SPP/SOCW 516: Research Methodologies

THIS IS A SAMPLE OUTLINE.
ACTUAL COURSE OUTLINE MAY VARY IN STRUCTURE, REQUIRED READINGS, TEXTS AND ASSIGNMENTS.

Calendar Description:
This course critically reviews a wide range of research methodologies commonly practiced in the human services. The course considers the kinds of opportunities and challenges presented by each methodology. The course emphasizes the link between the development of a research question and the selection of methodological approaches.

Course Objectives:
1) Become familiar with a wide range of research methodologies
2) Undertake a critical analysis of the limitations of various traditions of inquiry
3) Develop skills of developing research questions
4) Undertake a critical analysis of research ethics

Weekly Topics with readings:

Week 1 Jan 7 Introduction:
Research, methodology, and methods: how they apply to policy
- L. Smith text, Decolonizing methodologies, Introduction & Chapter 1

Week 2 Jan 14 Engaging in research
- Coursepack, W. Lawrence Neuman, “The meaning of methodology”
- C. Ramazanoglu, “Choices and decisions” (on reserve)
- L. Smith, Chapter 2

Week 3 Jan 21 Ethics and Methodology: Student seminar on review of methodologies in completed thesis/dissertation
- Coursepack, b. hooks, “Feminist scholarship: ethical issues
- L. Smith, Chapter 3
- Protocols & Principles for Conducting Research in an Indigenous Context (on reserve and on-line HSD website)
• University of Victoria and TriCouncil guidelines on ethics, and the “Application for Ethical Review of Human Research.” Look for forms and ethics under review in www.uvic.ca/

**Thesis review paper due**

**Week 4**  
Jan 28 I. Qualitative traditions of inquiry  
**Guest Speaker**
- Coursebook, J. Creswell, “Five Qualitative Traditions of Inquiry”  
- Coursepack, H. Becker, “Who’s side are you on?”  
- L. Smith, Chapter 8

**Week 5**  
Feb 4 Library seminar & Formulating a methodological and research focus  
**Library seminar with Katy Nelson**, meet at the Library, Room 130 at 1:30 pm.
- Coursebook, M. Johnson Young, “Exploring the WPA narratives”  
- Coursebook, H. Wolcott, “Getting Going” pp. 13-32

**Week 6**  
Feb 11 II. Traditions of Inquiry: Critical discourse analysis  
- S. Reinharz, Chapter 8: Feminist Content Analysis (on reserve)  
- Coursebook, A. Browne & V. Smye, “A post-colonial analysis of healthcare discourses addressing aboriginal women”  
- Coursebook, X. Chen, “Constituting ‘dangerous parents’ through the spectre of child death”

**Week 7**  
Feb 18 III. Traditions of inquiry: Interviews  
**Reading Break**
- L. Smith text, Chapter 6.  
- Coursebook, A. Oakley, “Interviewing women: A contradiction”

**Week 8**  
Feb 25 III. Concepts, Definitions and Visual Culture  
**Presentation on film analysis**
- R. Dyer,” White (on reserve)  
- Coursebook, M. Oliver, “Disability definitions”  
**Paper #1 due in class**

**Week 9**  
Mar 4 IV. Policy analysis and Institutional Ethnography  
**Guest Speaker: Carolyn Schellenberg**
- Coursebook, M. Prince, “Holes in the safety net”  
- Coursepack, A. Majchrzak, “Technical Analysis”  
- Coursebook, D. Smith, “Institutional Ethnography”  
- Recommended: Coursebook, M. Campbell & F. Gregor, “Theory in everyday life”

**Week 10**  
Mar 11 Statistical analysis, surveys and evaluating research and policy  
**Guest Speaker: Lyn Davis**
- Coursebook, S. Reinharz, “Feminist Survey Research”  
- D. Mertens, “Transformative paradigm: Mixed methods and social justice” (on reserve)  
- J. Roth, “Hired hand research” (on reserve)  
- Recommended: Sir C. Moser and G. Kalton, “Questionnaires” (on reserve)  
- Recommended E. Babbie, “operationalization” (on reserve)

**Week 11**  
Mar 18 Community, state, practices and research:  
**Guest Speaker: Tamara Herman, VIPIRG**
• Coursebook, R. Ng, “State funding to a community employment centre
• Coursebook, M. Reitsma-Street, “Processes of Community Action Research”
• Coursebook, F. Poland, “The history of a ‘failed’ research topic
• B. Wallace, “Participatory Action Research can be complicated” (on reserve and online VIPIRG)

Week 12  Mar 25 The role of the researcher: Insider/outsider
Movie: Kitchen Stories
• K. Narayan, “How Native is a ‘Native’ Anthropologist?” (on reserve)
• L. Smith, Chapter 4 and Chapter 7.

Week 13  April 1 Paper II due in class
• Coursebook, A. Liazos, “The poverty of the sociology of deviance: Nuts, sluts, and preverts”

Assignments/Learning Activities & Due Dates:

1. 20% Thesis Review:  Due: January 21, 2009 in class
   Select two contrasting master’s thesis or PhD dissertations for doctoral students and review their methodologies and methods. Summarize your review in a 2-page handout (single spaced) for professor and classmates and present your review and reflections in 5 minutes to the class. Identify the question or foci of the thesis and outline the contrasting methodologies, methods, and ethical considerations. Include questions that you have about the methods and methodologies used in the thesis or dissertations. Students will be graded on their handout, seminar preparation and participation in class.

2. 20% Paper I: Framing your methodology, method and research topic: Due: February 25, 2009 in class
   The paper will explore the background, purpose and relevance of your methodological perspective, and your research subject. It may be formulated as a problem to be investigated or a specific question to be examined, or a puzzle to be analyzed. Use course content, course readings, and outside readings about methodology and method in the paper. Papers should be 4 pages (excluding title page and references). Papers should be typed, and double spaced. Font size should be 12.

3. 40% Paper II: Exploring Research Designs: Due: April 1, 2009 in class
   The paper will briefly restate or clarify the focus of your research design based on your first paper. A research design includes your methodology, method, and any other concerns related to your project such as ethics, limitations, benefits, insider/outsider status, consent, and confidentiality.
   Include at least 10 references. Your essay is an academic paper. You must demonstrate that you are familiar with the course material and outside material. Papers should be 12 pages, typed, and double spaced. Font size should be 12. Follow the outline below, The Methodology Chapter, for your paper.
   Marking: All class assignments will be evaluated on structure/format, analysis, and familiarity/integration of the materials in the course and outside material, ability to understand and critically analyze the material on methodology, and ability to address the individual components of the assignment with intellectual honesty.
   See the Graduate Marking Grid in the University of Victoria Graduate Studies Calendar.
Late papers are not acceptable except for documented medical reasons. All other late papers will be penalized by half a grade each day. Intellectual dishonesty will result in failure in the course. Academic integrity and violations of academic integrity intellectual dishonesty are defined (plagiarism, multiple submissions, cheating, etc.) in the University of Victoria Graduate Studies Calendar. **Attendance and Participation:** Participation and attendance are required in the course. The University of Victoria Graduate Studies Calendar states that: “Students are expected to attend all classes in which they are enrolled.” Students who attend less than 80% of their classes will not qualify for the final assignment and will not receive a passing grade for the course. All assignments and presentations must be completed and handed in on their due date. Late papers will be penalized half a grade each day. All students are expected to read the weekly course material and to come to class prepared to discuss the articles and chapters.