

### **Course delivery with respect to the COVID-19 pandemic**

*Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.*



Centre for Global Studies  
**CGS 3006G 550 - Critical and Anti-Oppressive Methodologies**  
Winter Term 2022  
Dr. Masaya Llaneranas Blanco

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#### **1. Course Information**

Course: Critical and Anti-Oppressive Methodologies, CGS 3006G (550)

Instructor(s): Dr. Masaya Llaneranas Blanco

Contact Information: [mllavane@uwo.ca](mailto:mllavane@uwo.ca)

Office: A206

Office Hours: Tuesdays between 1:00-3:00 pm

Scheduled Class Times Fridays, 11:30am - 2:20pm

Class Location: room# H220

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

Antirequisite(s): the former Centre for Global Studies 3002A/B

#### **2. Course Description**

Research is often associated with objectivity and truth. As a term used to define knowledge production and science it is conventionally thought of as a-political or beyond the political realm. Truth is, however, that how we produce knowledge and how we disseminate it is in itself a social, political and even economic phenomenon. How we ask questions, who asks them, and how those questions are answered are social processes that are imbued in power relations, different forms of world making and different ways of being in the world. In this course we will explore these issues by engaging with theory and practice related to research and social justice, positionality,

intersectionality, and decolonization. We will explore different forms of doing research that seek to produce knowledge in ways that recognize and address power inequalities. By the end of the course, you will have produced a research project proposal based on these discussions, which you may later develop as an independent research or community-based project, as part of your future course work.

### **3. Course Learning Outcomes**

At the end of this course, you will have acquired

- a. Analytical tools to use and identify key concepts to critical research methods such as positionality, intersectionality and social justice.
- b. Understanding of the power relations implicit in research, as well as the political potential of research as an anti-oppressive practice.
- c. A theoretical and practical understanding of how to formulate a research project.
- d. A practical understanding of some research methods and dissemination practices.

### **4. Contact information and email policy**

The best way to reach me is via email at: [mllavane@uwo.ca](mailto:mllavane@uwo.ca)

When you send me an email, please:

- a. Add the course number to the email subject.
- b. Use your university email account.
- c. Allow 48 hours for me to get back to you. Feel free to send me a reminder if I have not reached out after that period.
- d. Be courteous. Remember that sending an email to your professors is not the same as sending a text message to a friend.

I will be available to chat individually over Zoom on Tuesdays between 1:00-3:00 pm.

Remember to use your university email address to log in.

Call details: <https://westernuniversity.zoom.us/j/97022402145>

Meeting ID: 970 2240 2145

Passcode: 150642

### **5. Policy regarding grade appeals**

No delayed submissions will be accepted. If you need to seek academic consideration for missed work or absence in class, please refer to the policy on academic appeals detailed in the appendix of this syllabus.

If you are unsatisfied with the grade given to a particular assignment, it is your right to bring it up with your instructor. Be aware that once a grade is reviewed, it can either increase or decrease.

I kindly ask you to wait for 2 days after receiving your grade before reaching out to me. This will provide you with enough time to reflect about your request. If you decide to go ahead with it,

please explain your concerns in an email trying to be as clear as you can, explaining why you disagree with the grade you were given. I will then consider your request and reply in writing too. If you are unsatisfied with the outcome you are free to make an appeal. Please refer to Huron's Appeals Policy below.

## 6. Textbooks and Course Materials

This course's materials include academic articles and book chapters on research methods from diverse disciplines including feminist studies, black studies, history, health studies, and geography. All the course materials will be available on OWL, as well as through the hyperlinks available in this syllabus.

## 7. Methods of Evaluation

Assessment	%	Due dates
In class participation	15	Every session
Research question	10	Feb 18
Journal – Check in 1 Positionality	10	Jan 21
Journal – Check in 2 Research questions	10	Feb 11
Journal – Check in 3 Collaborative work	10	March 11
Journal – Check in 4 Research methods	10	March 25
Annotated Bibliography	10	March 4
Poster Proposal	25	April 1
<b>TOTAL</b>	<b>100</b>	

An assessment description will be provided for each case, except for in-class participation, for which the description below will suffice. Below is a brief description of each one.

Part of the assessments for this course will be done as a group. We will have a chance to develop accountability mechanisms for group's work and performance, including peer and self-evaluation.

**In class participation:** This course requires active participation and active group work in class and outside of class. The class will often include workshop activities where we get to practice specific methods. It will also include group work that requires active participation in small groups. I understand that not everyone is able to participate in the same way. I am committed to fostering a safe classroom environment where each one of us feels safe to speak their mind and does so respectfully. We will create a set of rules for our class at the beginning of the term to encourage this. If for any reason speaking in a large group context remains a concern, please be sure to reach out to me and we will discuss alternatives.

**Research Question:** This is a group assessment. Creating a research question is a critical craft for any researcher. We will devote some time to discuss, reflect about, and practice writing research

questions. You will work in groups of 4 to develop a research question that you will use to elaborate a research proposal.

**Research Journal:** “Journaling” is a key part of doing research. It refers to note taking while doing fieldwork and reviewing sources, it also refers to writing down your own reflections about the theme you are researching on, and the research process itself. This course requires each student to keep a “Journal File” which will have at least 3 main entries “Positionality,” “Research questions,” “Research Methods.” These entries will focus on your individual reflections about the course material, the application of research methods, and the group research project development process. The professor will provide writing prompts for these entries. The journal is also an opportunity for you to freely write your reflections. You will upload your Journal to OWL 3 times as it evolves throughout the term and the professor will provide feedback on it.

**Annotated Bibliography:** You will produce an individual annotated bibliography on your group research proposal project. This means identifying sources relevant to your study, reviewing them and producing one strong and concise paragraph for each source, describing their content and explaining why they would be relevant to your research.

**Poster Proposal:** This is a group assessment. The final assessment of the course is a poster of the research proposal that you have been working on throughout the term. All posters will be exhibited and presented at the end of the term. A full description of what is expected in this proposal will be discussed at the beginning of the term.

## 8. Tentative Class Schedule/ Syllabus

Date	Theme	Reading/Learning material
Week 1 - Jan 7	<p><b>What is social justice and what does it have to do with research?</b></p> <p><i>Internal:</i>  <a href="https://www.haymarketbooks.org/blogs/183-begin-again-james-baldwin-s-america-and-its-urgent-lessons-for-our-own">https://www.haymarketbooks.org/blogs/183-begin-again-james-baldwin-s-america-and-its-urgent-lessons-for-our-own</a></p>	<p>Baldwin, J. (1970) “A talk to Teachers” in <i>Zinn Education Project</i> Available at <a href="https://www.zinnedproject.org/materials/baldwin-talk-to-teachers">https://www.zinnedproject.org/materials/baldwin-talk-to-teachers</a></p>
Week 2 - Jan 14	<p><b>What is research? The ethical implications of doing research</b></p>	<p>Reid, Greaves, and Sandra Kirby (2017) “Chapter 2: Critical and Contemporary Approaches to Social Research,” in <i>Experience Research Social Change (3<sup>rd</sup> Ed.)</i>, University of Toronto Press, Pp. 19-45</p> <p>Sheller, M. (2012) “Introduction” [section of] in <i>Citizenship from Below: Erotic Agency and Caribbean Freedom</i>. Pp.1-9</p>

<p>Week 3 - Jan 21</p>	<p><b>Positionality and intersectionality</b> The position of the researcher. Why do we do research? How do we relate to our research and how does research relate to us? Intersectionality: Race, gender, class.</p>	<p>Lorde, A. (2007 (1984)) "Age, Race, Class, and Sex: Women Redefining Difference" in <i>Sister Outsider: Essays and Speeches</i>. Crossing Press, Berkeley.</p> <p>Vausevan, P (2021) "Brown Scholar, Black Studies: On Suffering, Witness, and Materialist relationality," in Gökariksel, B., Hawkins, M., Neubert, C. and Sara Smith (Eds) <i>Feminist Geography Unbound: Discomfort, Bodies, and Prefigured Futures</i>, West Virginia University Press. Pp. 27-47</p> <p>Qin, D. (2016). "Positionality." In <i>The Wiley Blackwell encyclopedia of gender and sexuality studies</i> /. Malden, MA :: Wiley-Blackwell, . <a href="https://doi.org/10.1002/9781118663219">https://doi.org/10.1002/9781118663219</a> Pp. 1-2</p>
<p>Week 4 Jan 28</p>	<p><b>What are research problems, puzzles, questions or contributions thought from a critical lens</b></p> <p><b>Research process:</b> Workshop with Rachel Melis on research theme explorations</p>	<p>Cox, R. W. (1996 (1981)) Excerpt from "Social Forces, States, and World Orders: Beyond International Relations Theory" in Cox and Timothy Sinclair (Eds.) <i>Approaches to World Order</i>, Cambridge University Press, Pp. 88-97</p> <p>Gökariksel, B. et al. (2021) "Interview with Latoya Eaves," in Gökariksel, B., Hawkins, M., Neubert, C. and Sara Smith (Eds) <i>Feminist Geography Unbound: Discomfort, Bodies, and Prefigured Futures</i>, West Virginia University Press. Pp. 253-259</p>
<p>Week 5 – Feb 4</p>	<p><b>Research as decolonization</b> Guest conversation with Prof. Cody Groat (TBC).</p> <p><b>Research process:</b> Revisiting research theme ideas.</p>	<p>Groat, C. and Kim Anderson (2021) "Holding place: Resistance, Reframing, and relationality in the Representation of Indigenous History," in <i>The Canadian Historical Review</i>, Vol 102, Issue 3, September, pp. 465-484</p>
<p>Week 6 Feb 11</p>	<p><b>Research Process:</b> Coming up with a research question</p> <p>Full day workshop with Rachel Melis.</p>	<p>Reid, Greaves, and Sandra Kirby (2017) "Chapter 4: What? The research Question and Establishing Writing and Organizational Processes," in <i>Experience Research Social Change (3<sup>rd</sup> Ed.)</i>, University of Toronto Press, Pp. 69-88</p>
<p>Week 7 Feb 18</p>	<p><b>Research Methods:</b> Ethnography</p>	<p>Skukauskaite, A. (2020). "Becoming an ethnographer" In Sancho-Gil, J. M., &amp; Hernández-Hernández, F (Eds) <i>Becoming an Educational Ethnographer: The Challenges and Opportunities of Undertaking Research</i>. Milton: Taylor &amp; Francis Group</p>

	<b>Research process:</b> Workshop with Rachel Melis on How to write an annotated bibliography?	Pacheco-Vega, R., & Parizeau, K. (2018). Doubly Engaged Ethnography: Opportunities and Challenges When Working with Vulnerable Communities. <i>International Journal of Qualitative Methods</i> , 17(1), 160940691879065–. <a href="https://doi.org/10.1177/1609406918790653">https://doi.org/10.1177/1609406918790653</a>
Week 8	<b>Reading break</b> Feb 19 -27	
Week 9	<b>What does it mean to work in collaboration?</b>  <b>Research Process:</b> The Research Proposal	Pratt, G. in collaboration with the Philippine Women Centre of BC and Ugnayan ng Kabataang Pilipino sa Canada/ FilipinoCanadian Youth Alliance (2008) “Working with migrant communities Collaborating with the Kalayaan Centre in Vancouver, Canada” in Kindon, S., Pain, R., and Mike Kesby (Eds) <i>Participatory Action Research Approaches and Methods Connecting people, participation and place</i> . Routledge. Pp. 95-103  Reid, Greaves, and Sandra Kirby (2017) “Chapter 7: Who, Where, and When? Sampling and Finalizing the Research Proposal and Ethics Forms,” in <i>Experience Research Social Change (3<sup>rd</sup> Ed.)</i> , University of Toronto Press, Pp. 179-188 and 195-206
Week 10 March 11	<b>Research Methods:</b> Sampling, Interviews and Focus Groups  <b>Research Process:</b> Workshop on Focus Groups and interviewing	Dressel, A., Mkandawire, E., Mkandawire-Valhmu, L., Dyke, E., Bisai, C., Kantayeni, H. Ochoa-Nordstrum, B. (2021). A black dog enters the home: hunger and malnutrition in Malawi. <i>Medical Humanities</i> , 47(3), e8–e8. <a href="https://doi.org/10.1136/medhum-2020-012130">https://doi.org/10.1136/medhum-2020-012130</a>  Kamberelis, G., & Dimitriadis, G. (2013). “Chapter 2: Multiple, interrelated functions of focus group work” in <i>Focus groups: From structured interviews to collective conversations</i> . Taylor & Francis Group.
Week 11 March 18	<b>Research methods:</b> Visual methods, Photovoice and other methods  <b>Research process:</b> good practices in research dissemination, workshop with Ryan Rabie	Krieg, B. (2016). Understanding the Role of Cultural Continuity in Reclaiming the Identity of Young Indigenous Women. <i>Girlhood Studies</i> , 9(2), 28–45. <a href="https://doi.org/10.3167/ghs.2016.090204">https://doi.org/10.3167/ghs.2016.090204</a>  Campos-Delgado, A. (2018) Counter-mapping migration: irregular migrants’ stories through cognitive mapping, <i>Mobilities</i> , 13:4, 488-504, DOI: 10.1080/17450101.2017.1421022

Week 12 March 25	Film-making as research	We will watch “Migranta,” by Dr. Aaraon Diaz-Mendiburo. Guest talk with <b>Dr. Aaraon Diaz-Mendiburo</b> , researcher and documentary film-maker.
April 1	Poster Exhibit	



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

### **Mandatory Use of Masks in Classrooms**

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

### **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>.

### **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:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](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](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](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](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](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 [huronsss@uwo.ca](mailto: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 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](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto: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](mailto: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](mailto:huronwellness@huron.uwo.ca)  
Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)  
Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

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