

# SOCSCI 701: Critical Approaches to Community-Based Research

* **Tuesday, January 11, 2022 to Tuesday, April 12, 2022**
* **This class will be held on Tuesdays from 4:30-7:20pm EST. Some weeks will be synchronous classes held virtually on zoom and some weeks will be in-person on the McMaster campus in L.R. Wilson Hall (LRW) Room 5001. See the class schedule below to confirm which dates are virtual or in-person. The zoom link will be forwarded via email and available on Avenue to Learn.**
* **Instructor: Allyson Ion**
* **Office hours: By appointment**
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# Course Overview

## Course Description:

This course introduces students to critical approaches in community-based research in the social sciences. It is intended for graduate students at the MA and PhD level in the social sciences or related fields who are interested or engaged in scholarship from a community-based perspective.

## Course Objectives:

* To provide students with a working knowledge of the theoretical foundation and history of community-based research;
* To provide students with a practical understanding of the methodologies and approaches taken up within community-based research;
* To provide students with an entry into the practice of community-based research with an attention to: i) developing a critical analysis of collaboration; ii) analyzing and evaluating strategies aimed at community-based participation and leadership; iii) developing a critical analysis of community-based research ethics; and iv) developing a critical understanding of engaging in research for social change.

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format

This course is organized as a series of seminars that will cover various topics pertaining to community-based participatory research. The seminars will happen in real-time each Tuesday from 4:30-7:20pm EST. Some weeks will be online using zoom and some weeks will occur in-person on the McMaster University campus in L.R. Wilson (LRW) Room 5001. The seminars are designed to create a participatory, dialogical and collaborative environment for collective & mutual learning. As adult learners, students are encouraged to think critically and connect classroom discussion with their own personal, professional and political experiences as researchers. Students are also expected to take responsibility as active participants throughout this learning process. Guest speakers will join the class multiple weeks to share their insights and experiences related to community-based research. We will also spend class time clarifying, discussing, and critically examining the assigned readings. Students are expected to take responsibility for summarizing the key themes of the articles, identifying theoretical and practical issues, and reflecting on their own experiences of research. As every member of the class will bring different perspectives and experiences, students and the instructor are all understood as co-learners. Discussion should be conducted in a supportive and respectful manner and be aimed at enhancing one another’s intellectual and professional development.

## Required Texts:

Students will be responsible for downloading electronic journal articles that are available through the McMaster library. Links to the assigned readings will be outlined for each week in the syllabus and on Avenue to Learn.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Critical Question Presentation (20%) – Due TBD – we will schedule presentations on Week 1.
2. Community Leadership & Engagement Proposal (30%) – Due February 18, 2022
3. Final Paper (35%) – Due April 13, 2022
4. Participation (15%) – Throughout

## Requirement/Assignment Details

1. **Critical Question Presentation**
	* Due Dates to be confirmed on Week 1, worth 20%
	* In pairs, students will choose a week where they will share their thoughts, experiences and analysis of the readings. Students will pose questions for critical reflection and debate building upon and deepening the guiding questions that are outlined for each week of the course. Students will draw on an issue, case example, or other interesting aspect of the readings OR from their own CBR experiences to develop a question or scenario that they will present to the class. After presenting the question, the students will facilitate a class discussion and/or debate. Details about how presenters will be assessed will be provided at the start of the term.
2. **Community Leadership & Engagement Proposal**
	* Due February 18, 2022, worth 30%
	* The purpose of this assignment is to demonstrate understanding and critical analysis of the community leadership and engagement processes that may be involved in conducting community-based participatory research including the challenges and possibilities. For this proposal, students can either identify a community that they are currently working with or that they wish to work with, and the leadership and engagement processes that would need to be considered. Drawing on readings, lectures, and in class discussions, students will then discuss their proposed process of developing partnerships that ensure community leadership and engagement at various stages of the research process. The final part of the paper should focus on some of the methodological or ethical tensions that are anticipated throughout this process and the steps students would take to minimize and/or address these tensions.
3. **Final Paper**
	* Due April 13, 2022, worth 35%
	* The purpose of this paper is to consolidate what students have learned from the readings, class discussion and personal reflections on community-based research and research as a part of a larger social change / social justice project. Students can choose between Topic A and Topic B or offer another approach to fulfilling the aims of this paper (e.g. develop a community-based research protocol). A detailed overview of how students will be assessed will be provided during the term.
	* Topic A: Analytic Paper - Identify, describe and analyze some aspect of CBR (for example a CBR principle that you wish to include in your current or future research projects) with which you wish to achieve greater familiarity. The paper must include a comprehensive review of background literature of the CBR concept and/or principle and why this concept is important for your research and the community/community organization that you are working with, the methodological and ethical tensions that you may experience, and how you plan on working with the community to address these tensions.
	* Topic B: Theorizing Practice Experience - Students involved in a CBR project (either now or previously) may submit a critical analysis of their experience in which they draw on CBR concepts, principles, guest lectures, class discussions and readings, to critically evaluate the project and study day to day issues in the course of implementation. The paper must include background on the community and your relationship with the community, literature which addresses the core CBR issues related to the project, a reflection on the methodological and ethical tensions you are experiencing (or previously experienced), and lessons learned.
4. **Participation**
	* Throughout, worth 15%
	* Students will be assessed on their participation in weekly seminars and during the group facilitated discussions including as part of in-class presentations by their peers. Everyone is expected to contribute.

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page). Submit all assignments in Microsoft Word.
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman or Arial or Calibri, 12 pt font), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page). Papers not meeting these requirements will not be accepted for grading.
* Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments. When submitting, please keep a back-up copy of your assignments.

## Avenue to Learn and Zoom

In this course, we will be using Zoom, and using Avenue to Learn as a repository for weekly content and as a way to facilitate discussions among students throughout each week. 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 with the course instructor.

## Submitting Assignments & Grading

Assignments should be submitted to the professor via Avenue to Learn on the due date unless other arrangements have been negotiated and agreed on.

## Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last five digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

* Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
* In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class, students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
* Please check with the instructor before using any audio or video recording devices in the classroom.

## Attendance

Participation, attendance, and questions are essential in order to fully engage in the analysis of the readings and the class discussions. Furthermore, the expectation is that students will attend all lectures. If a student is unable to attend class (due to illness etc.), please ensure that you communicate with the instructor that you will be absent.

## 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](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf).

The following illustrates only three forms of academic dishonesty:

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

## Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

## Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom, and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

## Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## 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, they may not reply.

## Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

# Course Weekly Topics and Readings

*This lecture schedule is based upon current university and public health guidelines and may be subject to changes during the term. Any changes to the schedule or course delivery will be communicated on the course announcements section on Avenue to Learn. Please check the announcements prior to attending class.*

## Week 1: January 11, 2022 – VIRTUAL OVER ZOOM

### Topics:

* Introductions: to each other, to the course, to community-based research

### Assigned Content:

* Review the video “What is Community-Based Research” at <https://www.youtube.com/watch?v=UY8sZcicyoQ>
* Read “Beyond all in the family: Community-based research in Canada” available at <https://academicmatters.ca/beyond-all-in-the-family-community-based-research-in-canada/>
* Optional reading: Ochocka, J., & Janzen, R. (2014). Breathing life into theory: Illustrations of community-based research–Hallmarks, functions and phases. *Gateways: International Journal of Community Research and Engagement*, *7*(1), 18-33. Available at <https://doi.org/10.5130/ijcre.v7i1.3486>.

In this first class together, we will discuss:

* What is your area of interest / research topic?
* What are your goals and aspirations for this course? What knowledge and skills do you wish to strengthen through this course?
* What does community-based research mean to you? What experiences have you had related to community engagement and/or community-based research that you will be drawing upon for this course?
* What to expect in this course: weekly content, guest speakers, assignments, participation; and signing up for weeks to do in-class presentations (in pairs)
* Group ‘dropbox’ & discussion forum on A2L – what’s helpful for this group?

## Week 2: January 18, 2022 – VIRTUAL OVER ZOOM

### Topics:

* Defining & Constituting “Community”
	+ Guiding questions: What constitutes ‘community’ and how might this apply to CBR? How might research be developed from community-identified needs and community engagement strategies? How might a study be framed within a social and political context and from a ‘community’ perspective?

### Readings:

* Rosenberg, S., & Tilley, P. M. (2020). ‘A point of reference’: the insider/outsider research staircase and transgender people’s experiences of participating in trans-led research. *Qualitative Research*, 1468794120965371.
* Gokiert, R. J., Willows, N. D., Georgis, R., Stringer, H., & Alexander Research Committee. (2017). Wâhkôhtowin: the governance of good community-academic research relationships to improve the health and well-being of children in Alexander First Nation. *International Indigenous Policy Journal*, *8*(2).

## Week 3: January 25, 2022 – VIRTUAL OVER ZOOM

### Topics:

* Partnerships & Collaborations: Building and Maintaining Trust
	+ Guiding questions: What does it mean to develop research partnerships between community organizations, researchers, and academic institutions? How might community advisory committees be constructed in the context of research and community engagement strategies? How might issues of partnership and decision-making be addressed?

**Guest Speakers:** Pragya Mishra and Shaz Islam (guests will join virtually)

### Readings:

* Maiter, S., Simich, L, Jacobson, N, and Wise, N. (2008). Reciprocity: an ethic for community-based participatory *Action Research,* 6(3), 305-325.
* Travers, R., Pyne, J., Bauer, G., Munro, L., Giambrone, B., Hammond, R., & Scanlon, K. (2013). ‘Community Control’ in CBPR: Challenges experienced and questions raised from the Trans PULSE Project. *Action Research*, 11(4), 403-422.

## Week 4: February 1, 2022

### Topics:

* Decolonizing and Anti-Colonial Approaches to Community Based Research
* Guiding questions: What does it mean to conduct research from Indigenous and decolonizing worldviews (epistemologically, ethically, methodologically, procedurally)? What are some of the ways CBR operates within Indigenous communities and by Indigenous researchers and community leaders? How might we think about CBR in the context of decolonizing methodologies?

### Readings:

* Drawson, A. S., Toombs, E., & Mushquash, C. J. (2017). Indigenous research methods: A systematic review. *The International Indigenous Policy Journal*, *8*(2), 5. Available at <https://ojs.lib.uwo.ca/index.php/iipj/issue/view/883>.
* Watch one of:
	+ Decolonizing Community-Engaged Research and Unsettling the Work – Available at <https://www.sfu.ca/ceri/archive/videos/decolonizing-community-engaged-research-and-unsettling-the-work.html>

OR

* + Approaching Community-Engaged Research Through a Trauma Informed Lens – Available at <https://www.sfu.ca/ceri/archive/videos/community-engaged-research-through-a-trauma-informed-lens.html>

**Guest Speakers:** Sheila Nyman and Marisa Blake (guests will join virtually)

Time to discuss Community Leadership & Engagement Proposal.

## Week 5: February 8, 2022 – IN-PERSON IN LRW 5001

### Topics:

* Teaching, Learning and Doing CBR
* Guiding questions: How might a team come together to engage in reciprocal capacity building? How might decisions be made about the methodological approach, ethical considerations, and other aspects of the research process?

Readings:

* Greene, S., Muchenje, M., Cotnam, J., Dunn, K., Frank, P., Nicholson, V., Odhiambo, A.J., Shore, K., Kaida, A. Learning, Doing and Teaching Together: Reflecting on our arts-based approach to research, education and activism with women living with HIV. *Engaged Scholar Journal*, 9. Available at <https://esj.usask.ca/index.php/esj/article/view/68350>.
* Maiter, S., Joseph, A. J., Shan, N., & Saeid, A. (2013). Doing participatory qualitative research: development of a shared critical consciousness with racial minority research advisory group members. *Qualitative Research*, *13*(2), 198-213.

**Guest Speaker:** Marvelous Muchenje

## Week 6: February 15, 2022 - IN-PERSON IN LRW 5001

### Topics:

* CBR Ethics
	+ Guiding questions: What are some ethical considerations when conducting CBR? What might be some ethical issues that extend beyond the research ethics boards (e.g. thinking about an ethical research practice and ‘community ethics’)?

### Readings:

* Banks, S., Armstrong, A., Carter, K., Graham, H., Hayward, P., Henry, A., Holland, T., Holmes, C., Lee, A., McNulty, A., Moore, N., Nayling, N., Stokoe, A. and Strachan, A. (2013). Everyday ethics in community-based participatory research. *Contemporary Social Science*, 8(3), 263-277. Available at <https://www.tandfonline.com/doi/pdf/10.1080/21582041.2013.769618>.
* Guta, A., & Voronka, J. (2020). Ethical Issues in Community-Based, Participatory, and Action-Oriented Forms of Research: State of the Field and Future Directions. *Handbook of Research Ethics and Scientific Integrity*, 561-576. Available at <https://www.researchgate.net/profile/Adrian_Guta/publication/343127513_Ethical_Issues_in_Community-Based_Participatory_and_Action-Oriented_Forms_of_Research/links/5f18281c92851cd5fa3c0732/Ethical-Issues-in-Community-Based-Participatory-and-Action-Oriented-Forms-of-Research.pdf>.

## Week of February 21-25, 2022 - Mid-Term Break

No Class

## Week 7: March 1, 2022 - IN-PERSON IN LRW 5001

### Topics:

* Patient/Public Engagement & Patient-Oriented Research
	+ Guiding questions: What is patient engagement in healthcare contexts? What is patient-oriented research? What are some of the benefits and critiques of these paradigms?

### Readings:

* Ocloo, J., & Matthews, R. (2016). From tokenism to empowerment: progressing patient and public involvement in healthcare improvement. BMJ quality & safety, 25(8), 626-632. Available at <https://qualitysafety.bmj.com/content/qhc/25/8/626.full.pdf>
* Rowland, P., Fancott, C., & Abelson, J. (2021). Metaphors of organizations in patient involvement programs: connections and contradictions. *Journal of Health Organization and Management*, 35(2), 177-194.
* Watch Video: Health Leaders Canada - Eric Hanna and Dr. Joshua Tepper discuss patient engagement strategies <https://www.youtube.com/watch?v=Zkwn_wA5uNo> – 6 minutes

**Guest Speakers:** Emily Nicholas Angl, Abbie Devnick, Shannon Duplessy (guests will join virtually)

## Week 8: March 8, 2022 - IN-PERSON IN LRW 5001

### Topics:

* Peer Researcher Involvement in Community-Based Research
	+ Guiding questions: What are models of involving ‘peers’ in research? What are the benefits and critiques for peer research assistantships?

### Readings:

* Greene, S. (2013). Peer research assistantships and the ethics of reciprocity in community-based research. *Journal of Empirical Research on Human Research Ethics*, *8*(2), 141-152.
* Damon, W., Callon, C., Wiebe, L., Small, W., Kerr, T., & McNeil, R. (2017). Community-based participatory research in a heavily researched inner city neighbourhood: perspectives of people who use drugs on their experiences as peer researchers. *Social science & medicine*, *176*, 85-92.
* Optional: MacKinnon, K. R., Guta, A., Voronka, J., Pilling, M., Williams, C. C., Strike, C., & Ross, L. E. (2021). The Political Economy of Peer Research: Mapping the Possibilities and Precarities of Paying People for Lived Experience. *The British Journal of Social Work*, *51*(3), 888-906.

**Guest Speakers:** to be confirmed (guests will join virtually)

## Week 9: March 15, 2022 - IN-PERSON IN LRW 5001

### Topics:

* Participatory Data Generation & Analysis
	+ Guiding questions: What are some participatory approaches to data collection and analysis? What makes the research ‘process’ participatory, community-based, and action oriented? Is the research process as important as the research outcome?

### Readings:

* Flicker, S., & Nixon, S. A. (2014). The DEPICT model for participatory qualitative health promotion research analysis piloted in Canada, Zambia and South Africa. *Health Promotion International*, *30*(3), 616-624.
* Jackson, S. (2008). A Participatory Group Process to Analyze Qualitative Data. *Project Muse*, 2(2): 160-170.
* Capous-Desyllas, M., & Bromfield, N. F. (2018). Using an arts-informed eclectic approach to PhotoVoice data analysis. *International Journal of Qualitative Methods*, *17*(1), 1-14. Available at <https://journals.sagepub.com/doi/pdf/10.1177/1609406917752189>.

### **Guest Speakers:** Gabrielle Griffith, Rochelle Maurice, Alexe Bernier (guests will join in-person)

## Week 10: March 22, 2022 - IN-PERSON IN LRW 5001

### Topics:

* Power, Control & Ownership in CBR
	+ Guiding questions: How might issues of data ownership and control be handled as part of community-university partnerships and more broadly in CBR? What are some ethical and logistical/practical challenges to consider as it relates to collaboration and control?

### Readings:

* Watch: Understanding OCAP – available at <https://fnigc.ca/ocap-training/>
* The Jane Finch Community Research Partnership. Principles for Conducting Research in the Jane Finch Community. (2020, April). Available at <https://janefinchresearch.ca/research-principles>.
* Janes, J. E. (2016). Democratic encounters? Epistemic privilege, power, and community-based participatory action research. *Action Research*, *14*(1), 72-87.

## Week 11: March 29, 2022 - IN-PERSON IN LRW 5001

### Topics:

* Knowledge Mobilization & Dissemination
	+ Guiding questions: What are some ways to conceptualize and ‘do’ knowledge translation, knowledge mobilization, and dissemination in participatory and community-based research? How are we putting our research out into the world, and what are we communicating when we do so? What narratives or perceptions do we produce and reify through our (community-based) research?

### Readings:

* Kukkonen, T., & Cooper, A. (2019). An arts-based knowledge translation (ABKT) planning framework for researchers. *Evidence & Policy,* 15(2), 293-311.
* Katz, A. S., Hardy, B. J., Firestone, M., Lofters, A., & Morton-Ninomiya, M. E. (2019). Vagueness, power and public health: use of ‘vulnerable ‘in public health literature. *Critical Public Health*, 1-11. Available at <https://doi.org/10.1080/09581596.2019.1656800>.

## Week 12: April 5, 2022 - IN-PERSON IN LRW 5001

### Topics:

* Research as Resistance, Research for Social Change and to Influence Policy
	+ Guiding questions: What are the possibilities for CBR to influence social change, and to reimagine institutional policies and systems of governance? Is research a form of resistance and activism?

**Guest Speaker:** Courtney Skye

### Readings:

* Sandwick, T., Fine, M., Greene, A. C., Stoudt, B. G., Torre, M. E., & Patel, L. (2018). Promise and provocation: Humble reflections on critical participatory action research for social policy. *Urban Education*, *53*(4), 473-502.
* Lewis, A. G. (2012). Ethics, activism and the anti-colonial: Social movement research as resistance. *Social Movement Studies*, *11*(2), 227-240.

## Week 13: April 12, 2022 - IN-PERSON IN LRW 5001

### Topics:

* Course wrap-up
	+ Guiding questions: What are your broad reflections on the course and our time together? What are your takeaways from the course?