

**AGING AND SOCIETY: HLTH AGE 3EE3**  
**Winter 2016 TERM 2**  
**(January 5 to April 8)**

**Instructor:**

Dr. Yvonne LeBlanc  
Department of Health Aging and Society  
Kenneth Taylor Hall, Room 230  
(905) 525-9140, Ext. 27227

**Office Hours:**

12:30 pm – 1:30 pm or By Appointment  
Classes: Wed. 12:30-2:20 Fri. 12:30- 1:20 pm  
Location: KTH B132  
Email: [leblanyl@mcmaster.ca](mailto:leblanyl@mcmaster.ca)

\*\*\* Send all emails to my McMaster email account: [leblanyl@mcmaster.ca](mailto:leblanyl@mcmaster.ca).

**DO NOT USE AVENUE TO LEARN E-MAIL**

**COURSE DESCRIPTION**

**The Practice of Everyday Life: Observations and Inquiry**

Through naturalistic enquiry, this course explores how people behave toward and experience health and wellbeing in everyday life. Naturalistic enquiry is based on the view that social context is fundamental to understanding human behavior and that to gain an understanding of human behavior and experience it is necessary to observe people in natural settings, engaging in everyday practices. During the term we will look at the naturalistic paradigm and various theoretical and methodological approaches used in naturalistic enquiry. Students will have the opportunity to: engage in a variety of field observation assignments and conduct an observation project in a public setting; gain practice in collecting field data, recording observations, and conducting qualitative analysis techniques; advance library research skills; and share reflection and research insights in written and oral formats. Given the range of possible topics and potential research projects, the instructor reserves the right to make decisions regarding course content alterations as the term progresses.

**COURSE OBJECTIVES:**

The central objective of the course is to provide an opportunity for students to advance their understanding of health, aging, and society through naturalistic observation research.

By the end of the course students will be able to:

- Explain the naturalistic paradigm
- Identify and explain various theoretical and methodological approaches used in naturalistic enquiry
- Describe ethical implications associated with naturalistic enquiry
- Discuss reflexivity within the context of qualitative naturalistic enquiry
- Discuss the usefulness of naturalistic enquiry to understanding health and well-being in everyday life
- Advance skills in naturalistic observation, library based research, and written and oral presentations

**REQUIRED READING**

Warren Carol A. B and Tracy Xavia Karner. 2015. *Discovering Qualitative Methods: Ethnography, Interviews, Documents, and Images. Third Edition.* New York: Oxford University Press.

Schalbe Michael. 2007. *The Sociologically Examined Life: Pieces of the Conversation. Fourth Edition.* London: Mayfield Publishing.

Additional Required Readings will be available through the McMaster Library System.

### **CLASS FORMAT**

The course will consist of lectures, discussions, videos, and student presentations. Classes will require enthusiastic interaction and active participation from all students. Attendance at all classes is an essential component of the course. Students are expected to read the assigned readings before class and actively participate in the discussions and activities.

### **COURSE EVALUATION**

<b>Evaluation:</b>		<b>Date Due</b>
MREB Tutorial	5%	Jan 27 <sup>th</sup>
Student Led Discussions	10%	
Research Proposal	5%	Jan 22 <sup>nd</sup>
Field Diary	10%	
Project Presentation	15%	
Formal Paper	25%	March 30 <sup>th</sup>
Final Exam	30%	Scheduled by Registrar

### **McMaster Research Ethics Board Online TCPS2 Tutorial (5%)**

All students are required to complete the McMaster Research Ethics Board's online TCPS2 tutorial (<http://reo.mcmaster.ca>) and receive their certificate of completion from that office. This must be presented to me to receive the grades for this course requirement

### **Student Led Discussions (10%)**

Students will form small groups of 3-4 (depending on the number of students in the class). Each week, one to two groups will begin a discussion by presenting their stance on the articles/readings assigned, documentaries viewed in class or research exercises carried out. Each person in the group will speak for approximately 5 minutes and will be evaluated individually. Each group presentation need not be more than 20 minutes long collectively. After the initial introduction of the topic for the day, the group will then entertain their colleagues' views, opinions, concerns and questions from the floor. Students in the audience will also earn recognition for their participation in the discussion. Students will be evaluated on the thoughtfulness of their response and ability to demonstrate critical thinking with respect to the course work. The use of Power point or visual aids is not necessary.

### **Research Project Proposal (5%)**

Students will be informed as to the possible research options available in the public sector if they are not sure what is acceptable and in keeping with McMaster University's Research Ethics Board parameters for this course. The Ethics Board has indicated how we are to approach this exercise. Any questionable projects/volunteer work that steps outside the boundaries that is submitted by a student will necessitate further submission to and approval by the Research Ethics Board. The Experiential Education office has worked diligently over the summer and fall term to locate specific venues that prove appropriate for your naturalistic observation. Dr. Karen Szala-Meneok from the Research Ethics Board, will be lecturing the class (tentatively the third week of classes) with regard

to expectations and protocol as you prepare to enter the field of research. As you decide on a possible public social setting of observation given this information, you are to prepare a two page proposal that describes your topic of interest, what you know about the topic and public setting, the theoretical perspective and type of literature that you plan research inform your topic, the questions that you currently have, and what you hope/expect to discover by completing this research. **The due date for this proposal is January 22, 2016.** The grading rubric will be discussed in class and a copy will be available on Avenue.

### **Field Diary (10%)**

As you complete your four hour per week naturalistic observation, you are to take the time to record your thoughts in your personal diary. These notes will form the basis for an in class presentation of your naturalistic project as well as provide the data that you will use to critically reflect on in the final paper. This involves thinking about how your discoveries may complement or challenge your personal assumptions/beliefs and if they complement, challenge or expand the existing literature. **Include the typed field notes (single-spaced) in an Appendix at the end of the formal paper. The journal must be submitted at the end of term along with your formal paper to the Avenue Drop box no later than 12:30 pm on the date that it is due.**

### **Presentation (15%)**

Students will be asked to do a 10 minute presentation regarding their naturalistic observation project. You will be expected to provide a brief description of the project and then share specific analytic insights from your field notes; this includes any identified themes or patterns, connections to theory, concepts, independent library based research, and required readings or lecture based article sources. Once the student has completed their presentation, the remaining class members may ask questions or make comments or suggestions to help their colleague strengthen their stance and thus perhaps improve the content of their final paper. The final multiple choice exam will include questions on the presentations.

**A summary of the presentation should be submitted in a word document to the Avenue Drop Box no later than 12:30 pm on the date that it is due.** The Summary is to have a cover page with the title of your project, course name and number, instructor's name, your name, your student number and the date. All text should be double-spaced, using 12-point Times New Roman Font. The paper must be properly formatted using the APA Style Guide. The grading rubric will be discussed in class and a copy will be available on Avenue.

### **Formal Paper (25%)**

Students will be expected to submit an 8 page 'Formal Paper', excluding the title and reference pages. You will need to connect your thoughts to the course material, texts, and other academic literature as you reflect upon the naturalistic observations that you have recorded in your field diary. The paper is to discuss the naturalistic observations you have made over the term regarding your project topic and draw some insightful conclusions. You must include a minimum of 6 references from peer reviewed journals published 2006 or later. These outside sources must be located in social science journals; for example, 'Social Science and Medicine', or 'The Canadian Journal on Aging'. The paper will require that you demonstrate a sound understanding of, and facility with, the theoretical perspectives, concepts, ideas and/or evidence presented in the outside scholarly sources and course material that relate to your topic. The paper is to have a cover page with the title of the assignment (Formal Paper), the title of your project, course name and number, instructor's name, your name, your student number and the date. All text should be double-spaced, using 12-point

Times New Roman Font. The paper must be properly formatted using the APA Style Guide. The grading rubric will be discussed in class and a copy will be available on Avenue.

**Submit your formal paper, field diary, and grading rubric in a Word Document to the Avenue Drop box no later than 12:30 pm on Wednesday March 30, 2016.**

### **Final Exam (30%)**

A cumulative multiple choice final exam will be written during the exam period as scheduled by the Registrar's office. The exam will be based on the content of the lectures and readings for the course.

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

### **ACADEMIC INTEGRITY:**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process.

Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### **ABSENCES, MISSED WORK, ILLNESS**

All reasons for illness, injury and family emergency must be addressed through the office of the Associate Dean of Social Sciences who will notify the Professor of your absence. The policy contains the following requirements:

1. If you are seeking relief for missed academic work because of an absence lasting up to 3 days in duration, you must use the McMaster Student Absence Form.
2. You may submit a maximum of 1 Academic Work Missed request per term. It is YOUR responsibility to follow up with your Instructor immediately (NORMALLY WITHIN TWO WORKING DAYS) regarding the nature of the accommodation
3. If you are absent for reasons other than medical reasons, for more than 3 days, or exceed 1 request per term you MUST visit your Associate Dean's Office (Faculty Office). You may be required to provide supporting documentation. This form should be filled out immediately when you are about to return to class after your absence. Additional requests for relief of academic missed work must be reported to your Faculty's Associate Dean's Office (Be prepared to submit appropriate documentation. Relief for missed academic work is not guaranteed).  
MSAF is now available in MOSAIC Student Center (in the drop down menu under Academics)
4. You should expect to have academic commitments Monday through Saturday but not on Sunday or statutory holidays. If you require an accommodation to meet a religious obligation or to celebrate an important religious holiday, you may use the McMaster Student Absence Form or contact your Faculty's Associate Dean's Office.
5. In deciding whether or not to grant relief for missed work, factors such as the following may be taken into account: the timing in relation to the due date of the missed work and the degree of the student's incapacitation.
6. You are responsible to contact your Professor(s) promptly to discuss the appropriate relief.
7. It is the prerogative of the Professor of the course to determine the appropriate relief for missed term work in his/her course.

## **COURSE POLICIES**

### **Assignments**

Detailed instructions and a grading rubric for the writing assignment will be reviewed in class and posted on Avenue to Learn. **Unless otherwise specified, each writing assignment must be submitted electronically in a WORD document to the appropriate Avenue to Learn drop box no later than 12:30 pm on the date due; hardcopies or emailed copies will not be accepted.**

All assignments should have a title page, all pages should be numbered and have 1 inch margins on all four sides. All text should be double-spaced, using 12-point Times New Roman Font.

Assignments must be properly using the APA Style Guide. Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style. See: <http://library.mcmaster.ca/guides/apa-style-guide>

***Late Assignments-*** without approved excuses, you must make arrangements directly with me to hand in the assignment. Assignments will be marked down 5% if turned in late on the day it is due, and an additional 5 percentage points for each day it is late after that; this includes weekend days and holidays. If an assignment is due at the start of a class, it will be considered one day late any time after the end of class that day.

### **Email:**

Send all emails to my McMaster email account: [leblanyl@mcmaster.ca](mailto:leblanyl@mcmaster.ca). Please consider email equivalent to any other form of written communication. Students who write to their instructors are expected to follow rules of spelling, grammar and punctuation. In addition, please include a proper greeting, such as "Dear Dr. LeBlanc," and a closing that includes your full name, such as "Sincerely, John Smith." Email failing to meet these standards may be returned unanswered. Emails that require

a very short reply will be answered within 4 working days (I will generally not respond to emails over the weekend). Email questions requiring a more detailed response will only be answered - in person - during office hours or by appointment.

### **Use of Mobile Devices**

Mobile devices, specifically laptops and tablets, may be used in this course for educational purposes only (i.e., learning directed related to the course). At times I may direct you to use your mobile device to complete an activity or task, other times I may ask you to close your laptop or turn off your tablet to focus your attention on other course related tasks. Off-task use (e.g., Facebook, texting, other) will result in your device being confiscated for the class and/or being asked to leave the classroom for all or part of the class.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

### **OTHER IMPORTANT COURSE INFORMATION**

**Release of Grades:** Assignment grades will NOT be given out over the phone or by email. Final exam grades will not be released by the instructor. Final course grades will be released through the Registrar's Office.

**Review of Marks:** We will be diligent in marking all assignments fairly and accurately. However, occasionally students disagree with the marks they receive. If this occurs, the instructor will be happy to review the mark of any assignment or exam, if the procedure outlined below is followed. *Please note that when a mark is reviewed, the new mark may be lower than the original.*

If you would like additional feed-back, or clarification about your assignment grades I strongly encourage you to meet with me. If you remain unsatisfied with your mark and wish to have your grade reviewed by the instructor, you must write a 1-page typed memo describing in detail the nature of the perceived marking error. Submit this memo (in person, not e-mail), with the original marked assignment, to the instructor. You may submit requests for review no sooner than 48 hours, and no later than 2 weeks after the assignments/exams are handed back to the class.

**Turnitin:** In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com so that it can be checked for academic dishonesty. Assignments for this course should be uploaded in the appropriate digital drop-box on Avenue to Learn prior to the assignment deadline. When you upload your assignment to the digital drop-box on Avenue to Learn your assignment will be automatically forwarded to Turnitin.com to be checked for academic dishonesty. To see the Turnitin.com Policy, please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)  
Students who do not wish to submit their work to Turnitin.com must still submit a hard copy of the assignment to their TA. No penalty will be assigned to a student who does not submit their work to Turnitin.com.

## **ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES:**

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

If you require this information in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: [hasdept@mcmaster.ca](mailto:hasdept@mcmaster.ca)).

### **Accommodations:**

I am committed to making appropriate accommodations for students' observance of religious holidays. Please contact me as early in the term as possible to make individual arrangements.

I am also committed to working with students with disabilities to make individualized accommodations according to your specific needs. All such arrangements must be made through Student Accessibility Services (SAS). Please drop by my office at the beginning of the term to make individual arrangements and to complete the necessary paperwork. All such arrangements will remain confidential.

Student Accessibility Services: For information about academic support services, contact SAS at MUSC B107 (ext. 28652) or <http://sas.mcmaster.ca>.

### **Support Services and Accommodations**

The Student Accessibility Services (SAS) office (\*formerly, the Centre for Student Development) offers group and individual consultation about effective learning strategies, essay writing, and study habits; accommodations, assistive technology, advocacy and support for students with disabilities. Personal/group counseling is offered at the Student Wellness Centre (SWC). If you believe these services may be helpful to you, contact:

#### **\*Student Accessibility Services (SAS)**

##### **Phone**

(905) 525 9140 x 28652

##### **Teletypewriter (TTY)**

(905) 528-4307

##### **Email**

[sas@mcmaster.ca](mailto:sas@mcmaster.ca)

##### **Website**

<http://sas.mcmaster.ca/>

##### **Location**

MUSC B107

#### **Student Wellness Centre (SWC)**

##### **Medical and Counseling Services**

(905)-525-9140 x 27700

##### **Wellness Education**

(905) 525-9140 x 23312

##### **Email**

[wellness@mcmaster.ca](mailto:wellness@mcmaster.ca)

##### **Website**

<http://swc.mcmaster.ca/>

##### **Location**

MUSC B101, 107, and 106

## **FACULTY OF SOCIAL SCIENCES E-MAIL COMMUNICATION POLICY**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

\*Forwarding will take effect 24-hours after students complete the process at the above link

(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

### **THE USE OF AVENUE TO LEARN IN THIS COURSE:**

In this course we will be using Avenue to Learn. Course information will be posted here throughout the term. Please check this site often to keep informed of assignment instructions, links to course resources, important announcements, and interim grades. It is the responsible of all students to be aware of all information posted on Avenue to Learn.

Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

**Step 1: Make sure you are in the Avenue to Learn system.** If you officially registered for the course, you were automatically enrolled in the Avenue To Learn system. Go directly to step 2. Students who registered late for this course need to be added to the Avenue to Learn database before they can perform the next step. The best way to do this is to make sure that you are officially registered for this course.

**Step 2: Logon to Avenue to learn. Go to <http://Avenue.mcmaster.ca/>**

All the information you need for logging on to the site, for configuring your web browser, and for adding this course to your account are available here.

### **Step 3: Support**

If you are interested in viewing the support for Avenue to Learn, including quick help guides and other resources please visit <http://avenue.mcmaster.ca/help/>



## LECTURE & READING SCHEDULE

### **Week 1 Jan 6<sup>th</sup> & 8<sup>th</sup>: Introduction to Course**

Presentation: Ruthanne Talbot Experiential Learning Component

#### **Required Reading:**

Course Outline

**Assignment:** Naturalistic Observation of your study/bedroom. The report is to be written up describing the room and its content. Your information will be discussed in class next week (week 2). Research pertaining to categorization of types of rooms and the profile of the occupant will be presented to you to validate your findings or perhaps challenge the reliability of the established research.

### **Week 2 Jan 13<sup>th</sup> & 15<sup>th</sup>: Naturalistic Enquiry & Approaches to Interpreting Everyday Life**

#### **Required Reading**

Warren and Xavia Karner Chapter 1

Schwalbe Chapter 1

Given Lisa M. 2008. Naturalistic Inquiry. The Sage Encyclopedia of Research Methods. 548-551.

#### ***Recommended Reading:***

Adler, P. A., & Adler, P. (1994). Observational techniques. Handbook of qualitative research, 1, 377-392.

Athens Lonnie. 2010. Naturalistic Inquiry in Theory and Practice. Journal of Contemporary Ethnography. 39(1) 87-125.

**Assignment:** Choose a social situation for your naturalistic observation and write your two page proposal to be handed in next week in class.

### **Week 3 Jan 20<sup>th</sup> & 22: Research Ethics**

#### **Required Reading**

Warren and Xavia Karner Chapter 2

Schwalbe Chapters 2 & 3

\*Guest Speaker Dr. Karen Szala- Meneok from the Research Ethics Board

### **Week 4 Jan 27<sup>th</sup> & 29<sup>th</sup>: In the Field- Making and Recording Observations & Conducting Library Based Research**

Warren and Xavia Karner Chapters 3, 5 & 10 pp. 256-261

\*Tentative Guest Speaker (advanced library research) Jan 29<sup>th</sup>

**Assignment:** Spend one hour or so in the student center and observe the people there. Record what you see for discussion in class next week. Take time to note any recurring documented themes.

### **Week 5 Feb 3<sup>rd</sup> & 5<sup>th</sup>: In the Field- Insights into Social Context & Researcher Reflexivity**

Schwalbe Chapter 6

Warren and Xavia Karner chapters 8 pp 169-179 & 9 pp 209-223

Blaisdell, Cara. 2015. "Putting Reflexivity into Practice: Experiences from Ethnographic Fieldwork." *Ethics and Social Welfare* 9 (1): 83-91. doi:10.1080/17496535.2015.994977. [http://resolver.scholarsportal.info/resolve/17496535/v09i0001/83\\_pripefef](http://resolver.scholarsportal.info/resolve/17496535/v09i0001/83_pripefef).

### **Week 6 Feb 10<sup>th</sup> & 12<sup>th</sup>: In the field: Volunteer Role; Peripheral Observer**

Schwalbe Chapter 4

Warren and Xavia Karner Chapter 4

Declercq, A. (2000). Participant Observation in Nursing Home Wards for People Suffering from Dementia: The Problems of Trust and Emotional Involvement. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 1(1). Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/1135/2529>

**Assignment:** Create a recipe for evaluation from the cost effective staples spoken to in the Basic Shelf Cook Book. I will list these for you in class as well as put the information up on Avenue. There will be a prize for the best creation.

### **Week 7 Feb 15-19 Mid-term Recess**

### **Week 8 Feb 24<sup>th</sup> & 26<sup>th</sup>: Products of Naturalistic Observation**

#### **Required Readings**

Mehu, Marc, and Robin I. M. Dunbar. 2008. "Naturalistic Observations of Smiling and Laughter in Human Group Interactions". *Behaviour* 145 (12). BRILL: 1747–80. <http://www.jstor.org/stable/40296061>.

Swinglehurst, D., & Greenhalgh, T. (2015). Caring for the patient, caring for the record: an ethnographic study of "back office" work in upholding quality of care in general practice. *BMC Health Services Research*, 15, 177. <http://doi.org.libaccess.lib.mcmaster.ca/10.1186/s12913-015-0774-7>

Briggs, Kate, Janet Askham, Ian Norman, and Sally Redfern. 2003. "Accomplishing Care at Home for People with Dementia: Using Observational Methodology." *Qualitative Health Research* 13 (2): 268-280. doi:10.1177/1049732302239604. [http://resolver.scholarsportal.info/resolve/10497323/v13i0002/268\\_akahfpwduom](http://resolver.scholarsportal.info/resolve/10497323/v13i0002/268_akahfpwduom).

### **Week 9 March 2<sup>nd</sup> & 4<sup>th</sup>: Insights into Socialization and Identity**

#### **Required Readings**

Schwalbe Chapter 5

Fanger, Suzanne Marie, Leslie Ann Frankel, and Nancy Hazen. 2012. "Peer Exclusion in Preschool Children's Play: Naturalistic Observations in a Playground Setting". *Merrill-palmer Quarterly* 58 (2). Wayne State University Press: 224–54. <http://www.jstor.org/stable/23098463>.

\*Tentative Documentary TBA

Student Presentations

### **Week 10 March 9<sup>th</sup> & 11: Patterns, Contingencies, Causes**

#### **Required Reading:**

Schwalbe Chapter 7&8

Student Presentations

**Week 11 March 16<sup>th</sup> & 18<sup>th</sup>: Insights into power and inequalities**

**Required Reading:**

Schwalbe Chapters 10 & 11

Graham, Kathryn, Paul Tremblay, Samantha Wells, Kai Pernanen, John Purcell, and Jennifer Jelley. 2006. "Harm, Intent, and the Nature of Aggressive Behavior." *Assessment* 13 (3): 280-296.

doi:10.1177/1073191106288180.

[http://resolver.scholarsportal.info/resolve/10731911/v13i0003/280\\_hiatnoab](http://resolver.scholarsportal.info/resolve/10731911/v13i0003/280_hiatnoab).

\*Tentative Documentary TBA

Student Presentations

**Week 12 March 23<sup>rd</sup> & 25<sup>th</sup>: Advancing from observation to interview design & techniques**

**Required Reading:**

Warren and Xavia Karner Chapters 6 & 7

Student Presentations

**Week 13 March 30<sup>th</sup> & April 1<sup>st</sup>: Advances in Naturalistic Enquiry Methods:**

**Required Reading:**

Warren and Xavia Karner Chapter 8 pp 179-207

Schwalbe Chapter 9

Rush, Kathy L., Mary Ann Murphy, and Jean Francois Kozak. 2012. "A Photovoice Study of Older Adults' Conceptualizations of Risk." *Journal of Aging Studies* 26 (4): 448-458.

doi:10.1016/j.jaging.2012.06.004.

[http://resolver.scholarsportal.info/resolve/08904065/v26i0004/448\\_apsooacor](http://resolver.scholarsportal.info/resolve/08904065/v26i0004/448_apsooacor).

Student Presentations

**\* Final Report Due: March 30<sup>th</sup>**

**Week 14 April 6<sup>th</sup> & April 8<sup>th</sup>: Creating Social Change/ Course Wrap Up**

**Required Reading:**

Schwalbe Chapter 12 (studying and changing the social world)

Drabick, D. A. G., & Baugh, D. (2010). A Community-based Approach to Preventing Youth Violence: What Can We Learn from the Playground? *Progress in Community Health Partnerships : Research, Education, and Action*, 4(3), 189–196.

<http://doi.org.libaccess.lib.mcmaster.ca/10.1353/cpr.2010.0002>

\*Review For Final Exam