

HURON UNIVERSITY COLLEGE

CENTRE FOR GLOBAL STUDIES

Fall 2021: CGS 3001F COLLABORATIVE AND PARTICIPATORY METHODOLOGIES

Dr. Ritika Shrimali

Email Contact: rshrimal@uwo.ca

Class Meeting: Friday 8:30-11:30

Room No: H220

Office Hours: By appointment via zoom

Prerequisite(s): 0.5 course from Centre for Global Studies 2002F/G - 2004F/G, or permission of the Centre for Global Studies.

Introduction

This is a uniquely crafted course where students get hands-on training in how to think, pose questions, reflect and rethink what it means to do research. The course puts focus on how real-world knowledge gets produced. We will explore the relation between ethics and research and discuss its relevance and limits thereof. Together, while working online, we will think through individual projects of all the students. The course will run 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. The workshop method is reflected in the in-class work completion 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.

A few excerpts from students who have undertaken this course over the years and what they have learnt will help in bursting some myths and misconceptions about research:

“...Due to my status as an undergraduate student, my original ideas about research before the commencement of this course were really only that of “secondary research”. In undergrad we are almost entirely focused on specifically secondary research – in the form of identifying adequate scholarly sources for essays, assessing the credibility and utility of those sources to your project, synthesizing information from secondary scholarly sources and using it as evidence or to support arguments, etc. Before the beginning of this class, I had trouble thinking about actual field work or the practical aspects that go into producing the knowledge contained in those secondary source papers that I so often engage with...”

(Student, CGS 3001, 2019)

“... This project is the first one I have done that provided me with the capacity to produce concrete work in this area and reflect on my passion to address health disparities....The methods section also introduced me to the variety of methods available to conduct research. I had only been limited to my understanding of research methods including surveys and questionnaires, but I learned important aspects such as how each method is dependent on the specific target population and how each method is not appropriate for the project in question. I learned about ethnographic research and how observation and interaction is key to understanding the point of view of the population...”(Student, CGS 3001, 2019)

The curriculum dives into the foundational skills for Collaborative Research Methodologies:

- Gain experience with working on academic research project
- Learn skills applicable to working on academic research project:
 - Methodologies
 - Ethics
- Advance your skillset by working on a community-based grant application
- Visualise your research
- Appreciate the difference and gauge your preference to the kind of projects that excite you.
- Benefit from a collegial and interactive class to help equip you for success as you work towards your graduation.

Learning Objectives:

- Distinguish between ‘instrumental’ and ‘emancipatory’ research questions.
- Identify a research problematic and develop a research proposal
- Understand the limits of how academic and community-based research projects vary.
- Identifying ethical dimensions of research with human subjects.

Our workshop format cannot function properly however unless two things happen: first, you have to attend class and second, be willing participants in the workshop. 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: (available on Course Reserve for 2-hour loan)

1. Bruce L. Berg and Howard Lune (2012) Qualitative Research Methods for the Social Sciences
2. Susan Strega and Leslie Brown (ed) (2015) Research as Resistance: Revisiting Critical, Indigenous and Anti-oppressive Approaches.
3. [https://methods.sagepub.com/Search/Results?products\[0\]=10](https://methods.sagepub.com/Search/Results?products[0]=10)

There is no final exam in this course.

Workshop Meeting and Reading Schedule

<p>Week 1: 10 September</p>	<p>Introduction</p>	<p>Reading: Susan Strega and Leslie Brown: Chapter 01 How social science change the world: https://www.youtube.com/watch?v=IkMeOYW-r5Q&ab_channel=SAGEPublishing</p> <p>Radical Imagination: https://www.youtube.com/watch?v=jsCUa5lfrX8&ab_channel=CapitalismCrisis</p> <p>The Debt of Creativity https://www.youtube.com/watch?v=i0xpJNAPdjM&ab_channel=TEDxTalks</p> <p>Motivation and Ideas for research What is research? How to find a topic? What motivates research? Research as power: power to change? Why 'googling' is not equal to research. What is a research proposal?, Mapping research, from idea to research problem. Elements of the proposal</p>
<p>Week 2: 17 September</p>	<p>Workshop: "Searching " the topic. Disciplining research. Figuring out a topic</p>	<p>Please be prepared to do extensive online search in class. Identifying the scope of Research: Defining research from general to particular Research Form: Book/Paper/Film/Photo Exhibition/Podcast Sources Reading: Susan Strega and Leslie Brown: Chapter 02, 03</p>
<p>Week 3: 24 September</p>	<p>Research Methods: Workshop: Thinking, reading and writing about research methods Walking as a method Mixed Methods</p>	<p>In class reading: Berg: 105-114; 164-170; 196-200; 258-265; 304-309.</p> <p>Walking: https://methods.sagepub.com/base/download/DatasetStudentGuide/mobile-methods-memory-park</p> <p>https://methods.sagepub.com/Search/Results?products[0]=10</p> <p>Mixed Methods: https://www.youtube.com/watch?v=1OaNiIpyX8&ab_channel=JohnCreswell</p> <p>Photographs: Photo Elicitation and Photo Voice:</p>

		<p>https://www.youtube.com/watch?v=sLBUhaVccDM&ab_channel=MadelonEelderink%2CSEVENSENSESES</p> <p>Semi-Structured Interviewing: https://www.youtube.com/watch?v=cGQz8hZQ8fU&ab_channel=MadelonEelderink%2CSEVENSENSESES</p> <p>Transect Walk Method: https://www.youtube.com/watch?v=do7Nz1GOMqk&ab_channel=MadelonEelderink%2CSEVENSENSESES</p> <p>Observations: https://www.youtube.com/watch?v=vS-BFK6sWjQ&ab_channel=MadelonEelderink%2CSEVENSENSESES</p> <p>In-depth Interviews: https://www.youtube.com/watch?v=64LfziUNpLs&ab_channel=MadelonEelderink%2CSEVENSENSESES</p>
<p>Week 04: 1 October <u>ASSIGNMENT 1</u> <u>DUE: Ethics form</u></p>	<p>Research and Ethics</p> <p>Workshop: Working on ethics form in class</p>	<p>Human Research Ethics at Western (document on OWL) Reading: Berg Chapter 3</p>
<p>Week 05: 8 October</p>	<p>Research Proposal Format: Elements of the proposal</p> <p>Workshop 01: Putting the elements together</p>	
<p>Week 06: 15 October</p> <p><u>ASSIGNMENT 2</u> <u>DUE: Academic research</u></p>	<p>Elements of the proposal</p> <p>Workshop 02: Putting the elements together</p>	

<u>proposal draft 01</u>		
Week 07: October 22	Applied Research/ Community Based Funding Application 01: Workshop: Filling out a funding application	Susan Strega and Leslie Brown: Chapter 04 Best Practices, Activities and expectations. Funding Agencies in Ontario – Governmental and Private
Week 08: 29 October	Applied Research/ Community Based Funding Application 02: CONTINUATION: Workshop: Filling out a funding application	
Week 09: READING BREAK		
Week 10: 12 November	Community Based case Studies Workshop: In class work	
Week 11: 19 November	Visualise your Research Workshop: Infographics.	Eg: http://www.povertyinpeel.ca/pdfs/fact-sheet-2015.pdf
Week 12: 26 November	Reflection Paper: on the process of doing research	

Week 13: 3 December	NO- CLASS.	
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ASSIGNMENT DUE DATES AND GRADES

NAME OF ASSIGNMENT	DUE DATE	GRADE
Ethics Form Submission	October 1	15%
Academic Research Proposal Draft 01	November 8	15%
Community Based Funding Application Form	November 11	15%
Short community Based case study Assignments (in –class)	November 12	15%
Research Visualisation	November 26	15%
Academic Research Proposal (Draft 02)	December 1	15%
Reflection paper	December 7	10%



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

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.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

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>.

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:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. 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, 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

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

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

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, and if the student has exceeded the maximum number of permissible Self-Reported absences, 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) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email hurouss@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 where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. 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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.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>

Mental Health & Wellness Support 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. 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
Chaplaincy: gthorne@huron.uwo.ca

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