

**SOCWORK 739: Critical Approaches to Social Work Knowledge and Research Methods**

739A: Wednesdays, October 30 to December 4, 2019, 9:30am-12:20pm

739B: Tuesdays, January 7 to April 7, 2019, 1:30-4:20pm

739C: Mondays, 11:30-2:20pm, Dates TBD

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# Course Overview

## Course Description:

The goal of this course is to develop a conceptual basis and skilled capacity for critical social work research. In the early part of the course students will frame and articulate their research focus through engagement with research design. The course will explore theories of knowledge (epistemology) as they relate to students’ emerging research questions. The course then draws on conceptual frameworks to develop students’ capacity to undertake critical social work research through addressing research ethics and research methods commonly used in practice and policy related research. Attention will be paid to power relations in knowledge production and communication, and reflexivity in the research process. The last part of the course offers intellectual and practical support for students as they undertake their thesis research with the guidance of their supervisors. Particular emphasis is given to the challenges and possibilities of building knowledge to enhance social justice and social change.

## Course Objectives:

### 739A:

The course covers the following interrelated areas:

* **Research Design** – an introduction to research design including moving from general research interests to defined research questions, defining concepts and using the literature.
* **The Role of Literature** - Understand how literature contributes to research through introducing research debates, reporting on past work and contributing potential research dilemmas and opportunities.
* **Knowledge and knowing as contested social processes**—An introduction to conflicting ways of knowing (epistemologies); debates about the meaning of research and knowledge-building; and about whose knowledge is valued and legitimated.

### 739B:

* Provide links between **epistemology and methodology**
* **Understand ethical issues** in research and the process of obtaining ethical approval for research with human participants.
* Become familiar with **quantitative and qualitative research methodologies** used in social work research.
* **Understand research design** including ethics, sampling recruitment and data collection.
* Understand **the role of research in learning about practice/policy** and the significance of knowledge derived from research.

### 739C:

* **Reflexivity;** understand the role of self in research and the practice of reflexivity.
* **Data analysis;** understand the ways in which epistemological frames shape data analysis, and learn about methods for data analysis.
* **Writing;** learn about the process of scholarly writing
* **Production and communication of research;** learn about reporting research findings, communicating research results, and knowledge mobilization.

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

Classes will be conducted as a seminar. Information will be presented through lectures, practical application of research methods and class discussion. To maximize learning and nourish the kind of critical critique and debate that the graduate program seeks to foster, everyone’s participation and preparation is important. Students are asked to be familiar with assigned readings and be ready to contribute to our ongoing seminar conversation. Throughout the course, students will be encouraged to integrate their emerging research ideas and puzzles into class discussion.

## Required Texts:

1. Mason, J. (2002). *Qualitative Researching*, 2nd Edition. London: Sage Publications.
2. Ion, A. Custom Courseware – SWK 739
3. Journal articles that are available through the McMaster library will be accessed electronically.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Participation (20%), ongoing & TCPS tutorial completion by January 21
2. Critical Reading Assignment (15%), due November 27
3. Annotated Bibliography (13%), due December 18
4. Research Design Assignment (10%), due February 11
5. Theoretical/Epistemological Frame Paper (20%), due March 3
6. Critical Review of the Literature (22%), due April 17

## Requirement/Assignment Details

### Participation (20%)

* + The course will be a combination of presentations, discussions and exercises. Students are expected to come to class having read assigned readings and prepared to ask questions and enter into discussion. There are numerous daily assignments to bring to class.
	+ Assignment: Tutorial. To help you become familiar with the Tri-Council Policy Statement (TCPS), everyone is asked to complete the on-line tutorial on the TCPS. Please submit a copy of your “Certificate of Completion” during class on **January 21, 2020.** Tutorial available at <http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>

### Critical Reading Assignment (15%) - Due Nov. 27, 2019

* + This assignment requires you to discuss your reading of a piece of practice/policy- related research that is published in an academic journal. You will select a reading on your topic to critically assess. The goal is to identify its theoretical and methodological positioning, assess the quality of the author’s arguments and raise your own particular perspective and puzzles as a reader. Its purpose is to foster your critical consciousness as a ‘user’ of policy/practice-related research. This paper should be 5-7 pages (up to 2000 words), double spaced not including references with APA referencing format.

### Annotated Bibliography (12%) - Due Dec. 18, 2019

* + Complete an annotated bibliography of at least twelve peer reviewed sources that relate to your topic of interest. An annotation is a summary of each of the sources and discusses: What topics are covered? What are the main arguments? How will this reading contribute to your thesis work?

### Research Design Assignment (12%) – Due Feb. 11, 2020

* + This assignment will help prepare you to complete your ethics application by answering the key questions framing your research project and completing the Letter of Information/Consent Form. This assignment essentially requires you to construct a research protocol / proposal that will facilitate request for ethics approval from the MREB. The first two questions you will have already answered for 739A.
	+ The working title of your proposed research project;
		1. An introduction to the research topic: e.g., what it is about, why this topic interests you (or, why it is a problem), and how it is relevant to social work or social policy;
		2. The specific research question(s) to be explored;
		3. Where and how you will find “evidence” to answer your research questions including:
			- Sources for data collection (e.g. people, texts, or policies) including an indication of which people, how many and/or which texts, how many etc.
			- Why these sources provide the evidence you are seeking.
			- How you will gain access to these sources (e.g. recruitment strategy).
			- What kinds of questions will you ask of these sources (e.g. range of interview questions).
		4. Complete the Letter of Information/Consent Form from the MREB application process.

### Theoretical/Epistemological Frame Paper (20%) – Due Mar. 3, 2020

* + In this paper students identify and develop a description of the theoretical frame that they will use in their thesis, drawing on course readings and other relevant literatures. This assignment should build on Assignment #4 where students articulated their research design through the development of a research proposal. Students will describe the basic theoretical assumptions behind their theoretical frame, the kinds of questions around which inquiry is based and why they find this frame compelling and applicable to their research interests and question(s).
	+ They will describe the implications of this frame for data collection. How might you go about your research based on this perspective(s)? What is the nature of the questions that may be asked of data sources if grounded in this theoretical / epistemological frame(s)?
	+ They will describe the implications of this frame for data analysis. What dimensions, features, qualities, characteristics of your data would this perspective(s) pay attention to? What questions might you ask of the data?
	+ If students are combining several approaches, they will describe each of these frames as outlined above and indicate how these approaches work together and complement each other. Students will also comment on the limitations of their frame.
	+ This paper should be 8-10 pages (up to 3000 words), double spaced not including references with APA referencing format.

### Critical Review of the Literature (21%) – Due Apr. 17, 2020

* + A *critical review of the literature* in which your proposed research topic is situated. This assignment may build on the annotated bibliography Assignment #3 and explore the following topics: what is already known about this topic, e.g. what is the sociohistorical context in which you are conducting your research, what research has already been conducted about your area of interest that you would like to build on; how people think about or conceptualize this topic; knowledge gap(s) and how your research question(s) fit(s) into current knowledge, and advances knowledge about your topic of interest. Address the following:
		1. Provide a synthesis of the existing knowledge that is *most relevant* to your proposed research topic or questions(s): *more than eight* scholarly articles should be reviewed.
		2. Develop an *integrated* description (as opposed to a sequential summary or annotated bibliography) of the conceptual themes and debates in the literature.
		3. Explain how your research topic or question(s) will build on, complement or contrast with the existing work.
		4. Pay attention to the balance between the summary of the contributions of the existing knowledge on the proposed topic (min.@ 75%) and your take up of the knowledge for your own project (max.@25%); this literature review is a summary of the *literature*’s take up of your topic, not a summary of your critique of the literature.
		5. Students have the option of submitting their complete thesis literature review or a section of their thesis literature review. Page length will vary depending.
	+ The critical literature review should be 10-15 pages (up to 4500 words), double spaced not including references, with APA referencing format.

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed using 12 pt font (e.g. Arial, Times New Roman, Calibri), double-spaced and submitted with a front page containing the title, student’s name and email address, and the date. Number all pages (except title page).
* Assignments should be stapled together. Please do NOT use plastic report covers or binders.
* Papers will also be assessed on the basis of academic writing style, grammar and spelling, and on the content, flow and structure of the argument.
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size, spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page).
* 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 spare copy of your assignments.

## Submitting Assignments & Grading

Please hand in papers either to me directly (email at iona@mcmaster.ca, hard copy in class, or drop in mailbox) or to the School of Social Work Office (KTH-319) by the due date. All work is due on the date stated in course syllabus unless other arrangements have been made in advance with the instructor (e.g., medical or other reason). A late penalty of 2 percentage points per day will apply after the due date (weekends included).

## 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.

Arrangements for the return of assignments from the options above will be finalized during the first class.

## 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.
* Audio or video recording in the classroom without permission of the instructor is strictly prohibited.
* Please ensure your cell phone is turned off before class begins. Please do not answer your cell phone or engage in texting during class.
* The classes in this course will be conducted in an open and respectful environment. It is expected that participation will be expressed in a constructive, respectful manner that contributes to learning and is sensitive to people’s social location.

## Attendance

Participation, attendance, and questions are essential in order to fully engage in the analysis of the readings. Furthermore, the expectation is that students will attend all lectures.

## 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) Print URL <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

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf) policy.

Print URL <https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

## 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.

## Religious, Indigenous and 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 requiring a RISO accommodation 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.

Please review the [RISO information for students in the Faculty of Social Sciences](https://socialsciences.mcmaster.ca/current-students/riso) about how to request accommodation. Print URL <https://socialsciences.mcmaster.ca/current-students/riso>

## 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.

# Course Weekly Topics and Readings

# 739A Course Schedule and Readings

## Week 1: October 30, 2019

### Topic:

* Introduction
* Group Activity: Explicating What we Know and How we Know it

### Readings:

* Mason: Introduction – The Challenge of Qualitative Research. Pgs. 1-8.
* Kirby, S. & McKenna, K. (2004). Methods from the Margins. In W. K. Carroll (Ed), *Critical Strategies for Social Research*, 67-74. Toronto: Canadian Scholars’ Press.
* Smith, L.T. (2012). *Decolonizing Methodologies. Research and Indigenous Peoples* (2nd Ed.). Introduction. Pgs. 1-19.

## Week 2: November 6, 2019

### Topic:

* Meanings of Methodologies

### Readings:

* Mason: Chapter 1: Finding a Focus and Knowing Where You Stand. Pgs. 13-17.
* Neuman, L. (1997). The Meanings of Methodology. In Neuman, W.L. *Social Research Methods: Qualitative and Quantitative Approaches* (pg. 60-87). Boston, Mass.: Allyn & Bacon.
* Kovach, M. (2005). Emerging from the Margins: Indigenous Methodologies. In L. Brown & S. Strega (Eds.). *Research as Resistance: Critical, Indigenous and Anti-oppressive Approaches* (pgs. 19-36). Toronto, Ontario: Canadian Scholars Press.
* Freeman, M. & Vasconcelos E. (2010). Critical Social Theory: Core Concepts, Inherent Tensions. *New Directions in Evaluation* 127, 7-19.

### Notes:

* Bring 200-250 words to class on the main ideas of critical theory or indigenous methodology and how it might apply to your topic.

## Week 3: November 13, 2019

### Topic:

* Research Design 1: Researchable Questions & Thinking about the Scope of your Project

### Readings:

* Mason: Chapter 1: Your Intellectual Puzzle and Your Research Questions. Pgs. 17-23.
* Mason: Chapter 2: Designing Qualitative Research. Pgs. 24-32.
* Agee, J. (2009). Developing qualitative research questions: a reflective process. *International Journal of Qualitative Studies in Education, 22*(4), 431-447. <https://doi.org/10.1080/09518390902736512>.
* Carter, S. M., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. *Qualitative Health Research*, 17(10), 1316-1328.

### Notes:

* Bring to class your topic and a short paragraph describing your research interests and possible research question(s).

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## Week 4: November 20, 2019

### Topic:

* Interpretive, post-modernism, queer theory

### Readings:

* Leonard, P. (1994). Knowledge/Power and Postmodernism: Implications for the Practice of a Critical Social Work Education. *Canadian Social Work Review, 11*(1), 11-26.
* McKee, K. (2009). Post-Foucauldian governmentality: what does it offer critical social policy analysis. *Critical Social Policy, 29*(3), 465-486.
* Ahmed, S. (2006). Orientations: Toward a Queer Phenomenology. *GLQ: A Journal of Lesbian and Gay Studies, 12*(4), 543-574.
* Vick, A. (2012). Theorizing Episodic Disabilities: The case for embodied politics. *Canadian Social Work Review* 29(1), 41-60.

### Notes:

### Bring 200-250 words to class on the main ideas of interpretive, or post-modern governmentality or queer theory and how it might apply to your topic.

## Week 5: November 27, 2019

### Topic:

* Research Design 2: Using the Literature, Defining Concepts and Identifying Data Sources

### Readings:

* Mason: Chapter 3: Data Sources, Methods, and Approaches. Pgs. 51-61.
* Charmaz, K. (2004). Premises, Principles, and Practices in Qualitative Research: Revisiting the Foundations. *Qualitative Health Research, 14*(7), 976-993.
* Chambers, L. A., Jackson, R., Worthington, C., Wilson, C. L., Tharao, W., Greenspan, N. R., Masching, R., Pierre-Pierre, V., Mbulaheni, T., Amirault, M., & Brownlee, P. (2018). Decolonizing scoping review methodologies for literature with, for, and by Indigenous peoples and the African diaspora: dialoguing with the tensions. *Qualitative Health Research*, *28*(2), 175-188.
* Mazanderani, F., & Paparini, S. (2015). The stories we tell: Qualitative research interviews, talking technologies and the ‘normalisation’ of life with HIV. *Social Science & Medicine*, *131*, 66-73.

### Notes:

* Bring to class a short bibliography of 4 articles in your area of interest
* Assignment #2 Due

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## Week 6: December 4, 2019

### Topic:

* Consultation and sharing research topics

### Notes:

* This week time will be provided for consultation on any questions related to your thesis topic and research. Bring to class one page on your research design:
	1. The working title of your research project
	2. An introduction to the research topic: e.g., what it is about, why this topic interests you (or, why it is a problem), and how it is relevant to social work or social policy;
	3. The specific research question(s) to be explored;
	4. Where and how you will find “evidence” to answer your research questions including your sources for data collection (e.g. people, texts, or policies)
* We will share our research designs with each other.

# 739B Course Schedule and Readings

## Week 1: January 7, 2020

### Topic:

* Indigenous and Decolonizing Methodologies

### Readings:

* Smith, L.T. (2012). *Decolonizing Methodologies. Research and Indigenous Peoples* (2nd Ed.). Chapter 11: Choosing the Margins: The Role of Research in Indigenous Struggles for Social Justice. Pgs. 198-215.
* Freeman, B. (2017). The Spirit of Indigenous Youth: The Resilience and Self-determination in Connecting to the Spirit and Ways of Knowing. *Journal of Indigenous Well-being, 2*(1), 60-75.
* Dei, G. J. S. (2015). Conceptualizing Indigeneity and the implications for Indigenous research and African development. *Confluence: Journal of World Philosophies*, *2,* 52-78.
* Evans, M., Hole, R., Berg, L., Hutchinson, P., & Sookraj, D. (2009). Common Insights, Differing Methodologies: Towards a Fusion of Indigenous Methodologies, Participatory Action Research, and White Studies in an Urban Aboriginal Research Agenda. *Qualitative Inquiry*. 15(5), 893-910.

### Notes:

* Bring 200-250 words to class on the main ideas of indigenous or decolonizing methodologies and how it might apply to your topic.

## Week 2: January 14, 2020

### Topic:

* Ethics

### Readings:

* Mason: Chapter 2: Ethics, Morality and Politics in Research Strategy and Design. Pgs. 40-43.
* Mason: Chapter 4: Ethical Issues in Qualitative Interviewing. Pgs. 79-82.
* Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans. Available at <http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/>.
* Patterson, M., Jackson, R., & Edwards, N. (2006). Ethics in Aboriginal Research: Comment on Paradigms, Process and Two World. *Canadian Journal of Aboriginal Community-Based HIV/AIDS Research.* 1 (1): 47-61. Available at <https://caan.ca/wp-content/uploads/2012/05/CJACBR-Vol-1-EN.pdf#page=55>

### Notes:

* Guest Speaker: MREB Senior Advisor
* Samples of recruitment flyers/scripts, consent forms, interview guides, and other MREB forms can be found at <https://reo.mcmaster.ca/educational-resources>.
* Your MREB application will be submitted online using MacREM – Login and User Guides available at <https://reo.mcmaster.ca/macrem>.

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## Week 3: January 21, 2020

### Topic:

* Critical Disability, Critical Race Theory

### Readings:

* Fudge Schormans, A. (2010). Epilogues and Prefaces: Research and Social Work and People with Intellectual Disabilities. *Australian Social Work* 63(1), 51-66.
* Solorzano, D. & Yosso, T. (2002). Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research. *Qualitative Inquiry 8*(1), 23-44.
* Hill Collins, P. (1997). How Much Difference is Too Much? Black Feminist Thought and the Politics of Postmodern Theory. *Current Perspectives in Social Theory*, 17, 3-37.
* Meekosha, H. (2011). Decolonizing disability: thinking and acting globally. *Disability and Society* 26(6), 667-682.

### Notes:

* Bring 200-250 words to class on the main ideas of critical disability or critical race and how it might apply to your topic.
* TCPS Certificate Due In Class

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## Week 4: January 28, 2020

### Topic:

* Feminist Approaches, Institutional Ethnography

### Readings:

* Davis, K. (2008). Intersectionality as Buzzword: A Sociology of Science Perspective on What Makes a Feminist Theory Successful. Feminist Theory, 9(1), 67-85.
* DeVault, M.L. (1996). Talking Back to Sociology: Distinctive Contributions of Feminist Methodology. *Annual Review of Sociology, 22*, 29-50.
* Smith, G.W. (1988). Policing the Gay Community: An Inquiry into Textually-mediated Social Relations. *International Journal of the Sociology of Law, 16*, 163-183.
* Sinding, C. (2010). Using Institutional Ethnography to Understand the Production of Health Care Disparities. *Qualitative Health Research* 20 (12), 1656-1663.

### Notes:

* Bring 200-250 words to class on the main ideas of feminist approaches or institutional ethnography and how it might apply to your topic.

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## Week 5: February 4, 2020

### Topic:

* Research Design 3: Sampling, Recruitment and Representation

### Readings:

* Mason: Chapter 7: Sampling and Selection in Qualitative Research. Pgs. 120-144.
* Acury, T. & Quandt, S. (1999). Participant Recruitment for Qualitative Research: a Site Based Approach to Community Research in Complex Societies. *Human Organization, 58*(2), 128-133.
* Abrams, L. S. (2010). Sampling ‘hard to reach’ populations in qualitative research: The case of incarcerated youth. *Qualitative Social Work*, *9*(4), 536-550.

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## Week 6: February 11, 2020

### Topic:

* Interviewing and Focus Groups

### Readings:

* Mason: Chapter 4: Qualitative Interviewing. Pgs. 62-78.
* Healy-Etten, V. & Sharp, S. (2010). Appendix: 12 Handy In-depth Interviewing Tips. *Teaching Sociology, 38*(2), **162-164**.
* Blakely, H. & Moles, K. (2017). Interviewing in the ‘interview society’: making visible the biographical work of producing accounts for interviews. *Qualitative Research 17*(2), 159-172.
* Kidd, P.S., & Parshall, M.B. (2000). Getting the Focus and the Group: Enhancing Analytical Rigor in Focus Group Research. *Qualitative Health Research, 10*(3), 293-308.

Notes:

* For students interested in ethnographic approaches, see Mason Chapter 5 about Observing and Participating
* For students interested in discourse analysis / textual analysis and visual methods, see Mason Chapter 6 about Visual Methods and Documents
* Assignment #4 Due

Supplementary Readings:

* Lavallée, L. F. (2009). Practical application of an Indigenous research framework and two qualitative Indigenous research methods: Sharing circles and Anishnaabe symbol-based reflection. *International Journal of Qualitative Methods*, *8*(1), 21-40.
* DeVault, M.L., & McCoy, L. (2006). Institutional Ethnography: Using Interviews to Investigate Ruling Relations. In D.E. Smith (Ed.), *Institutional Ethnography as Practice* (pp. 15-44). Lanham: Rowman & Littlefield Publishers, Inc.

## Reading Week: Feb 18

* No Class, Mid-term Recess

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## Week 7: February 25, 2020

### Topic:

* Discourse Analysis

### Readings:

* McGregor, S. (2003). Critical Discourse Analysis: A Primer. *Kappa Omicron Nu FORUM* 15(1), pp. 1-10.
* Turgeon, B., Taylor, T. & Niehaus, L. (2014). Contrasts and classtalk: a critical discourse analysis of welfare-to-work program managers. *Discourse and Society* 25(5), 656-671.
* Jeyapal, D. (2016). Regarding the protests of others. *Social Movement Studies* 15(1), 60–79.

## Week 8: March 3, 2020

### Topic:

* Quantitative Research, Evidence Based

### Readings:

* DeWilde, M. & Franssen, (2016), The material practices of quantification: Measuring ‘deprivation’ in the Amsterdam Neighbourhood Policy. *Critical Social Policy, 36*(4), 489-510.
* Chung, T. E., Gozdzik, A., Palma Lazgare, L. I., To, M. J., Aubry, T., Frankish, J., ... & Stergiopoulos, V. (2018). Housing First for older homeless adults with mental illness: a subgroup analysis of the At Home/Chez Soi randomized controlled trial. *International Journal of Geriatric Psychiatry*, *33*(1), 85-95.
* Smith, D.E. (1990). The Statistics on Women and Mental Illness: The Relations of Ruling They Conceal. In *The Conceptual Practices of Power: A Feminist Sociology of Knowledge* (pp. 107-140). Toronto: University of Toronto Press.

Notes:

* Assignment #5 Due

## Week 9: March 10, 2020

### Topic:

* Program, Policy and Evaluation Research

Readings:

* + - Wallace, B., Klein, S., & Reitsma-Street, M. (2006). *Denied Assistance: Closing the Front Door on Welfare in BC.* Vancouver: Vancouver Island Public Interest Research Group and the Canadian Centre for Policy Alternatives. Available at <http://www.policyalternatives.ca/sites/default/files/uploads/publications/BC_Office_Pubs/bc_2006/denied_assistance.pdf>.
		- Nelson, G., Stefancic, A., Rae, J., Townley, G., Tsemberis, S., Macnaughton, E., ... & Stergiopoulos, V. (2014). Early implementation evaluation of a multi-site housing first intervention for homeless people with mental illness: a mixed methods approach. *Evaluation and Program Planning*, *43*, 16-26.
		- Deane, L., Glass, J., Vystrcil-Spence, I., & Mignone, J. (2018). Live-In Family Enhancement (LIFE): a comprehensive program for healing and family reunification. *First Peoples Child & Family Review*, *13*(1), 35-49. Available at <http://journals.sfu.ca/fpcfr/index.php/FPCFR/article/view/333/285>

## Week 10: March 17, 2020

### Topic:

* Art Based Research

### Readings:

* Sinding, C. & Barnes, H. (2015). How art works; hopes, claims and possibilities for social justice. In C. Sinding and H. Barnes (Eds). *Social Work Artfully,* Pp. 27-42. Waterloo: Wilfrid Laurier University Press. (ebook available at library)
* Lyon, D. & Carabelli, D. (2016). Researching Young People’s Orientations to the Future; the methodological challenges of using arts practice. *Qualitative Research* 16(4), 430-445.
* Gastaldo, D., Magalhães, L., Carrasco, C., & Davy, C. (2012). Body-map storytelling as research: Methodological considerations for telling the stories of undocumented workers through Body Mapping. *Toronto: Creative Commons*. Retrieved from <http://www.migrationhealth.ca/undocumented-workers-ontario/body-mapping>. Pgs. 5-19 only.

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## Week 11: March 24, 2020

### Topic:

* Community, participatory research

### Readings:

* Maiter, S., Joseph, A., 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.
* Wallace, B., Pauly, B., Perkin, K.,& Ranftt, M. (2015). Shifting the Evaluative Gaze: Community Based Program Evaluation in the Homelessness Sector. Gateways: *International Journal of Community Research and Engagement* 8(1), 43-58.
* 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 12: March 31, 2020

### Topic:

* Data Analysis

### Readings:

* Mason: Chapter 8: Organizing and Indexing Qualitative Data. Pgs. 147-172.
* Mason: Chapter 9: Making Convincing Arguments with Qualitative Data. Pgs. 173-204.
* Ryan, G.T. & Bernard, H.R. (2003). Techniques to Identify Themes. *Field Methods* 15(1), 85-109.

Additional Optional Readings:

* Rankin, J. (2017). Conducting analysis in institutional ethnography: Analytical work prior to commencing data collection. *International Journal of Qualitative Methods*, *16*(1), 1-9. <https://doi.org/10.1177/1609406917734484>.
* Fraser, H. (2004) Doing Narrative Research: Analyzing Personal Stories Line by Line. *Qualitative Social Work 3*(2), 179-201.

## Week 13: April 7, 2020

### Topic:

* Discussing individual student projects & tying up loose ends

## Optional Readings / For Interest:

* Bhattacharya, A. (2016). The Many Ways of Knowing: Embracing multiplicity in narrative research. *Qualitative Social Work 15*(5-6), 705-714.
* Neitz, M.J. (2014). Doing advocacy from a feminist standpoint. *Religion, 44*(2), 259-275.
* Trinder, L. (2000). Reading the texts: Postmodern feminism and the ‘doing’ of research. In B. Fawcett, B. Featherstone, J. Fook & A. Rossiter (Eds.), *Practice & Research in Social Work: Postmodern Feminist Perspectives*, pp 39-62. London: Routledge. (ebook available through library)

# 739C Course Schedule and Readings

**Details to be confirmed**

Topics for discussion:

* Use of self, researcher reflexivity, researcher positionality
* Sharing your research and representing your findings
* Knowledge translation and knowledge mobilization