**Postmodernism**

**Broido & Manning (2002)**

“Research conducted from postmodern and critical theory frameworks is focused on identity, power, and oppression. The purpose of such research is to "place at the center considerations of how we-the researchers -represent the other-the participants in the inquiry" (Rossman & Rallis, 1998, p. 67). The assumptions underlying postmodernism research, similar to those of critical theory, include the following:

1. The process of conducting and using research is laden with power.

2. Research can never be independent of the researchers' or respondents' assumptions.

3. The race, gender, class, and other social identities of the researchers, as well as the ways that the researchers and participants make meaning of those identities, inevitably influence the research process and findings. These identities of both researchers and respondents situate them in the social structure in which they live.

4. In the past and through some current practices, researchers and theorists have silenced and disempowered members of historically oppressed social groups (Denzin & Lincoln, 1994; Rossman & Rallis, 1998).

Mourad (1997) argued that "postmodernism expands the study of higher education well beyond institutional concerns and critiques because it expands the idea of what counts as knowledge and what counts as legitimate research" (p. 115). In the book, Giving Voice to Critical Campus Issues, Manning (1999) and her colleagues cleared a space in the research process to give voice to a university custodian, undergraduate students, and other underpowered college participants. The qualitative cases in the book represent the less heard voices on the college campus and, as such, are given prominence and visibility.” (p. 439)

**Reference**

Broido, E. M., & Manning, K. (2002). Philosophical foundations and current theoretical

perspectives in qualitative research. *Journal of College Student Development,*

*43*(4), 434-445