



CRITICAL AND ANTI-OPPRESSIVE METHODOLOGIES

Winter 22/23
Huron University College

3006G 550 CRITICAL AND ANTI-OPPRESSIVE METHODOLOGIES

Instructor: Dr. Larissa Costa Duarte

Class:

THURSDAY

2:30pm-5:20pm

Class Location: W17

Office Hours: By appointment only

Contact: lcostadu@uwo.ca or via Microsoft Teams chat

Course Description

Critical and Anti-Oppressive Methodologies focuses on helping the student build a skill set that will enhance theory and research practice. In the first module (weeks 1 to 5), we will establish the foundations of what anti-oppressive methodologies are and stand for.

In the first part, students will build the tools to critically analyze taken-for-granted institutions such as science, education, and other pillars of modernity. We will look into the history of the Western scientific culture and knowledge organization; we will explore Freire's and hooks' cutting-edge alternatives to teaching, learning, and building community; and we will discuss the meaning, challenges, and future of ethics and ethical research.

In the second module of the course, the focus will be on understanding the structure and pillars of different types of anti-oppressive methodologies; becoming familiar with the direction, purpose, tools, and innovation offered by varied models; and understanding and experimenting with these methodologies within the student's own research interests and scope.

Learning Outcomes

Students will gain a more profound understanding of the theories and practices that structure anti-oppressive methodologies and how to implement these tools in innovative research. They will also be able to build and expand their set of skills in knowledge communication through our Labs, which are a practice-oriented component of this course.

Course Materials

Students are not required to buy any materials for this course. All readings, resources, and tools will be provided in Teams and OWL throughout the course.

*Additional resources are a required component of this course.

Methods of Evaluation

30% LABS

Individual or in group guided projects conducted in-class through different angles, and media. Instagram, blogging platforms, design apps, collaborative documents are some of the tools that we'll be exploring in these activities.

20% CRITICAL COMMENTARY

A brief critical commentary on a methodology covered in the course, in which course readings or materials are linked to an event or case of interest to the student. CC should be similar in tone to pieces from the following platforms: Somatosphere (<http://somatosphere.net/>), Levedura (<http://levedura.blog/en>), The Conversation (<https://theconversation.com/ca>), Platypus (<https://blog.castac.org/>), Sapiens (<https://www.sapiens.org/>).

20% MIDTERM EXAM

Exam combining essay-like responses and multiple-choice questions.

30% RESEARCH PROPOSAL

For their final project, students will design a research proposal based in one (or a combination of) the methodologies studied. This assignment will allow for students to apply the theoretical and practical tools gathered during the term and practiced in the Labs to write a project that envisions how coproduction and collaboration can be successfully implemented as tools of decolonization and social justice in scholar and knowledge spaces.

SCHEDULE

Jan 9th to 13th

WEEK 1 – INTRODUCTION

No readings. In our first meeting students will get familiar with the course structure and contents and will outline some of the topics and interests they would like to pursue during the term.

Jan 16th to 20th

WEEK 2 – MODERNITY AND THE WESTERN ONTOLOGY

READINGS

Gaukroger, S. (2008). *The emergence of a scientific culture: Science and the shaping of modernity 1210-1685*. Clarendon Press. SELECTED PARTS

Nandy, A. (1988). Science, hegemony and violence: A requiem for modernity. SELECTED PARTS

Jan 23rd to 27th

WEEK 3 – A LIBERATING EDUCATION

READINGS

Freire, P. (1970). *Cultural action for freedom* (pp. 476-521). Harvard educational review.

SELECTED PARTS

Florence, N. (1998). *A critical analysis of bell hooks' engaged pedagogy: A transgressive education for the development of critical consciousness*. Fordham University. SELECTED PARTS

ADDITIONAL RESOURCES

<https://ipiaget.org/en/research-in-education-and-community-intervention-recipe/>

[bell hooks: Cultural Criticism and Transformation](#)

Jan 30th to Feb 3rd

WEEK 4 – ETHICS

READINGS

Hutchings, K. (2019). Decolonizing global ethics: Thinking with the pluriverse. *Ethics & International Affairs*, 33(2), 115-125.

Denzin, N. K., & Giardina, M. D. (Eds.). (2016). *Ethical futures in qualitative research: Decolonizing the politics of knowledge*. Routledge. SELECTED PARTS

ADDITIONAL RESOURCES

[Philosophize This! - episode - 168](#)

Feb 6th to 10th

WEEK 5 - MIDTERM

Midterm recap and discussion before exam. Round table about upcoming critical commentary activities.

Feb 13th to 17th

WEEK 6 – RESEARCH CREATION

READINGS

Loveless, N. (2019). *How to make art at the end of the world: A manifesto for research-creation*. Duke University Press. SELECTED PARTS

ADDITIONAL RESOURCES

[Portrait of Resistance](#)

Feb 20th to 24th

READING WEEK

Feb 27th to Mar 3rd

WEEK 7 – PATIENT ENGAGEMENT IN HEALTH RESEARCH

READINGS

Carman, K. L., Dardess, P., Maurer, M., Sofaer, S., Adams, K., Bechtel, C., & Sweeney, J. (2013). Patient and family engagement: a framework for understanding the elements and developing interventions and policies. *Health affairs*, 32(2), 223-231.

ADDITIONAL RESOURCES

[Hypo-RESOLVE podcast](#)

<https://choiceresearchlab.ca/about/>

Mar 6th to 10th

WEEK 8 – COPRODUCTION and COMMUNITY-BASED PARTICIPATORY RESEARCH

READINGS

Greenhalgh, T., Jackson, C., Shaw, S., & Janamian, T. (2016). Achieving research impact through co-creation in community-based health services: literature review and case study. *The Milbank Quarterly*, 94(2), 392-429.

Israel, B. A., Schulz, A. J., Parker, E. A., Becker, A. B., Allen, A. J., Guzman, J. R., & Lichtenstein, R. (2017). Critical issues in developing and following CBPR principles. *Community-based participatory research for health: Advancing social and health equity*, 3, 32-35.

ADDITIONAL RESOURCES

[A Toolkit for Co-Production in Community Planning](#)

[The Power of Coproduction episode](#)

Mar 13th to 17th

WEEK 9– ETHNOGRAPHY and PAR

READINGS

Eisenhart, M. (2019). The Entanglements of Ethnography and Participatory Action Research (PAR) in Educational Research in North America. In *Oxford Research Encyclopedia of Education*.

ADDITIONAL RESOURCES

[AnthroPod episode](#)

Mar 20th to 24th

WEEK 10 – INDIGENOUS PERSPECTIVES AND METHODOLOGIES

READINGS

Kovach, M. (2015). Emerging from the margins: Indigenous methodologies. *Research as resistance: Revisiting critical, Indigenous, and anti-oppressive approaches*, 2, 43-64.

Walter, M., & Suina, M. (2019). Indigenous data, indigenous methodologies and indigenous data sovereignty. *International Journal of Social Research Methodology*, 22(3), 233-243.

ADDITIONAL RESOURCES

<https://theunforgotten.cma.ca/>

Mar 27th to 31st

WEEK 11 – CONTENT REVIEW

We will review previous discussions from week 2-10 and do a round table about everyone's topics, interests, and expectations for the final assignment. Students are encouraged to give constructive feedback on each other's plans and ideas.

Apr 3rd to 6th

WEEK 12 FINAL REFLECTIONS

Students will reflect on Lab activities. They will be expected to present to the class the result of their term-long project resulting from Lab activities. Students are also encouraged to share experiences, frustrations, tips, and to give feedback on each other's projects.

FINAL ASSIGNMENT DEADLINE



Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022-2023

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no 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 \(uwo.ca\)](http://www.uwo.ca/academic_calendar) . 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 \(uwo.ca\)](#) 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 \(uwo.ca\)](#). 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 \(uwo.ca\)](#)