribbean. In dialogue with sexuality rights activists and lesbian communities of practice it interrogates the ways in which sexuality rights advocates organize and advocate on behalf of queer communities in the midst of the region's discriminatory practices. The study explores the ways in which lesbian subject's structure their livelihood and social networks for the purposes of survival in the midst of socially hostile spaces.

Faedra Chatard Carpenter
Assistant Professor
School of Theatre, Dance, and Performance Studies

Whiteface to Postrace: Understanding Whiteness in Contemporary African American Performance

This study interrogates traditional expectations and assumptions regarding trans-racial mimicry by focusing on embodied, thematic, and aural portrayals of whiteness in African American performance. The study will explore the use of white makeup as well as the ways in which the privilege and power associated with "whiteness" has been expressed and staged.