

CGS 3001G Collaborative and Participatory Methodologies
Centre for Global Studies
Huron University College
Winter 2018
Dr. Ritika Shrimali

Tuesday 3:30-5:30 and Thursday 2:30-3:30
Room No: W-108
Office: OR 150
Office Hours: Tuesday 2-3pm or by appointment
e-mail: rshrimal@uwo.ca

Introduction

This is an applied course. You will learn how to think and devise two qualitative research projects – academic and applied. The course goes beyond understanding research methodologies that one may adopt while conducting qualitative research, and instead, puts focus on how real-world knowledge gets produced. We will explore ethical concerns raised by conducting qualitative research and become well versed with its scope, potential and limits thereof. Qualitative Research queries work best for certain kind of questions that we would like the ‘field’ to answer. Throughout the course we will learn using examples how human beings are excellent source of knowledge and it is dependent on the skill of the researcher and the availability of the tools that can best work to illicit as much information as we can from our ‘respondents’.

This course will expose students to three kinds of ‘research skills’ than come in handy for qualitative researchers:

- (i) Academic Research: Thinking, conceiving and working of a qualitative research project
- (ii) Social Applied Research: Working on community based Grant Applications.
- (iii) Visualising Data: Infographic

Learning Objectives

- Distinguish between ‘instrumental’ and ‘emancipatory’ research questions.
- Identify a research problematic and develop a research proposal
- Application for community based funds
Identifying ethical dimensions of research with human subjects.

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.

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.

There is no final exam in this course.

Assignments and Evaluation

1. Academic Research Proposal

1.1 Academic Research Proposal (Draft 01) – Feb 13 – 15%

1.2 Academic Research Proposal (Draft 02) - March 20-22 – 15%

1.3 Presentation (March 20-22) – 10%

1.4 Ethics Form Submission (April 3) – 15%

2. Social Applied Research

2.1 Community Based Funding Application – March 8 -- 15%

2.2 Short community Based case study Assignments (in –class) – March 15 – 15%

3. Visualising Data

3.1 Infographic (March 27-29) – 15% (make 2 fact sheets using infographics)

Workshop Meeting and Reading Schedule

Week 01 (Jan 9 and Jan 11): Introduction

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.

Reading: Dayle et al. ; Berg Chapter 2

Reading the 'motivational' chapters from recent ethnographic studies

Week 02 (Jan 16 and 18) -

Please be prepared to identify something (an event, a social phenomenon, a newspaper report, etc). Learning how to discipline research. Research Methods
Berg pps 105-114; 164-170; 196-200; 258-265; 304-309.

Haiven and Khashnabish, Introduction and Part 1

Workshop: Practice 'hunting for topics'. Sifting through old newspapers

Week 03 (jan 23 and 25)

Research Methods, Con'td

Does Research Change Anything?: Instrument or a weapon?

Please be prepared to identify the research methods you are considering, and why!

Workshop: Ideas for proposal: discussing topics: why you want to do it, how will you do it? What are you trying to figure out?

Week 04 (jan 30 and feb 1)

Ethical considerations

Human Research Ethics at Western:

<http://www.uwo.ca/research/services/ethics/index.html>

Workshop: Please be prepared to identify ethical concerns raised by your research
Reading: Berg Chapter 3

Week 05 (feb 6 and 8):

Workshop: Writing a Proposal: Research Problem, Justification, Scholarly Relevance.
Please be prepared to identify a) your research problem (in one sentence) b) name two or three elements of background that make up the context c) a quick justification and d) scholarly relevance

Week 06 (feb 13 and 15)

Presenting and submitting draft 01 of proposal

Week 07 – READING BREAK

Week 8 – (feb 27 and March 1): Applied Research? What is that?: Applying for Community Based Research Fund, Best Practices, Activities and expectations.
Funding Agencies in Ontario – Governmental and Private

Week 09 – (mar 6 and 8):

Workshop: Filling out a funding application

Week 10 – (march 13-15): Different types of Community Based Studies

Workshop:

Needs Based Assessment

Scope Study

Socio-economic Profile of the community

Ideas: college teachers strike in Fall 2017

Week 11 (march 20-22): Final Research Proposal Presentations and Submissions**Week 12 (March 27-29): Visualising Data:**

Workshop:

Where is the data that we can access for conducting qualitative research? Learn to find ways to visualize data: Infographics.

Eg: <http://www.povertyinpeel.ca/pdfs/fact-sheet-2015.pdf>

Final Ethics Form and submission

Week1		Assignment Deadlines
9 January	Introduction: What is research? (prepare for workshop next week)	
11 Jan		
Week 2		
16 Jan	Research Methods and Workshop	
18 Jan		
Week 3		
23 jan	Research Methods continued: Workshop	
25 jan		
Week 4		
30 jan	Ethical Considerations+ Workshop	
1 feb		
Week 5		
6 Feb	Writing a Proposal	
8 Feb		
Week 6		
13 feb	Presentations and submission	Presentation and submission – draft 01 of proposal
15 feb		
Week 7: READING BREAK		
week 8		Assignment Deadlines
27 feb	Applied Research	
1 march		
week 9		
6 march	Workshop: Filling out a funding application	Submission of funding application
8 march		
week 10		
13 mar	Workshop: Different types of community based studies (needs based assessment, scope study, socio-economic profile)	Submission of Community based studies
15 mar		
week 11		
20 mar		

10-Nov	Final Research Proposal Presentation and submission	Final research proposal presentations
week 12		
27 march	Visualising Data: Workshop	Submission of infographic sheets
29 march		
week 13		
3 april	Online Submission of final ethics form	



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 Provost and 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, 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

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

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

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.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:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.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 Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation 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. 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. 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 Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

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 Provost and Dean's Office, and this record of the offence will be retained in the Provost and 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 Provost and 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 Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and 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”).

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.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>