

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

* **739A: Tuesdays, November 1 to December 6, 2022, 9:30am-12:20pm EST**
* **739B: Tuesdays, January 10 to April 11, 2023, 11:30am-2:20pm EST**
* **739C: Mondays, May 1 to June 12, 2023 (6 classes), 11:30am-2:20pm EST**
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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 producing critical knowledge to advance social justice and structural/systemic change.

## Course Objectives:

This course empowers students to be critically conscious, while actively engaging with and discussing social work knowledge production and research methods. This course includes the following interrelated objectives:

**739A**

1. To provide students with an understanding of **research design**, including transforming general research interests to defined research questions, defining concepts, and using the literature.
2. To provide students with an understanding of **knowledge and knowing as contest social processes**, focusing on an introduction to conflicting and related ways of knowing (epistemologies); debates about the meaning of research and knowledge production; and about whose knowledge is valued and legitimated, as well as whose is not.
3. To help students critically analyzethe **role of literature** while understanding how literature contributes to research through the introduction of research debates, reporting on past work, and contributing potential research dilemmas and opportunities.

**739B**

1. To provide students with an understanding of the links between **epistemology and methodology.**
2. To provide students with an understanding of **ethical issues** in research and the process of obtaining ethical approval for research with human participants.
3. To help students become familiar with and critically analyze **quantitative and qualitative research methodologies** used in social work research.
4. To provide students with an understanding of **research design**, including ethics, sampling recruitment and data collection.
5. To help students understand the **role of research in learning about practice/policy** and critically analyze the significance of knowledge derived from research.

**739C**

1. To provide students with an understanding of the significance of **reflexivity**, specifically the role of self in research and the practice of critical reflexivity.
2. To help students become familiar **data analysis**, understanding the ways in which epistemological frames shape data analysis, and learn about methods for data analysis.
3. To provide students with an understanding of the process of **scholarly writing**.
4. To help students critically analyze the **mobilization and communication of research** while learning 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

This course will be conducted as a seminar. Information will be presented through lectures, practical application of research methods, and group discussion. Active learning and participation are necessary to cultivate a space where critical critique and debate can be fostered. Students are asked to come to class familiar with the assigned readings and ready to contribute to our ongoing seminar conversation. Throughout this course, students will be encouraged to integrate their emerging research ideas and queries into class discussion.

## Required Texts

1. Mason, J. (2017). *Qualitative Researching*, 3rd Edition. London: Sage Publications. Available in hard copy or electronically from the bookstore.

## Additional Suggested Readings

Supplementary content which will contribute to class lectures, discussion, and assignments will be regularly posted on Avenue to Learn (A2L) within each topic module. Additional readings available on A2L or through the McMaster Library can also be accessed by clicking the links on an electronic copy of this course outline. Follow log-in instructions after clicking the link. If any of the links to these PDFs are expired during the course, please locate, and access the relevant online journal through the McMaster Library and obtain and updated link.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. 20% | Ongoing participation + the TCPS Ethics Tutorial: see details below
2. 13% | Critical reading assignment: November 22nd at 11:59PM
3. 15% | Annotated bibliography: December 13th at 11:59PM
4. 10% | Research design assignment: January 31st at 11:59PM
5. 20% | Theoretical/epistemological framework paper: February 28th at 11:59PM
6. 22% | Critical review of the literature: April 18th, at 11:59PM

## Requirement/Assignment Details

1. Ongoing participation + the TCPS Ethics Tutorial
	* This course includes presentations, discussions, and activities. Students are expected to have come to class having read the assigned readings and prepared to ask questions while engaging in critical dialogue. There will be assignments to complete and discuss each class.
	* The TCPS Ethics Tutorial is meant to familiarize you with the Tri-Council Policy Statement (TCPS). Everyone is required to complete the online tutorial on the TCPS website at <https://tcps2core.ca/welcome> Please submit a copy of your certificate of completion to Jennifer via email by January 17th. This process takes about two to four hours.
2. Critical reading assignment: November 22nd at 11:59PM
	* For this assignment, you will 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 unique perspective and queries as a reader. Its purpose is to foster your critical consciousness as a ‘user’ of policy/practice-related research. This paper should be 5 to 7 pages (up to 2000 words), double spaced not including references with APA referencing format (a fuller description of the assignment will be shared).
3. Annotated bibliography: December 13th at 11:59PM
	* 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: January 31st at 11:59PM
	* This assignment will prepare you for completing your ethics application by answering the key questions framing your research project and completing the Letter of Information/Consent Form. Address the following in this assignment:
		1. The working title of your proposed 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:
			1. 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.
			2. Why these sources provide the evidence you are seeking.
			3. How you will gain access to these sources.
			4. What kinds of questions you will ask these sources.
		5. Complete the Letter of Information/Consent Form from the MREB application process.
5. Theoretical/epistemological framework paper: February 28th at 11:59PM
	* In this paper students identify and develop a description of the theoretical framework that they will use in their thesis, drawing on course readings. Students will describe the basic theoretical assumptions behind this framework, the kinds of questions around which inquiry is based and why they find this framework compelling.
	* They will describe the implications of this framework 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 framework.
	* This paper should be 8-10 pages, double spaced not including references, with APA referencing format.
6. Critical review of the literature: April 18th, at 11:59PM
	* 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.
	* 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.
	* Develop an *integrated* description (as opposed to a sequential summary) of the conceptual themes and debates in the literature.
	* Explain how your research topic or question(s) will build on, complement, or contrast with the existing work.
	* 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.
	* Students have the option of submitting their complete thesis literature review or a section of their thesis literature review. Page length will vary depending on the number of concepts and issues to be examined in the literature review. It’s suggested that the literature review is about 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, student number, and the date. Number all pages (except title page).
* 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 New Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page).
* Papers should be submitted in Word format only (PDFs are challenging to comment on for grading purposes)
* 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. Detailed evaluation criteria will be provided for each assignment.
* Students are expected to make use of and cite relevant sources, which can include Indigenous knowledge [oral or written] professional and social science literature, and other bodies of knowledge in their term assignments. When submitting any of your assignments, please keep a spare copy.

## 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, usernames 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, 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. In this course, students will submit papers electronically via A2L and they will be graded and returned 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.
* Respectful dialogue during lectures and group activities is expected for achieving a relational learning environment. This course seeks to cultivate a transformative and liberatory pedagogical environment, and the development of critical and compassionate consciousness regarding knowledge production and learning to challenge the status quo to prevent inequitable relations from being reinforced and reproduced.
* During discussions and assignments, students are expected to engage in critical reflexivity by reflecting on their identities and the intersectional layers of their positionality, which includes Indigeneity, racial or ethnic identity, gender identity, sexual orientation, social economic status, age, ability, religion, etc. Students are also encouraged to participate by sharing their knowledge, ideas, resources, and lived experiences. Overall, students are expected to approach the learning process through reflexivity, theory, and action, bridging academia and lived realities, so that the insights produced in the classroom can inform critical research practices.
* 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 activities directly related to the lecture or activity taking place.
* Check with the instructor before using any audio/video recording devices in the class.
* I typically log in to monitor course activities during the weekdays, usually in the early morning hours. Please note that I am not online on weekends, as such, do your best to plan the timing of your questions accordingly.

## Attendance

To ensure that you receive a high quality and transformative educational experience, regular participation is a requirement of this class. It is important to complete readings prior to class so that we are able to go deeper on concepts discussed in the materials. Students will be expected to participate in conversations and interactive activities during scheduled course time. To be successful in this class, you will need to log in to access course materials and to participate actively. Engagement opportunities and active learning strategies have been specifically created for the course.

## 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

## 739A Course Schedule and Readings

## Week 1: November 1, 2022

### Topics:

* Class introductions + overview of the course and assignments
* What is research and why study research?
* Knowledge production and epistemicide
* What we know and how we know it

### Readings:

* Introduction (pp. 30-56); Smith, L.T. (2012). *Decolonizing methodologies: Research and Indigenous Peoples* (2nd ed.). Zed Books. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/deno1h/alma991020852329707371)
* Access Alliance Multicultural Health and Community Services (2011). Community-Based Research Toolkit: Resource for Doing Research with Community for Social Change. Toronto: Access Alliance Multicultural Health and Community Services. [**[PDF]**](https://accessalliance.ca/wp-content/uploads/2020/07/CBR_Toolkit_1_-Jan2012.pdf)
	+ What is Research? (pp. 16-18)
* Introduction – The Challenge of Qualitative Research; Mason, 2017

## Week 2: November 8, 2022

### Topics:

* Research Design 1 – Researchable Questions
* The research process and the research problem
* Guest lecture: Isaac Pratt, Research Data Management Specialist, Lewis & Ruth Sherman Centre for Digital Scholarship/Mills Memorial Library

### Readings:

* Potts, K.L. & Brown, L. (2015). 1: Becoming an anti-oppressive researcher. In S. Strega & L. Brown (Eds), *Research as resistance: revisiting critical, indigenous, and anti-oppressive approaches,* (pp. 17 – 42). Toronto, Ontario: Canadian Scholars’ Press. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/deno1h/alma99894017302181)
* Chapter 1 – Intellectual Puzzles and Research Questions; Mason, 2017
* Mantzoukas, S. (2008). Facilitating research students in formulating qualitative research questions. *Nurse Education Today*, *28*(3), 371-377. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_miscellaneous_764354000)
* 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. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_miscellaneous_68507220)

## Week 3: November 15, 2022

### Topics:

* Introduction to critical social theories and epistemology
* Guest lecture: Ruth Wilson, PhD Candidate, University of Toronto

### Readings:

* Chapter 1 – World Views, Paradigms, and the Practice of Social Science Research; Willis, J.W. (2007). *Foundations of Qualitative Research: Interpretive and Critical Approaches*. Thousand Oaks, California: Sage Publications Inc. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/deno1h/alma991007193689707371)
* Kovach, M. (2015). 2: Emerging from the margins: Indigenous Methodologies. In S. Strega & L. Brown (Eds), *Research as resistance: revisiting critical, indigenous, and anti-oppressive approaches*, (pp. 43 - 64). Toronto, Ontario: Canadian Scholars’ Press. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/deno1h/alma99894017302181)
* Freeman, M. & Vasconcelos E. (2010). Critical Social Theory: Core Concepts, Inherent Tensions. *New Directions in Evaluation* 127, 7-19. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_miscellaneous_758127575)

## Week 4: November 22, 2022

### Topics:

* Overview of research methodologies
* Critical reading assignment due at 11:59PM

### Readings:

* Starks, H., & Brown Trinidad, S. (2007). Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. *Qualitative health research*, *17*(10), 1372-1380. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_miscellaneous_68513812)
* Taber, N. (2010). Institutional ethnography, autoethnography, and narrative: An argument for incorporating multiple methodologies. *Qualitative research*, *10*(1), 5-25. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_miscellaneous_743804604)
* Riessman, C. K., & Quinney, L. (2005). Narrative in social work: A critical review. *Qualitative social work*, *4*(4), 391-412. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_miscellaneous_61373558)

## Week 5: November 29, 2022

### Topics:

* Research Design 2: Identifying Data Sources, Planning Your Research Design
* Information Literacy (Research Skills) Class 1 at the Library

### Readings:

* Chapter 2 – Choosing Methods and Planning Your Approach; Mason, 2017
* Charmaz, K. (2004). Premises, Principles, and Practices in Qualitative Research: Revisiting the Foundations. *Qualitative Health Research, 14*(7), 976-993. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_miscellaneous_66771125)
* *Literature Review.* Guide Prepared by The Writing Center, University of North Carolina at Chapel Hill. <https://writingcenter.unc.edu/tips-and-%20tools/literature-reviews/>

## Week 6: December 6, 2022

### Topics:

* Interpretive, post-modernism, queer theory
* Consultation and sharing research topics
* Annotated bibliography due December 13th at 11:59PM

### Readings:

* Garrett, P. M. (2020). Faulty ‘tools’? Why social work scholarship needs to take a more critical approach to Michel Foucault. *Journal of Social Work*, *20*(4), 483-500. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_journals_2414694255)
* Wilton, R., & Fudge Schormans, A. (2020). ‘I think they're treating me like a kid’: intellectual disability, masculinity and place in Toronto, Canada. *Gender, Place & Culture*, *27*(3), 429-451. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_journals_2369121156)
* Ahmed, S. (2007). A phenomenology of whiteness. *Feminist Theory 8*(2), 149-168. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_miscellaneous_61661890)

Notes:

* A large portion of the class will be for consultation on any question related to your thesis topic and research. Bring a one-page document to class on your research design:
	+ The working title of your research project
	+ An introduction to the research topic: e.g., what it is about, why this topic interests you (or, why it is a problem), how it is relevant to practice or policy
	+ The specific research question(s) to be explored
	+ 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 10, 2023

### Topics:

* Ethics
* Guest lecture: Nicole Gervais, MREB Advisor, McMaster University

### Readings:

* Chapter 4 – Ethics; Mason, 2017
* 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. [**[PDF]**](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwiGmerS59H5AhVljYkEHTLmDswQgAMoAHoECAEQAg&url=https%3A%2F%2Fscholar.google.ca%2Fscholar_url%3Furl%3Dhttps%3A%2F%2Fwww.academia.edu%2Fdownload%2F33189062%2FCJACBR_Vol_1_EN.pdf%2523page%253D55%26hl%3Den%26sa%3DX%26ei%3DAO_-Yt3dDIeKmgGV3ZjYCg%26scisig%3DAAGBfm0HQNDS1BtRe3JWndbepeuOIIuK0w%26oi%3Dscholarr&usg=AOvVaw1YLZBAew70PJGgteXrE1oT)
* Access Alliance Multicultural Health and Community Services (2011). Community-Based Research Toolkit: Resource for Doing Research with Community for Social Change. Toronto: Access Alliance Multicultural Health and Community Services. [**[PDF]**](https://accessalliance.ca/wp-content/uploads/2020/07/CBR_Toolkit_1_-Jan2012.pdf)
	+ Chapter 6 – Ethics and Community-based Research (pp. 126-139)

## Week 2: January 17, 2023

### Topics:

* Indigenous & decolonizing methodologies
* TCPS online certificate of completion due – submit via email
* Guest lecture: Laurie Sherrie-Kirk, PhD Candidate, McMaster University

### Readings:

* Hart, M.A., Straka, S., & Rowe, G. (2017). Working across contexts: Practical considerations of doing Indigenist/anti-colonial research. *Qualitative Inquiry, 23*(5), 332-342. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_journals_1899622164)
* 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. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_miscellaneous_61767656)
* 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: Te Mauri – Pimatisiwin, 2*, 1, p. 60-75.[**[PDF]**](https://journalindigenouswellbeing.co.nz/media/2022/01/67.56.The-spirit-of-Indigenous-youth-The-resilience-and-self-determination-in-connecting-to-the-spirit-and-ways-of-knowing.pdf)
* Meekosha, H. (2011). Decolonizing disability: thinking and acting globally. *Disability and Society* 26(6), 667-682. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_crossref_primary_10_1080_09687599_2011_602860)

## Week 3: January 24, 2023

### Topics:

* Critical Race Theory, Critical Disability Studies
* Research design assignment due January 31

### Readings:

* Daftary, A. (2020). Critical race theory: An effective framework for social work research. *Journal of Ethnic & Cultural Diversity in Social Work*, *29*(6), 439-454.[**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_journals_2456816210)
* Solorzano, D. & Yosso, T. (2002). Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research. *Qualitative Inquiry 8*(1), 23-44. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_miscellaneous_60430227)
* Meekosha, H., & Shuttleworth, R. (2009). What's so ‘critical’ about critical disability studies? *Australian Journal of Human Rights*, *15*(1), 47-75. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_informaworld_taylorfrancis_310_1080_1323238X_2009_11910861)

## Week 4: January 31, 2023

### Topics:

* Feminist knowledges & approaches
* Research design assignment due at 11:59PM

### Readings:

* Chapter 1 – Unpacking relationships in feminist community research: Cross cutting themes; Creese, & Frisby, W. M. (2011). *Feminist community research case studies and methodologies.* UBC Press. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_miscellaneous_926502124)
* Crenshaw, K. (1997). Demarginalizing the intersection of race and sex, in K. Maschke (Ed.) *A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics*. Routledge: New York.[**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_informaworld_taylorfrancisbooks_10_4324_9781315051536_7_version2)
* Hankivsky, O., Reid, C., Cormier, R., Varcoe, C., Clark, N., Benoit, C., & Brotman, S. (2010). Exploring the promises of intersectionality for advancing women's health research. *International journal for equity in health*, *9*(1), 1-15.[**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_doaj_primary_oai_doaj_org_article_4c6656ccf09e41ab83d3dc9b0489a56a)

## Week 5: February 7, 2023

### Topics:

* Research Design 3: Sampling, Recruitment & Using/Thinking Critically About Literature
* Information Literacy (Research Skills) Class 2 at the Library

### Readings:

* Chapter 3 – Sampling and Selecting in Qualitative Research; Mason, 2017
* Abrams, L. S. (2010). Sampling ‘hard to reach’ populations in qualitative research: The case of incarcerated youth. *Qualitative Social Work*, *9*(4), 536-550. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_miscellaneous_853217867)
* Option 1: Katz, A. S., Hardy, B. J., Firestone, M., Lofters, A., & Morton-Ninomiya, M. E. (2020). Vagueness, power and public health: Use of ‘vulnerable ‘in public health literature. *Critical Public Health*, *30*(5), 601-611. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_crossref_primary_10_1080_09581596_2019_1656800) OR
* Option 2: 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. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_miscellaneous_1732807947)

## Week 6: February 14, 2023

### Topics:

* Interviewing and focus groups
* Guest lecture: Dr. Allyson Ion, McMaster University

### Readings:

* Chapter 5 – Qualitative Interviewing; Mason, 2017
* Healy-Etten, V. & Sharp, S. (2010). Appendix A. 12 Handy In-depth Interviewing Tips. *Teaching Sociology 38*(2), 162-164. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_journals_907195452)
* 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. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_journals_1910837614)

Notes:

* For students interested in ethnographic approaches, see Chapter 6 – Observing and Participating; Mason, 2017
* For students interested in discourse analysis / textual analysis and visual methods, see Chapter 7 – Being Creative with Methods; Mason, 2017

## Reading week: February 21, 2023 ~ no class

## Week 7: February 28, 2023

### Topics:

* Discourse Analysis
* Guest lecture: Dr. Willow Samara Allen, University of Victoria & Dr. Nisha Nath, Athabasca University
* Theoretical/epistemological framework paper due at 11:59PM

### Readings:

* McGregor, S. (2003). Critical Discourse Analysis: A Primer. *Kappa Omicron Nu FORUM* 15(1), pp. 1-10. [**[PDF]**](https://www.kon.org/archives/forum/15-1/mcgregorcda.html)
* 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. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_miscellaneous_1738476690)
* Jeyapal, D. (2016). Regarding the protests of others. *Social Movement Studies* 15(1), 60–79. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_crossref_primary_10_1080_14742837_2015_1037260)

## Week 8: March 7, 2022

### Topics:

* Arts-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) [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_askewsholts_vlebooks_9781771120906)
* 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. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_journals_1803665166)
* 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*. [**[PDF]**](http://www.migrationhealth.ca/undocumented-workers-ontario/body-mapping) p. 5-19 only.
* Navia, D. (2018). Towards decolonizing pedagogy of solidarity. *Canadian Journal of Family and Youth, 10*(2), 7-27. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_crossref_primary_10_29173_cjfy29387)

## Week 9: March 14, 2023

### Topics:

* 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. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/deno1h/alma991006319749707371)
* 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. [**[PDF]**](https://fpcfr.com/index.php/FPCFR/article/view/333)
* Gaetz, S. (2012). The real cost of homelessness; can we save money by doing the right thing? Toronto: Canadian Homeless Research Network Press. [**[PDF]**](https://www.homelesshub.ca/costofhomelessness)

## Week 10: March 21, 2023

### Topics:

* Quantitative research, critical statistics

### Readings:

* Introduction; Walter, M. & Andersen, W. (2016). *Indigenous statistics: A quantitative research methodology.* Routledge. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/deno1h/alma991014174719707371)
* Deficit Indigenes; Walter, M. & Andersen, W. (2016). *Indigenous statistics: A quantitative research methodology.* Routledge. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/deno1h/alma991014174719707371)
* Conceptualized quantitative methodologies; Walter, M. & Andersen, W. (2016). *Indigenous statistics: A quantitative research methodology.* Routledge. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/deno1h/alma991014174719707371)
* 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. [**[PDF]**](https://www.policyalternatives.ca/publications/reports/resetting-normal-report-2)
* Optional: Shdaimah, C.S. (2009). What does social work have to offer evidence-based practice? *Ethics and Social Welfare, 3*(1): 18-31. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_crossref_primary_10_1080_17496530902818732)

## Week 11: March 28, 2023

### Topics:

* Community-based participatory action research

### Readings:

* 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. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_doaj_primary_oai_doaj_org_article_90a29f6466f24518b5630d1874d836a8)
* 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. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_miscellaneous_1504422628)
* Hall, B. & Tandon, R. (2017). Decolonization of knowledge, epistemicide, participatory research and higher education. *Research for All, 1*(1): 6-19. [**[PDF]**](https://unescochair-cbrsr.org/pdf/resource/RFA.pdf)

## Week 12: April 4, 2023

### Topics:

* Data analysis
* Guest lecture: Dr. Fritz Pino, University of Regina

### Readings:

* Chapter 8 – Making Sense of Qualitative Data; Mason, 2017
* Chapter 9 – Making Convincing Arguments with Qualitative Data; Mason, 2017
* Ryan, G.T. & Bernard, H.R. (2003). Techniques to Identify Themes. *Field Methods* 15(1), 85-109. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_miscellaneous_38394109)
* Optional: Fraser, H. (2004) Doing Narrative Research: Analyzing Personal Stories Line by Line. *Qualitative Social Work 3*(2), 179-201. [**[PDF]**](https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/6thkva/cdi_proquest_miscellaneous_61550251)

## Week 13: April 11, 2023

### Topics:

* Discussing individual student projects + course content review + tying up loose ends
* Critical review of the literature due April 18th at 11:59PM

## 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