

12/15/2010©

**Studies in Policy and Practice in Health and Social Services
Faculty of Human and social Development, University of Victoria**

**SPP 516: Research Methodologies
Spring 2011**

Instructor Susan Boyd, PhD
Room: HSD B246
Phone: 721-8203
Email: sboyd@uvic.ca
Office Hours: Wednesday 4:30 pm or by appointment

Class time and place: Wednesday 13:30-16:30, A270

Course 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.

Required Readings:

1. Course Package available in the bookstore. If all of the course packages are sold, please ask at the bookstore for a copy to be made within 24 hours (which is their policy).
2. Sharlene Nagy Hesse-Biber & Patricia Leavy (2006). *The Practice of Qualitative Research*. London: Sage.
4. Reserve articles (Room B202, HSD).

Course Evaluation and Assignments:

1. Participation/
Attendance 20%
1. Thesis Review 20%
2. Paper #1 20%
3. Final Paper 40%

Assignments:

1. 20% Thesis Review:

Due: January 26, 2011 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. In your 2-page handout, include several 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 16, 2011 in class

The paper will explore the background, purpose and relevance of your methodological perspective, and your research subject. Write about your method and methodology and why these perspectives will work best for your research question. Use course content, course readings, and outside readings about methodology and method in the paper. Papers should be 5 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: March 30, 2011 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.

Other methodology books:

Brown, L. & Strega, S. (2005) *Research as resistance: Critical, indigenous, and anti-oppressive approaches*. Toronto: Canadian Scholars Press.

Creswell, J.W. (2003) *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Paul Feyerabend (2008 edition). *Against Method*. London: Verso.

Kirby, S., Greaves, L., & Reid, C. (2006) *Experience, research, social change: Methods beyond the mainstream*. Aurora, ON: Garamond Press.

Kirby, S., & McKenna, K. (1989) *Experience, research, social change: Methods from the margins*. Aurora, ON: Garamond Press.

Kovach, Margaret (2009). *Indigenous Methodologies: Characteristics, Conversations, and Contexts*. Toronto: University of Toronto Press.

Patton, M.Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Ramazanoglu, C., & Holland, J. (2002). *Feminist Methodology: Challenges and choices*. London: Sage.

Linda Tuhiwai Smith (1999). *Decolonizing methodologies: Research and indigenous peoples*. New York: Zed Books & University of Otaga Press.

For a good list of indigenous methodology references see:

<http://web.uvic.ca/icwr/imethod.htm>

Some thoughts about methodology:

methodology: the research process, how will the research proceed? What theory, values, cultural protocols and ethics inform our methodology?

research method: tools we use for gathering data or evidence (survey, interview, participant observation)

epistemology: theory of knowledge. **What knowledge do you privilege?**

Methodology is often viewed as the place epistemology, method and theory converge. For example, methodology informs how we view and chose to investigate the social world we live in and our choice of methodology shapes the method we choose. Our choice of methodology is also a political action. It shapes the research process (including questions asked and answers received), and it privileges specific ways of knowing. Reminder: Knowledge is power.

Envision the methodology chapter as a place to clarify how you will conduct your research. It is also the framework for your research. Similar to the construction of a house, if the frame is faulty, the house may not stand. Some practical hints: Your methodology paper should be divided into sections (however, do not limit yourself to the sections below).

The Methodology Chapter (paper)

1. **Methodology** (What is it?) What knowledges (theory and practice) inform your research (don't confine yourself, look outside conventional ways of knowing)? Are you drawing from one methodological perspective or many? For example: critical feminist methodology, community based methodology, indigenous methodology, decolonizing methodologies, anti-oppressive methodology.

Research Aims: create social change, social justice goals, race, class, and gender analysis
-recognize relations that underlie everyday experience, give voice to oppression
-critical, feminist (define), social structural, decolonizing, anti-oppressive, oppositional, resistance, and aboriginal methodologies
-impact of policy and practice
-dig beneath the surface
-nonexploitive
-value subjective experience; critique value free, objective stance
-active participation by those researched
-value nonhierarchical relations and democratic consultation
-liberatory

2. **Method** (Why did you chose it? What theory, values, ethics, or knowledge informs the choice?)

-interview (open, closed)
-survey
-ethnography
-content analysis
-discourse analysis
-story telling
-case study
-life history
-combination of methods

-limits and benefits of method

3. **Ethics Approval**

4. **Research design**

-your background
-planned field work
-journal notes
-definition of topic of inquiry (mental illness, disability, risk, addiction)
-how did you conduct the research?
-place, time, sample (definition, reasons for choice), sample size
- participants (age, gender, etc.),
-survey design, questions,

- pilot project

5. Ethical considerations and Access

- anonymity; insider/outsider considerations
- confidentiality
- Whose side are you on?
- do no harm?
- give back to community
- colonial appropriation
- liberatory, social justice goals?
- protecting participants and self
- examine own values and suitability for proposed project
- consent form
- what do other researchers say about access?
 - health and legal issues?
 - risks?
 - honorariums?
 - captured participants

6. Analysis (How will you proceed? Who is your audience? Collaborate? Own?)

- what will you do with the data? How will you analyze it?
- themes in findings
- let data speak to you
- note consistencies and inconsistencies
- underlying assumptions
- myths and ideologies
- economic imperatives
- value subjects knowledge
- recognize social relations that shape phenomena

7. Significance of research: give voice, uncover assumptions, new theory of knowledge

8. Limitations of research: limited time, resources, sample

9. In the field (skip this for now!)

What happened?

- joys, risks, concerns, dilemmas, surprises, omissions, mistakes, lessons?

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.

SPP 516 Class and Readings Schedule:

- Jan 5** **Introduction**
Research, methodology and methods: how they apply to policy
- L. Smith text, *Decolonizing methodologies*, Introduction (pp. 1-41)
- Jan 12** **Engaging in research**
- Coursebook, Preface and Chapter One.
- Recommended:**
- Coursepack. C. Ramazanoglu, “Choices and decisions”
- Jan 26** **Student seminar on review of methodologies in completed thesis/dissertation**
- Coursebook, Chapter Two
- Coursebook, J. Creswell, “Five Qualitative Traditions of Inquiry”
- Recommended:**
- Coursepack, W. Lawrence Neuman, “The meaning of methodology”
- Thesis review paper due**
- Feb 2** **The Research Process and Ethics (Movie: *Kitchen Stories*)**
- Coursebook, Chapter Three
- Coursepack, b. hooks, “Feminist scholarship: ethical issues
- Protocols & Principles for Conducting Research in an Indigenous Context (on reserve and available at www.uvic.ca)
- 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/

Feb 9 **Library seminar & Getting going**

Library seminar, meet at the Library at 1:30 pm.

Coursebook, M. Johnson Young, “Exploring the WPA narratives”

Cousepack. H. Wolcott, “Getting Going” pp. 13-32

Feb 16 **I. Traditions of Inquiry: Interviews (Paper I due in class)**

Coursebook, Chapter Four and Chapter 7

Coursepack, H. Becker, “Who’s side are you on?”

Recommended:

A. Oakley, “Interviewing women: A contradiction” (reserve)

Feb 23 **READING BREAK**

March 2 **II. Traditions of inquiry: Critical discourse analysis**

**Concepts, Definitions and Visual Culture
Presentation on film analysis**

Coursebook, Chapter 8

Coursepack, M. Oliver, “Disability definitions”

Coursepack, H. Becker, “Concepts” pp. 109-128

Recommended:

A. Browne & V. Smye, “A post-colonial analysis of healthcare discourses addressing aboriginal women” (reserve)

X. Chen, “Constituting ‘dangerous parents’ through the spectre of child death” (reserve)

S. Strega, “The view from the poststructuralist margins” (reserve)

Paper #1 due in class

Mar 9 III. Traditions of inquiry: Oral history and Policy analysis

Guest Speaker

Coursebook, Chapter Five

Coursepack, M. Prince, “Holes in the safety net”

K. Teghtsoonian. (2009). Depression and mental health in neoliberal times: A critical analysis of policy and discourse. *Science & Medicine* (reserve)

Mar 16 IV: Traditions of inquiry: Focus Groups and Statistical analysis

Guest Speaker

Coursebook, Chapter 6 and Chapter 9

Coursebook, S. Reinharz, Feminist Content Analysis

J. Roth, “Hired hand research” (reserve)

Recommended:

D. Mertens, “Transformative paradigm: Mixed methods and social justice” (reserve)

Sir C. Moser and G. Kalton, “Questionnaires” (reserve)

E. Babbie, “operationalization” (reserve)

Mar 23 Community and research:

Guest Speaker: VIPIRG

Coursepack, M. Reitsma-Street, “Processes of Community Action Research”

Coursepack, F. Poland, “The history of a ‘failed’ research topic

B. Wallace, “Participatory Action Research can be complicated” (reserve)

Mar 30 **Situating the self and Analysis**

K. Narayan, “How Native is a ‘Native’ Anthropologist?” (reserve)

M. Kovach, “Situating the self, Culture, and Purpose in Indigenous Inquiry”
(reserve)

Coursepack, A. Liazos, “The poverty of the sociology of deviance: Nuts, sluts,
and preverts”

Recommended:

Coursebook, Chapter 10, Chapter 11

Paper II due in class