



CGS 3001F 550
Collaborative and Participatory Methodologies
Fall 2022
Dr. Matthew McBurney

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Scheduled class times: Tuesday 9:30am-12:20pm

Classroom: W103

Office Hours: Mondays or Tuesdays 12:30 – 1:30 (Please email to set up office hours since I do not have a permanent office space to meet)

COURSE DESCRIPTION

This course explores the ethical concerns raised by the major forms of qualitative research with human subjects: interviewing, focus groups, participant observation, ethnography and oral history. Special consideration is given to the ethical concerns raised by social scientific research in the context of inequality. Each student is responsible for designing a research project, applying appropriate research tools and working out the ethical problems raised by his or her project and research method(s).

COURSE LEARNING OBJECTIVES

In this class you will learn to identify a research problematic and develop a course of research to address it. You will learn to work within the framework of the research proposal. You will learn to identify appropriate research methods for any research program. You will learn to identify the ethical dimensions of research with human subjects, and become adept at making your research questions, research practice, and research reporting ethically sound. You will learn to distinguish between ‘instrumental’ and ‘emancipatory’ research questions, programs and methods, in your own work and in the scholarship you study.

In generic terms, you will learn to recognize the processes of evidence gathering, synthesis, analysis, and evaluation that are used to produce knowledge. You will also learn to identify each of these in your own thinking, argumentation, and reporting of ideas.

CLASS METHODS

We will run our course as a workshop, in which each participant both develops their own project and contributes to the development of their colleague’s project. Our time together each week will be used to present and examine individual research projects, whether some ‘cooked’ examples the instructor presents or our own.

The workshop method is reflected in the assignment schedule for this course. Specifically, you will work on your own project in stages, advancing from ‘general’ to ‘specific’, from ‘broad’ to ‘refined’, each step advancing from the last. At each step your work will have some hearing and receive feedback, both from your colleagues in class and from me, the instructor. Each step will, thus, help you re-build the platform for your next step. This is a fun and exciting enterprise designed to help you identify, refine and communicate a perfectly refined research problem.

Our workshop format cannot function properly however unless two things happen: first, you have to complete your work on time, second, you have to attend class. These two facts are reflected in our grading schedule: late work will not be graded excepting in instances that some crisis or misfortune has befallen you, and you are graded for attendance. That said, it is important to note that all of your assignments can be easily accomplished in the time allotted, and so if you work consistently on your core project you will easily accomplish each step. And, you will also have the opportunity to edit, revise, and refine your project.

REQUIRED READINGS

Berg, Bruce L. and Howard Lune. 2012. *Qualitative Research Methods for the Social Sciences*. Eighth Edition. Boston: Pearson.

EVALUATION

Assignment	Grade Percentage	Due Date
Attendance	10%	
Participation	5%	
Preliminary Research Statement and Bibliography	5%	September 27
Literature Review	5%	October 4
Presentation	10%	November 15 & 22
Research Problem, justification and scholarly relevance	5%	October 28
Revised research problem, methods and time frame	10%	November 15
Ethics discussion	10%	November 29
Final Research Proposal	25%	December 6
Proposal for Ethics Board	15%	December 6

Research Topic

Your research topic must meet the following **three criteria**: first, it must involve **human subjects**; second, your research must use one or more of these **qualitative methods**: interviews, ethnography, oral history, focus group interviews, action research, or a case study approach (see Berg and Lune in regards to each of these terms); third, the research project must be **applied**, meaning that its outcomes serve some purpose within the subject community. *You should note that these criteria preclude studies based solely on survey research.*

You will *not* be conducting this research, but you will have to work through the steps of formulating a plausible and justifiable research project.

Research Proposal

Your final proposal will be made up of the following eight separate components, and so I suggest you open a document in your word processor and make a template with these categories.

1. Title of your research project.
2. Discussion of the research problem.
3. Literature Review.
4. Time frame.
5. Methodology.

6. Description of the ethical problems your research methods or project raise, and how you will ameliorate them.
7. Dissemination of findings.
8. Budget.

Presentation

You will discuss your research project in a 10-15 minute in-class presentation. The purpose of this presentation is twofold: first, to get you to make a plausible, coherent and clear case that this research is sufficiently refined, possible and that your research methods are well chosen. Second, to exercise the skill of making a concise presentation of your research (a very valuable skill to develop).

Your presentation will follow this format:

- describe very briefly the **central research question** (*'This research examines rural women producer's responses to structural adjustment programs in rural parts of southern Oaxaca, Mexico'*)
- describe a bit of the **background** (*'Local producers combine subsistence production with cash cropping in an overall mixed economy. Structural adjustment favors investment of time and household labour in cash crops'*)
- describe a bit of the **justification** (*'Price increases on inputs motivated by SAPS will thus reduce some household cash incomes' [etc], and women have mobilized in six Campesina organizations [name the organizations].*)
- describe **how** you are doing your research (*'This research employs interviewing and participant observation', etc. and describe how each will be used*)
- open the floor to **questions**.

Preliminary Research Problem Statement and Bibliography

This is the foundation of your research proposal, and the work you put into this will be reflected in your final project. For this assignment you need to have a well-stated research problem, which should not be more than a few sentences, if that. For example: "This research will pursue the day-to-day household-level impacts of 'food deserts' in London, Ontario".

At this stage, this research statement is refined enough to start a literature review: you would conduct searches into the literature on a variety of aspects of the larger research terrain you have identified in your research statement. For example, you would research topics such as urban poverty, affordable housing, public transit and food availability, how people utilize food banks, urban food deserts, food sovereignty and so on. And, you would also look for information on how people respond: what kinds of public and private organizations are set up to address the problem, who lobbies government for further funding, impacts of government policies on affordable housing, community and grassroots responses and so on. You would want to develop both general and specific sources, for example information on food deserts, consumption habits and poverty (etc.) in cities in late capitalist nations, and specifically in Canada, Southwestern Ontario and London. Your bibliography should demonstrate that you have identified many dimensions of the larger topic area, have selected what is most representative of the existing published research, and isolated the most specifically relevant literature.

You are making your first foray into the existing literature relevant to your topic here, and getting a good mark requires you to show that you have examined multiple dimensions of your proposed research topic. As to number of sources, this is difficult to predict. What matters most is that the sources you include are specifically helpful to advance your preliminary idea for a research project into a full-blown and credible proposal to do very specific research (read about the requirements for your research proposal below). And, this bibliography must demonstrate that you are preparing to work on a project that will include human subjects, using the research methods you will study in this course. Your bibliography must, thus, demonstrate that you are learning about the human, community context for the research you wish to conduct. But, if I have to give you a number, this bibliography should have no fewer than 20 well-selected, relevant sources from multiple disciplines, activist voices, and/or items from public discourse.

Literature Review

Literature review will be made up of two smaller parts, a bibliography of scholarly sources relevant to your topic, and an annotated bibliography of at least ten relevant scholarly sources. This is not a true ‘literature review’ though will have to serve for our short course. See description of this item below.

Read Berg and Lune’s description of a literature review. We do not really have time to conduct such a standard one in this course, though some of the same research skills will be tested with this project. All you need to produce for this assignment is an **annotated bibliography of 10 key sources from your bibliography**. KEY sources, meaning things that are truly well focussed on the kind of issue or question you are going to write your proposal about. For example, if you were doing a project on Structural Adjustment Programs in Mexico, you would likely want to include material that details how these have come about, how they affect prices in ways that matter to Campesinos and so on. So ‘background’ material is useful here, and I will evaluate your project both on the clarity and precision of your brief (4-6 sentences) citations and the relevance to your project.

Research Problem, Justification and Scholarly Relevance

Now, this is the fun part, as separating these three elements of the research is tricky, and well worth learning to do. It actually is fun and easy once you get the hang of it. You can dazzle friends with your ability to do this! (Okay, maybe not.)

Your *research problem* actually has two parts: *background* and *problem*. Background information is the stuff that explains the terrain: what is happening on the ground in the social setting you want to investigate? So, as in the case of food deserts from above, the background is information that gives some sense of how ‘food availability and poverty’ are linked, how they are linked in policy discussions (generally as ‘food security’ for example), how institutions (both governmental and non-governmental) identify the problem and a variety of solutions. You would also need to look at alternatives to these status quo understandings, which in this case would mean you would learn about the ‘food sovereignty’ movement. You would want to learn to distinguish the dominant approaches to the same question- in this case, the difference between ‘food security’ and ‘food sovereignty’. Your background should precisely and succinctly summarize this context. It indicates both the dominant trends in thinking and analysis about the

abstract issue here (access to food for poor people) and how those ways of thinking chart different approaches to a research problem. In the case of access to food, by calling the terrain a ‘food desert’, you would need to identify that your project is aligned with a specific (critical) approach. The paper by Dayle et. al. that we are using has a very nice example of ‘background’ in the discussion of child poverty and what ‘feeding programs’ are. Yours will be briefer for this proposal, but it is a good model of how to be both sweeping and specific at the same time.

Second is the *problem* itself. This is a longer discussion of the question that you want your project to answer. Here you link the background to the specific problem you want to investigate. In the case of food deserts, it is important to link this larger concept to the locale of the study. And so you would identify the range of services that are relevant (food banks, community meal programs, charities, community gardens, for example), identify the strategies people use to get access to food (going to charity, going to ‘corner stores’, taking the bus, sharing rides to the grocery store, growing food in guerilla gardens, etc.) Your research problem discussion should give substance and meaning to the single sentence you produce as a research statement: “This research examines X in the context of Y in Z”.

Justification of your research project is a simple description of why this research question is useful or makes sense at this moment in time. For the food desert example, that justification could link key traits of the context: income inequality is increasing, food price is increasing, income subsidies for the poor have been stagnant for decades, local reductions to transit are on the horizon, retail development in suburban areas continues to be prioritized by the municipality, gentrification has changed the retail landscape in some older neighbourhoods. This part of your proposal presents ‘what’s happening now’ that makes your research timely.

Scholarly relevance Following from above, this section identifies what makes your research project as a whole a suitable response. Why is this project useful for the broader community of researchers you are part of, including your research partners in the community? Why is this research important?

Revised research problem, methods and time frame

This assignment presents, first, an improved research problem (you still improve it again later). Second, this project presents a discussion of the methods you are using, and how you are going to use them. Give a detailed description including who your subjects are, how you are going to find these people (recruitment), where you are going to interact with them and what questions you are asking them. This is the part of the project where you have to figure out what doing research is all about logistically. Third, this project requires your preliminary research plan or time frame, which is simply a detailed schedule. (I look forward to hearing from you how many interviews you think you can do in a day.)

Ethics discussion

The assignment requires you to exercise what you have learned ethical problems are, and to consider every aspect of where these might emerge in your research. Simply, what are the ethical concerns raised by your research, and how will you address each?

This will be evaluated for your insight into two things: what risks does your research pose to your subjects? What are the power imbalances built into your research, and how are you going to reduce those? This is a less formal discussion than the one you produce for the Non-Medical



Review Ethics Board, and in fact has to include issues that are simply not adequately addressed in that process.

Proposal for Ethics Board Review

Your research proposal for research with human subjects will include a discussion of the ethical concerns that pertain to your research, more like the one described above, but you will also go through the process of preparing a proposal for ethics review, though I will be your only reviewer, and not the real board. The form that you are going to fill out is on our OWL site, and you will submit a copy on Owl.

SPECIAL INSTRUCTIONS

All assignments will be submitted on Owl and no hard copies are needed. However, make sure to keep an electronic copy of your assignment until it has been graded and returned to you.

Extensions on assignments can only be requested more than 48 hours prior to the assigned deadline. Extensions being requested for emergency or medical reasons must be approved through academic advising.

Late assignments will only be accepted without penalty if a prior agreement with me has been made or if academic advising has provided academic accommodation. Students who submit assignments late without making a prior agreement with me, or without academic accommodation will be **penalized 2% for every 24-hour period** past the assignment deadline.

Please note that I adhere to a “24/7 rule” for reviewing graded course work. This means that you must wait 24 hours after an assignment is returned before approaching me about your grade, and you must make an appointment to speak with me about said grade no longer than 7 days after an assignment is returned in class.

SCHEDULE OF CLASSES

Week 1 (September 13) – Course Introduction

Read the course outline in detail

Week 2 (September 20) – What is Qualitative Research and Why is it Important?

Reading: Berg and Lune, Chapter 1 (1.1, 1.5, 1.6)

Week 3 (September 27) – Project Design and Existing Social Inequalities

Reading: Berg and Lune, Chapter 2

Week 4 (October 4) – Introduction to Research Methods

Reading: Berg and Lune, sections 4.1, 4.3, 4.4; 5.1, 5.2, 5.4; 6.1, 6.3; 7.1, 7.2, 7.3; 9.1, 9.2, 9.5.

Read the **METHODS** section only of the following articles

Smith et al., 2019 “Indigenous peoples, local communities, and Payments for Ecosystem Services” *The Canadian Geographer* 63(4): 1-13.

Boillat, Sebastian, Elvira Serrano, Stephan Rist and Fikret Berkes. 2013. “The Importance of Place Names in the Search for Ecosystem-Like Concepts in Indigenous Societies: An Example from the Bolivian Andes”. *Environmental Management* 51: 663-678.

Bremer, Leah, Kathleen A. Farley, and David López-Carr. 2014a. “What factors influence participation in payment for ecosystem services programs? An evaluation of Ecuador’s Socio Páramo program” *Land Use Policy* 36: 122– 133.



Donald V. Kingsbury, Teresa Kramarz & Kyle Jacques. 2018. "Populism or Petrostate?: The Afterlives of Ecuador's Yasuní-ITT Initiative", *Society & Natural Resources*: 1-18.

Week 5 (October 11) – Interviewing and Focus Groups

Guest Speaker Dr. Yuriko Cowper-Smith

Week 6 (October 18) – Life History, Community History, Community Knowledge

Guest Speaker Dr. Jess Notwell

Week 7 (October 25) – Ethics, Guidelines and the Limits of the Research Paradigm

Reading: Berg and Lune Chapter 3

Reading Week Nov 7 – Nov 11

Week 8 (November 15) - Presentations

Week 9 (November 22) - Presentations

Week 10 (Nov 29) – Final Proposal Workshop

Week 11 (Dec 6) – Ethics Workshop

Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022

Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](#). The appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade:
Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the **Student Medical Certificate**. The instructor may not collect medical documentation. The advisors will contact the

instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed **Consideration Request Form**. Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf). Consult **Huron Academic Advising** at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.



If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here:

<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)