

# SW 739: Critical Approaches to Social Work Knowledge and Research Methods

* **739A: Tuesdays, October 27 to December 1, 2020, 10:00 am- 12:00 pm**
* **739B: Tuesdays, January 5 to April 6, 2021, 12:00 pm – 2:00 pm**
* **Instructor: Stephanie Baker Collins**
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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.

The course builds on 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 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.

## 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*, 3rd Edition. London: Sage Publications. Available in hard copy or electronically from the bookstore.
2. Baker Collins, S. Custom Courseware – SWK 739, available in hard copy or electronically from the bookstore.
3. Journal articles that are available through the McMaster library will be accessed electronically via the ARES tab on Avenue to Learn on the course website.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Participation (20%), ongoing
2. Critical Reading Assignment (13%), due November 24
3. Annotated Bibliography (15%), due December 15
4. Research Design Assignment (10%), due February 9
5. Theoretical/Epistemological Frame Paper (20%), due March 2
6. Critical Review of the Literature (22%), due April 13

## Requirement/Assignment Details

1. 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 required to complete the on-line tutorial on the TCPS. Please submit a copy of your “Certificate of Completion” by January 19 <http://pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>
2. Critical Reading Assignment (13%) - Due Nov. 24, 2020
   * 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. (a fuller description of the assignment will be shared.)
3. Annotated Bibliography (15%) - Due Dec. 15, 2020
   * Complete an annotated bibliography of at least twelve peer reviewed sources that relate to your topic of interest. An annotation is a summary of the reading including summary and/or evaluation of each of the sources. What topics are covered? What are the main arguments? How will this reading contribute to your thesis work?
4. Research Design Assignment (10%) – Due Feb. 9, 2021
   * 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. 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.
        + What kinds of questions will you ask of these sources.
     4. Complete the Letter of Information/Consent Form from the MREB application process.
5. Theoretical/Epistemological Frame Paper (20%) – Due Mar. 2, 2021
   * In this paper students identify and develop a description of the theoretical frame that they will use in their thesis, drawing on course readings. Students will describe the basic theoretical assumptions behind this frame, the kinds of questions around which inquiry is based and why they find this frame compelling.
   * 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, double spaced not including references, with APA referencing format.
6. Critical Review of the Literature (22%) – Due Apr. 13, 2021
   * A *critical review of the literature* in which your proposed research topic is situated: e.g., what is already known about this topic; how people think about or conceptualize this topic; knowledge gap(s) and how your research question(s) fit(s) into current knowledge:
     1. Provide a synthesis of the existing knowledge that is most relevant to your proposed research topic or questions(s): at least *eight* (or more) scholarly articles should be reviewed.
     2. Develop an *integrated* description (as opposed to a sequential summary) 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 literature review should be 10-15 pages, double spaced not including references, with APA referencing format.

# 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 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 (Times-Roman 12), 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.

## Avenue to Learn

In this course, we will be using 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 with the course instructor.

## Submitting Assignments & Grading

Please submit papers through Avenue to Learn 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)

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](mailto: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

## 739A Course Schedule and Readings

### Week 1: October 27, 2020

Topic:

* Introduction

Readings:

* 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.
* Leistyna, P. (2012). Maintaining a Vibrant Synergy among Theory, Qualitative Research, and Social Activism in This Ever-Changing Age of Globalization. In S. R. Steinberg and G.S. Canella (Eds), *Critical Qualitative Research Reader,* 200-220. New York: Peter Lang.

### Week 2: November 3, 2020

Topic:

* Research Design 1: Researchable Questions

Readings:

* Mason: Chapter 1: Intellectual Puzzles and Research Questions
* Mason: Chapter 2: Choosing Methods and Planning Your Approach
* 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.*

### Week 3: November 10, 2020

Topic:

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

Readings:

* Mason: Chapter 2: Choosing Methods and Planning Your Approach
* Charmaz, K. (2004). Premises, Principles, and Practices in Qualitative Research: Revisiting the Foundations. *Qualitative Health Research, 14*(7), 976-993.

Notes:

* *Bring to c lass a short bibliography of 4 articles in your area of interest*

### Week 4: November 17, 2020

Topic:

* Meanings of Methodologies

Readings:

* Neuman, L. (1997). The Meanings of Methodology. In Neuman, W.L.. Social Research Methods: Qualitative and Quantitative Approaches (pg. 43-66). 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 5: November 24, 2020

Topic:

* Interpretive, post-modernism, queer theory

Readings:

* Chambon, A., Irving, A., Epstein, L. (1999). Reading Foucault for Social Work. New York: Columbia University Press. Chapter 3, Foucault’s Approach: Making the Familiar Visible
* Ahmed, S. (2007). A phenomenology of whiteness. *Feminist Theory 8*(2), 149-168.
* 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 6: December 1, 2020

Topic:

* Consultation and sharing research topics

Notes:

* The class will begin with an open time for consultation on any question 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 5, 2021

Topic:

* Ethics

Readings:

* Leavy, P. (2017). Research Design. Chapter 2: Ethics in Social Research. Guilford Press.
* Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans.
* 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.

Notes:

* *Guest Speaker: MREB Senior Advisor*

### Week 2: January 12, 2021

Topic:

* Indigenous and Decolonizing Methodologies

Readings:

* 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.
* Freeman, B. (2017). The Spirit of Indigenous Youth: The Resilience and Self-determination in Connecting to the Spirit and Ways of Knowing. In Journal of Indigenous Well-being: Te Mauri – Pimatisiwin, 2, 1, p. 60-75
* 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 indigenous or decolonizing methodologies and how it might apply to your topic.*

### Week 3: January 19, 2021

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*.

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.*

### Week 4: January 26, 2021

Topic:

* Feminist Approaches, Institutional Ethnography

Readings:

* Davies, 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.
* Benjamin, K., & Rankin, J. (2014). Reflections of a Novice Institutional Ethnographer.  *Canadian Journal of Nursing Research*, 46(1), 87-101.

Notes:

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

### Week 5: February 2, 2021

Topic:

* Research Design 3: Sampling, Recruitment and Using the Literature

Readings:

* Abrams, L. S. (2010). Sampling ‘hard to reach’ populations in qualitative research: The case of incarcerated youth. *Qualitative Social Work*, *9*(4), 536-550.
* 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.
* Chapter 4 in Writing for Scholarly Publication; Identifying Conversants
* Baker Collins, S. (2015). The space in the rules: Bureaucratic discretion in the administration of Ontario Works. *Social Policy and Society*, 15(2), **221-224.**

### Week 6: February 9, 2021

Topic:

* Interviewing and Focus Groups

Readings:

* Mason, Chapter 5; Qualitative Interviewing
* Healy-Etten, V. & Sharp, S. (2010). Appendix A. 12 Handy In-depth Interviewing Tips. *Teaching Sociology 38*(2), **162-164**.
* Berg, B. (2007). *Qualitative Research Methods for the Social Sciences*. Chapter 5: Focus Group Interviewing. Boston: Pearson.
* 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.

### Reading Week: Feb 16

* No Class, Mid-term Recess

### Week 7: February 23, 2021

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 2, 2021

Topic:

* Quantitative Research, Evidence Based

Readings:

* Bates, M. (2011). Evidenced-Based Practice and Anti-Oppressive Practice. In D. Baines (Ed.) Doing Anti-Oppressive Practice: Social Justice Social Work. Fernwood Publishing.
* Canadian Centre for Policy Alternatives, Ontario Non-Profit Network & Faraday, F. (2020). *Resetting Normal: Women, Decent Work and Canada’s Fractured Care Economy.* Pp. 1-13. Canadian Women’s Foundation. Available at: https://www.policyalternatives.ca/publications/reports/resetting-normal-report-2
* DeWilde, M. & Franssen, (2016), The material practices of quantification: Measuring ‘deprivation’ in the Amsterdam Neighbourhood Policy. *Critical Social Policy 36*(4), 489-510.

### Week 9: March 9, 2021

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.
* 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.
* Gaetz, S. (2012). The real cost of homelessness; can we save money by doing the right thing? Toronto: Canadian Homeless Research Network Press. Available at the Homeless Hub: https://www.homelesshub.ca/costofhomelessness

### Week 10: March 16, 2021

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.

### Week 11: March 23, 2021

Topic:

* Community, participatory research

Readings:

* Greene, S. and Chambers, L. (2011). The Community-Based Research Practicum as Anti-Oppressive Social Work Education in, D. Baines (Ed), *Doing Anti-Oppressive Practice, 2nd edition*, Blackpoint, NS: Fernwood Publishing, 162-175.
* 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.
* 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 30, 2021

Topic:

* Data Analysis I

Readings:

* Mason: Chapter 8: Making Sense of Qualitative Data
* Eakin, J. & Gladstone, B. (2020). “Value-Adding” Analysis: Doing More with Qualitative Data. *International Journal of Qualitative Methods* *19*(1), 1-13.
* Ryan, G.T. & Bernard, H.R. (2003). Techniques to Identify Themes. *Field Methods* 15(1), 85-109.
* Fraser, H. (2004) Doing Narrative Research: Analyzing Personal Stories Line by Line. *Qualitative Social Work 3*(2), 179-201.

### Week 13: April 6, 2021

Topic:

* Sharing research design and topics with incoming MSW students