CGS 3001G
Applied Methodologies in Collaborative Research

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Huron University College
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Office hours:
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Format: Tuesdays 10:30-11:30, Thursdays 9:30-11:30 (3 hours, 0.5 course).
Classroom:W103
Prerequisite(s): 0.5 course from Centre for Global Studies 2002F/G -2004F/G or the former ICS 200E or permission of the Centre for Global Studies.

COURSE DESCRIPTION:
This course examines the work of formulating and collaborating in community-based projects. Students learn to recognize and respond to ethical, socio-political, institutional and epistemological dimensions of collaboration, participation and research practice in contexts characterized by forms of inequality. Students prepare a research proposal, funding application and ethics review.

LEARNING OBJECTIVES:
This course aims to contribute to students' understandings of practical, methodological and ethical issues raised in doing qualitative research, and develop their abilities to engage in research that is collaborative, productive and ethical. It aims to help students to develop their critical and creative thinking skills as they construct a research project. In the process, they will be required to think about what issues would be raised in different stages of the project, their consequences, and how they might deal with them. Students will be encouraged to consider the relationships between different and sometimes conflicting cultural and ethical frameworks, their relationships with research participants, the communities in which they do research, and other 'stakeholders' in research. The intention is not only to familiarize students with issues in doing research, but to produce sensitive and productive researchers. The assignments for this course will contribute to students' ability to construct research proposals, develop research projects and conduct research, and to think critically and creatively about engaging in research.

COURSE METHODS:
This course will be lecture based, however, I encourage you to contribute to discussion, providing input, bringing up points, musing or asking questions. As you will be developing your own proposal for research, you should use class time as an opportunity to get feedback on, and work through, issues related to your proposed research. This will not only help you, but help others working through similar issues and create a dynamic learning atmosphere.

Required Texts

Berg, Bruce L. & Howard Lune 2007. Qualitative Research Methods for the Social Sciences. Eighth Edition. Pearson Education, Inc.

Denzin, Norman K. and Michael D. Giardina (eds.). 2007. Ethical Futures in Qualitative Research. Decolonizing the Politics of Knowledge. Left Coast Press.

Ghassan Hage. 2003. "Comes a Time We Are All Enthusiasm": Understanding Palestinian Suicide Bombers in Times of Exighophobia Public Culture. 15 (1): 65-89 (PDF)

Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans. (PDF)

Additional readings will be provided by me.

Optional Reading

Price, David. 2011. Weaponizing Anthropology. AK Press.

Evaluation:

Preliminary Research Statement and Bibliography	(5%)	Jan. 16
Revised Research Statement and Annotated Bibliography for a Literature Review	(5%)	Jan. 30
Research Problem, Justification and Scholarly Relevance	(10%)	Feb. 13
Revised research problem, methods and time frame	(10%)	March 6
Presentation.	(15%)	starting March 18
Ethics discussion	(10%)	March 20
Final Proposal and Funding Application	(35%)	April 8
Attendance	(5%)	
Participation	(5%)	

Assignments:
The assignments for this course are essentially steps toward the production of a final research proposal and funding application for qualitative research involving human subjects. Therefore, I will begin with a description of your Final Research Proposal.

Final Research Proposal and Funding Application (35%): You will prepare a research proposal which meets the following three criteria:
1. It must involve human subjects (it would involve you doing first-hand research with them).
2. It must deal with an issue that is significant for the subject community, and would make a contribution to research.
3. The research project must be **applied**, meaning that its outcomes serve some purpose within the subject community.
4. Your research must use one or more of the following qualitative methods: ethnography, interviewing, focus group interviewing, oral history, or action 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. This means that you will have to take a leap into the world of imagination and consider that you will actually be doing this research, pending approval and funding from the Thorsen-Cavers Institute for Global Studies (T-CIGS).

Your final proposal and funding application will be made up of the following eight separate components:
1. Title of your research project.
2. Research problem.
3. Justification and scholarly relevance.
4. Time Frame.
5. Methodology.
6. Description of the ethical issues and problems your research methods or project raise, and how you will deal with them.
7. Dissemination of findings.
8. Funding Application Form.
9. Bibliography

Preliminary Research Statement and Bibliography (5%):
This project requires that you produce a concise and well-stated research problem of no more than a few sentences, and a bibliography that demonstrates that there is sufficient relevant literature for you to complete the next step in the process toward your research proposal – the Literature Review. Your bibliography should include works that provide background on the community and works that provide insight into the issues you will be dealing with.

Revised Research Statement & Annotated Bibliography for a Literature Review (5%):
Rather than producing an actual literature review in essay form, this project requires that you produce an annotated bibliography for **five** key sources from your bibliography. Key sources are those that are centrally focussed on the kind of issue or question that you are going to write about in your proposal, and/or provide essential background information. Evaluation will be based both on the clarity and precision of your brief (5-7 sentences) citations and the relevance to your project. In addition, you will be expected to include your Research Statement with any revisions you have made from your preliminary research statement.

Research Problem, Justification and Scholarly Relevance (10%):
This project will be structured into three sections:
1. Research problem (no more than two pages): For this project you will need to provide background information on what is happening on the ground in the social setting you wish to investigate and a longer discussion of the question that you want to answer through your project.
2. Justification: In this section you will describe why the research question you have proposed is useful and or timely (no more than half a page). Why is it important?
3. Scholarly Relevance: In this section you will describe why this is useful and important for the broader community of researchers of which you are a part (no more than half a page).

Presentation (15%):
You will discuss you research project in a 15 minute in-class presentation.
Your presentation should take the following form:

1. Briefly describe the central research question.
2. Describe the background for this research.
3. Describe the justification and scholarly relevance of your research.
4. Describe how you are going to do the research.
5. Present any questions or issues the research raises for you
(e.g. in terms of process, impact, or ethics).
6. Open the floor to **questions** and discussion.

Students who are not presenting should make an effort to engage with the presenter.

Revised Research Problem, Methods, and Time Frame (10%):
For this assignment you will, first, revise and improve your research problem, based on additional reading and thinking about the topic. Second, you will discuss the methods you have chosen to use, how and why you are using these methods (and not others). You will need to provide a detailed description of who your

subjects will be, how you are going to find these people, how and where you will be engaging with them, and what questions you will be asking them. Third, this project requires your preliminary research plan or time frame, which is simply a detailed schedule.

Ethics Discussion (10%):
This project requires that you identify what ethical concerns may be raised by your research and how you will address these concerns, and address any possible conflicts between your personal ethics, the ethics of members of the subject community and research ethics guidelines. This project will be evaluated for your insight into: 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 them?

Further details regarding these assignments will be discussed in class.

Policy on late assignments and missed presentations:
Due to the fact that each of the assignments in this course build on each other, extensions will not be given.

Policy on absences:
Attendance makes up 5% of your grade. Attendance will be taken, and you will lose 0.5% per absence.

Instructor absences:
If I have to cancel a lecture for any reason, I will use WebCT and email to notify students as soon as I know that the class must be cancelled. With this in mind, if you have a long way to come to campus for this class, make sure to check your email before departing. To facilitate this, I will ask students to provide me with their email addresses on the first day of lectures. If you are reading this during the first lecture and I have not yet done this, please remind me to do so.

Provisional Topic and Reading Schedule

DATE	SUBJECT	READINGS	DUE DATES
Jan. 7, 9	Introduction, preliminary thoughts / Formulating Research Questions		
Jan. 14, 16	Positionality, presuppositions and biases	Berg Chapter 1&2; Denzin & Giardina Introduction. Ghassan Hage (PDF)	Preliminary Research Statement and Bibliography (5%) Jan. 16
Jan. 21, 23	Ethical and cultural frameworks	Berg Chapter 3; begin Denzin & Giardina Section 1; Tri Council (PDF)	
Jan. 28, 30	Methods 1	Berg Chapter 4, continue Denzin & Giardina Section 1, Sultana (PDF) Shannon (PDF)	Revised Research Statement & Annotated Bibliography(5%) Jan. 30
Feb. 4, 6	Methods 2	**Berg** Chapters 5 and 9**;** begin Denzin & Giardina Section 2	
Feb. 11, 13	Roles and Expectations	Berg Chapter 6. Denzin & Giardina section 2.	Research Problem, Justification and Scholarly Relevance (10%) Feb. 13
Feb. 25, 27	TBD	finish Denzin & Giardina Section 2 Scheper-Hughes (PDF)	
March 4, 6	Relationships	Berg Chapter 7, continue reading Denzin & Giardina Section 2; selected articles.	Revised research problem, Methods and Time Frame (10%) March 6
March 11, 13	Collaborations and Engagement	Berg Chapter 10; finish reading Denzin & Giardina Section 2	
March 18, 20	Presentations	Begin reading Denzin & Giardina Section 3	Ethics Discussion (10%) March 20
March 25, 27	Presentations	Continue reading Denzin & Giardina Section 3	
April 1, 3	Presentations, Funding Application review	Finish reading Denzin & Giardina.	
April 8	Final Notes, Open Discussion		SUBMIT FINAL PROPOSAL (35%)

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Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol 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.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario 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. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities. In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.
Please see the *Code of Student Rights and Responsibilities* at:
http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is 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.

Academic Accommodation for Medical/Non-Medical Grounds

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf
[downloadable Student Medical Certificate (SMC):
https://studentservices.uwo.ca/secure/index.cfm under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, students seeking academic accommodation must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

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 Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

Cheating on tests;
Fraudulent submissions online;
Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
Unauthorized resubmission of course work to a different course;
Helping someone else cheat;
Unauthorized collaboration;
Fabrication of results or sources;
Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic

productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

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.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

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.

Policy on Special Needs
Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:
http://www.sdc.uwo.ca/ssd/?requesting_acc

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.

Class Cancellations
In the event of a cancellation of class, every effort will be made to post that information on the Huron website, http://www.huronuc.ca/AccessibilityInfo ("Class Cancellations").

Accessibility
Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at:
http://www.huronuc.ca/AccessibilityInfo

Mental Health @ Western
Students who are in emotional/mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

Program and Academic Counselling
Centre for Global Studies students registered at Huron who require advice about modules and courses in Global Studies should contact Dr. Mark Franke, Director of the Centre for Global Studies, mfranke@huron.uwo.ca, 519-438-7224 ext. 242. Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.
http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounsellingServices