FACTOR-INWENTASH
FACULTY OF SOCIAL WORK

SWK 6007: Advanced Qualitative Research Methods in Social Work— Critical Discourse & Narrative Approaches to Interpretive Policy Analysis

Spring 2024

Wednesdays, 9:00 am -1:00 pm; Apr. 24-June 26, 2024

Location: SWK 418
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Instructor: Rupaleem Bhuyan, PhD
r.bhuyan@utoronto.ca
Office Hours: Wednesday 2-3 pm, or by appointment

Rationale and Significance

This doctoral level course invites students to explore philosophical, methodological and practical applications of interpretive policy analysis in social work and related health disciplines. At its core, interpretive policy analysis seeks to uncover the underlying assumptions, values, and power dynamics that shape the development, implementation, and impact of policies in everyday life (Yanow, 2006).

This course will focus on critical discourse and narrative approaches to examine the socio-political dimensions of language, meaning making, and social action. Informed by post-structural, feminist, queer, critical race and decolonial theories, critical discourse and narrative approaches enable close attention to the social performance of language-in-use and language as representation, to uncover the influence of power on researchers, and strategize the use of research methods to illuminate and address social and health policies. Moreover, the course will invite students to explore various critical theories related to their substantive areas of interest, towards enriching students' understanding of how different theoretical frameworks intersect with policy analysis practice, fostering a comprehensive approach to interpreting and analyzing policy.

In the initial two seminar sessions, we will delve into contemporary interpretive research debates and trace their origins in epistemology and ontology. Specifically, we'll explore the 'linguistic turn' in social sciences, which complicates research with theories of language. Additionally, we'll delve into the 'cultural turn,' which examines human experiences across diverse cultural landscapes. We'll then discuss the 'critical turn,' which investigates how power dynamics and knowledge intertwine within the research process, and implications for research with humans.

The remaining seminar meetings examine specific methods for generating data and conducting analysis using discourse and narrative methodologies (we may explore other methodologies depending on student interest and as time permits). In addition to addressing ontological,

epistemological, and axiological foundations, we will discuss and practice common strategies to access and collect data (e.g. observation, interviewing, finding existing documents), methods of organizing and representing different forms/genres of data for analysis (e.g. transcripts, electronic texts, images, hand-written notes); and strategies to analyze and represent your analyses for different audiences.

This advanced graduate course seeks to support doctoral students in social work and related health science fields to develop research designs, research proposals, or peer-reviewed manuscripts from previously collected data. **Prior coursework in epistemology and introductory level qualitative methods are required.**

Educational Philosophy

This course will be guided by the practice of engaged pedagogy—as developed by scholars like Paulo Freire and bell hooks— and focuses on education as a process towards critical consciousness. This teaching approach presumes that students come to the classroom with lived experience that informs how they engage in the subject matter and the worlds in which they live.

As the instructor, I will seek to facilitate and encourage students to understand different perspectives, to analyze how knowledge is constructed and situated in the world, and to address issues of social justice, including gender, around the world. In this process, students are invited to analyze assumptions that underlie key concepts, engage in dialogue about the strengths and limitations of operating assumptions, while introducing new information with which to strengthen their own knowledge base.

Students will be involved in making a substantial and ongoing contribution to the group learning process through providing peer feedback on the fellow classmates' work in progress towards critically evaluating and enhancing the conceptual frameworks and methodological rigor in the projects of those involved in the seminar.

Course Learning Objectives

Building upon students' prior learning, students will be able to practice and successfully implement the following:

1) Differentiate among various epistemologies, theories, and applications to policy analysis research using feminist, critical, interpretive, and decolonial methodologies.
2) Apply interpretive and/or critical paradigms in research design, data collection and data analysis steps towards promoting equity and social justice.
3) Generate and analyze different forms of data to critically examine historical and systemic injustices and their impacts on policy processes and/or outcomes.
4) Employ reflexive analysis to illustrate how the researcher's positionality informs each stage of the research, from research design, to data collection, and analysis.
5) Articulate how theory informs different stages of the research process.
6) Understand and implement ethical decision-making in all stages of the research process in accordance with social work (or related professional) codes of ethics.

<u>Positive Learning Environment</u>

> "Beloved community is formed not by the eradication of difference
> but by its affirmation. By each of us claiming the identities
> and cultural legacies that shape who we are
> and how we live in the world" – bell hooks (1995)

Towards building a "beloved community," everyone is invited to contribute actively to fostering an environment characterized by kindness, humility, mutual respect, and collective care. Social work courses bring together diverse individuals which offers the opportunity to deepen our individual and collective understanding of complex power dynamics and social inequities. As we embark on our educational journey together, we recognize that the topics we delve into may be complex, occasionally divisive, and laden with diverse perspectives. Our strength lies in recognizing our differences and identifying common ground through open and respectful dialogue. Through this shared commitment, this course aims to cultivate a learning environment that sparks critical hope, grounded in the transformative potential of education and collective understanding.

FIFSW COURSE POLICES

Name and Gender Pronoun Use in the Classroom

Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor your request to address you by your name and gender pronouns. Please advise your instructor of your request early in the term if possible.

Student Attendance and Participation

Student attendance and participation are critical for both the individual and communal learning experience. Prolonged or excessive absences will impact students' ability to integrate course content, as well as the opportunity to engage in experiential learning presented by class participation. Please note where class attendance required for the specific assignments and notify the instructor well in advance of those class dates. Class participation can take multiple forms, including large classroom discussions, small group discussions, and active listening.

Accommodations for Students with Disabilities or Medical conditions

The term "accommodation" refers to any service, equipment, or special arrangement that is put in place to support students with a disability in the university setting. If you would like to register with Accessibility Services, contact the office of Accessibility Services Directly or go to their website: http://www.accessibility.utoronto.ca/prospective.htm

If you need or desire an accommodation for a disability or medical condition, you may also inform the instructor to discuss if and how s/he can modify the way the course is taught to facilitate participation and/or use resources available through Services for Students with Disabilities and Adaptive Technology to facilitate learning. If assistance is required, the instructor will treat that information as private and confidential.

Unanticipated Distress, Mental Health and Stress Management

Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments in concert with life events outside the classroom. If so, students are encouraged to inform the professor and seek support regarding students' participation in course activities. Students may also experience mental health concerns or stressful events that may lead to diminished academic performance. The University of Toronto has a range of services that may assist you. To learn more about the broad range of confidential mental health services available on campus see the Health & Wellness Partnership through SGS http://www.sgs.utoronto.ca/currentstudents/Pages/Graduate-Counselling-Services.aspx

Absence Declaration Policy

Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration. See details here.
The declaration is available on **ACORN under the Profile and Settings menu.**
Students use the Absence Declaration Tool without documentation requirements, with the following restrictions:

1. Limited to a maximum of 1 time per term (for some or all courses)
2. Students with an accommodation may use the Tool withing these parameters
3. The Tool is for in-term consideration only (not for Exam Periods)
4. Absences outside these parameters are subject to divisional procedures.

The classes at FIFSW are fully in person except the web-based courses. Students are expected to attend class. **Not attending class regularly and beyond the Absence Declaration Policy may result in having to retake the course**.

Students should also advise their instructor of their absence.

Use of Electronic Devices in the Classroom

Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and often disrupt the learning environment for everyone (including the instructor). Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. This includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited and should be set on silent before class begins. In the case of an emergency, please step out of the class to take the call. Failure to meet these expectations may result in a loss of participation points or to be asked to leave class.

COVID-19 Regulations for In-Person Learning

Masks: We respect your choice. While the current pause in our mandatory mask requirement continues, the use of a medical mask in high-density indoor spaces such as classrooms when physical distancing is not possible is strongly encouraged. If you forget to bring one, you can pick it up from the general office in the second floor.

Please be tuned to UofT COVID-19 Planning Updates.

Additional resources:
- Procedures in the Confirmed/Symptomatic Case or Exposure to COVID-19
- COVID-19: If you are symptomatic or tests positive for COVID-19
- COVID-19 Isolation Flowchart

How to Raise a Concern or Complaint

While we will work together to create a constructive classroom environment, safety is never guaranteed, and students are encouraged to see support from the instructor or other members of the faculty should concerns arise.

The instructor welcomes constructive feedback regarding course instruction and classroom facilitation. In cases where students are not comfortable talking with the course instructor, they may consult with the MSW Director or Assistant Dean of Student Services.

Please see FIFSW Concern, Complaint, Disclosure or Report Guidelines for further information (as of December 1, 2023). https://socialwork.utoronto.ca/fifsw-concern-complaint-disclosure-or-report-guidelines/

Course Materials Copyright

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or "published" in any way. Posting recordings or slides to other websites without the express permission of the instructor will constitute copyright infringement.

Course Evaluation: Student Feedback Matters

Course evaluations for this course will be completed conveniently through an online system. You will receive an email invitation at your mail.utoronto.ca email address that will direct you to where you can complete the evaluations for all courses that are in the online system. You can also access 'Course Evals' through Quercus by login at http://q.utoronto.ca/ using your UTORid and password.

Course evaluations are very important to ensuring the quality of education at this Faculty and informing the development of its curriculum.

The survey used to evaluate this course have been developed in collaboration between faculty and students and the university's teaching and learning experts to ensure that it will provide information about teaching and learning that can be used to enhance and assure the quality of education here at the University of Toronto.

COURSE FORMAT, RESOURCES & GRADING POLICES

Quercus

Quercus is a web-based learning platform used for all courses at the University of Toronto.

Course announcements, required readings, and course resources will be posted on Quercus. Login at http://q.utoronto.ca/ using your UTORid and password.

Students are encouraged to customize your notification settings, so you can receive announcements in the delivery format that works for you. https://community.canvaslms.com/t5/Student-Guide/How-do-I-manage-my-Canvas-notification-settings-as-a-student/ta-p/434

Required Reading

Course readings are located under "**Modules**" tab.
Additional handouts and resources are located in the "**Files**" tab.

ASSIGNMENT OVERVIEW

Assignment Overview:		%	Due Date
1. Course Engagement		20%	
	Learning/Participation		
	Personal Objectives	--	April 30*
	Critical Reflection	--	June 25
Weekly Memos		--	June 25
2. Leading Discussion		20%	TBA
3. Practicing Interpretive Analysis & Writing			
Essay 1	Draft for Peer Review	5%	May 29 (in class)
	Final to Instructor	20%	June 4
Essay 2	Draft for Peer Review	5%	June 19 (in class)
	Final to Instructor	30%	June 25

* All assignments are due at **11:59 pm,** unless otherwise noted.

NOTE: Grades are due to the School of Graduate Studies by mid-July. If you anticipate needing additional time to complete your final assignment, please plan to submit a coursework extension form before the due date for the final assignment (June 26, 2024).

Grading Criteria

Written assignments will be graded on their clarity, comprehensiveness, originality, appropriate use of reference materials and technical adequacy. Papers are expected to be of sufficient quality as to represent your growing professionalism. All written work must be typewritten in APA format (i.e. double spaced, 12-point font, in-text citations and references).

The University Grading Practices Policy is available at:
http://www.sgs.utoronto.ca/Assets/SGS+Digital+Assets/governance/policies/GPP+-+Effective+July+1$!2c+2012/universitygpp.pdf . It defines the grade scale as follows:

Letter Grade Scale	Scale of Marks
A+	90 - 100%
A	85 - 89%
A-	80 - 84%
B+	77 - 79%
B	73 - 76%
B-	70 - 72%
FZ	0-69%

What the Grades Mean
- A+: *Exceptional work*. Demonstrates exceptional mastery of the material and writing. Introduces innovative approaches or theories using a broad range of sources.

- *A/A-: Excellent Work.* Work is very well conceptualized, is well written, and integrates knowledge from various sources using a critical perspective.

- *B+: Very Good Work.* Work draws upon various knowledge sources, addresses relevant issues and theory, and is well written.

- *B: Average Work.* Work meets basic requirements.

- *B-: Overall performance is unsatisfactory.* Work draws upon limited knowledge sources without a critical perspective, demonstrates a general understanding of the issues and is poorly written.

- *FZ: Inadequate.* Work does not reflect understanding of issues, is poorly written, and has major misunderstandings about context and theory.

Writing Style Requirements

Please follow the guidelines in the 7th edition of the American Psychological Association (APA) publication manual for format and citations in your written assignments. This manual is available at the campus bookstore, the library, and the Writing Centre (www.hswriting.ca).

Some basic information for using APA is available on the American Psychological Association website at http://www.apastyle.org/index.aspx

Purdue Writing Lab is also a helpful online resource for APA formatting and writing styel.
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Students are encouraged to set up individual appointments with the Writing Centre, as a resource to support your written assignments. You can sign up for a virtual meeting with the Writing https://www.hswriting.ca/

Late Assignments

Please notify your instructor if you anticipating needing extra time for your assignment(s). Any assignment that is submitted 1-7 days late will receive a one grade point deduction (e.g., A to A-). Any paper more than one week late will not be accepted without clear communication regarding a request for additional time (whether due to illness or another personal situation).

Students should make every effort to discuss anticipated late papers with instructors IN ADVANCE of due dates. Make a copy of everything you submit for course assignments. Please refer to the Faculty website for regulations regarding extensions, late papers, etc. available at http://www.socialwork.utoronto.ca/students/reg/grading.htm

Ouriginal

Ouriginal is integrated in Quercus through the Submit Assignment or Re-Submit Assignment button.

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:
- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor in all relevant courses
- Making up sources or facts
- Obtaining or providing unauthorized assistance on any assignment

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what

constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out your instructor. Note that you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (for example, the University of Toronto website on Academic Integrity).

Coursework Extensions

Students may require extensions for coursework assignments on a case by case basis. Extensions should be requested **IN ADVANCE** of the due date with usual extension maximum of one week.

Students must follow the coursework extension request procedures as outlined below, as well as on the FIFSW website. The steps required to request a coursework extension depend on whether a student is registered with Accessibility Services.

For Extension Requests WITHIN the Academic Session

Student and instructor communicate about the extension request in advance of assignment due date and agree upon the extension length. If the coursework extension is required for:
1.
    i.   Non-disability related reasons: Student need to provide **A *Verification of Illness*** (VOI: also known as a "doctor's note").
    ii.   Disability related reasons: students registered with Accessibility Services are encouraged to provide a **Letter of Accommodation** a week before the original due date to approve up to a one-week extension on assignments. If there is a disability-related rationale for an extension beyond one week on file, please connect with your Accessibility Advisor to discuss the process and communication re: the request.
2. With instructor agreement of an extension, the student completes the **Online Coursework Extension Form**.

For Extension Requests BEYOND the Academic Session

Students requesting a coursework extension beyond an academic session (after the deadline date when course grades are submitted to SGS) are required to complete an School of Graduate Studies Extension to Complete Coursework Form. This form must be filled out by the student, signed by the instructor, and approved by the MSW or PhD Program Director prior to being sent for SGS approval. If you are registered with Accessibility Services and the request is disability-related, please connect with your Accessibility Advisor to discuss the process and communication re: the request.

1. Student fills out page 1 (including section 1) of the Extension to Complete Coursework Form
2. Student submits the form to their instructor who fills out and signs section 2 of the form
3. Instructor submits the form to MSW or PhD Program Director for approval

Please note that late assignment penalties will apply to assignments that are handed in late without having received coursework extension approval.

Contact the Academic Success Centre for skill building around time management, procrastination, and perfectionism, as well as preparing for specific kinds of academic tasks/assignments including group work, reducing/managing distraction, balancing academic/practicum work with life responsibilities and treatment, etc.

Religious Observances

Please notify the instructor if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements for alternate scheduling of evaluations or make up of missed work.

Absence Due to Illness or Disruptions due to COVID-19 Pandemic

Please notify the instructor if you are unable to attend class or complete assignments due to an illness or disruptions in your life related to the COVID-19 pandemic.

The University of Toronto is working to address concerns related to COVID-19. Procedures are subject to change as new information becomes available. Students are encouraged to check travel and public health advisories on the University of Toronto's website as the situation evolves.

For COVID-19 related symptoms, the University is temporarily suspending the need for a doctor's note or medical certificate for absences and students must declare through the Absence Declaration tool on ACORN.

The tool can be found in the ACORN Profile and Settings menu and you are required to declare your absence **daily up until the day before you return** to classes or other academic activities. For step-by-step instructions, please refer to the UTSC Absence Self-Declaration Steps. The University will use this information to provide academic accommodation and to monitor overall absences.

You are required to declare your absence from academic activities if:
- you are experiencing cold or flu-like symptoms
- due to self-isolation requirements
- You are registered in the current session

Absences for other illnesses should continue to be documented through the Verification Of Illness (VOI) form and normal divisional process.

While the University will make every effort to provide needed academic accommodation, you are responsible for meeting course requirements as determined by your instructors

ASSIGNMENT DETAILS

Assignment 1 – Course Engagement, Parts A, B & C   (20%)

Your timely and consistent presence in class contributes not only to your individual academic success but also to the collective learning journey of the entire class. Student are encouraged to embrace the opportunity to be an active participant in this course, through timely and consistent attendance and participation.

Attendance and active participation, thus, are fundamental components of the learning experience in this course. Engaging in class sessions provides you with the opportunity to interact with course material, ask questions, and contribute to discussions. Moreover, active participation fosters a collaborative learning environment, enhancing your understanding of the subject matter and allowing you to develop critical thinking and communication skills.

Unexcused Absences
If you need to miss a class (for any reason), please inform the instructor in advance, or as soon as possible. If a student misses more than two classes, without making arrangements with the instructor, the final mark for course engagement may be reduced accordingly.

Exceptional circumstances such as prolonged illness that has a significant impact on overall attendance may be given special consideration with instructor approval.

Assignment 1. Part A—Personal Learning and Participation Objectives   Due April 30th

Preliminary Reflection: Before formulating personal learning and participation goals:

- Review the course learning objectives (found on page 2), assignments, and weekly topics to gain a comprehensive understanding of the course structure.
- Then, take a few minutes to reflect on where you are in your learning journey. Consider how your experience, hopes, knowledge, life commitments, and interests may shape your interest in and participation in this course. What strengths and skills do you bring to this course? What challenges do you anticipate facing (or are you already facing) that may impacts your learning? How might you prepare for or mitigate these challenges? What supports do you have available or could seek out?
- Finally, write 5-6 personal learning and participation goals that align with your needs and the course's objectives.

Requirements & Guidelines: Use Appendix A (at the end of the syllabus) to complete Part A.

- At least two goals should connect with the course objectives listed on page 2.
- At least two objectives should relate to your participation during class.
- Write at least one objective (tangible thing you can do) to help you meet each goal.
- Upload your learning goals to Quercus to complete this assignment and keep this handy, to refer to throughout the term.

Assignment 1. Part B—Weekly Reflexive Memos   **Submitted by June 25ᵗʰ**

Reflective practice involves examining experiences, beliefs, behaviors, and knowledge to identify areas for change and improvement. Your weekly memo is a space for critical reflection in our qualitative research course.

During class, students will be given time to write brief **analytic memos** to capture insights, apply critical thinking, examine personal growth, set goals, and identified questions that stem from the assigned readings and class discussion.

Requirements & Guidelines:
- Memos may be hand-written and/or typed with the student's name and date of entry.
- Keep your memos concise, aiming for 300-500 words.
- You do not need to include a reference list, however, when possible, do take note of the source material you are responding to using author (date) format.
- At the end of the term, submit all of your memos as merged file at the end of the term. Hand-written memos can be scanned or you can take a photo of your work. Please merge all documents into one file before submitting.

Assignment 1. Part C—Critical Reflection on Course Engagement   **due June 25th**

Preliminary Reflection: At the end of the term, review the personalize learning and participation goals and objectives you drafted earlier this year. Before writing your critical reflection, consider the feasibility of your original goals now that you have completed the course. What contributed to and/or inhibited you from realizing the goals you identified at the start of the term?

Critical Reflection: Use Appendix B & C (located below, also posted on Quercus), to write a brief critical reflection on each of the goals & objectives below. You can modify the format, depending on how many goals and objectives you originally created.

Requirements & Guidelines
- Your critical reflection must engage with at least 3 different weeks of the course syllabus.
- Please limit your reflection for each goal or question to 200 words
- Your responses will inform your final course engagement and participation mark.

> *Course Engagement: Evaluation Criteria*
>
> - The Course Engagement mark will reflect your participation in class, completion of the weekly memos, completion of the Course Engagement Critical Reflection Form (Appendix B), and Field Work Triad Reflection.
> - Memos will be marked as credit/no credit

Assignment 2 – Leading Discussion (20%)

In this assignment, students will take turns to a) present key concepts and methods from the assigned readings and b) engage the class in an activity and/or discussion to deepen our understanding of the readings and foster critical thinking among your peers.

On the day you are leading discussion, you will be responsible for the following:

1) *Writing a one-page synthesis* of the assigned reading to share with the class. This document should address the following: a) main concepts/ theories, b) underlying or operating assumptions undergirding the methodology, and c) discussion questions for class.). Your one-page document should be distributed via email at least 24 hours prior to class time (i.e. the Tuesday morning before class on Wednesday).
2) *Presentation of reading synthesis* (10 minute)
3) *Leading discussion & facilitated activity* (20-30 min) for the class to practice applying the concepts from the reading. For example, you could bring a data sample (media; interview excerpt, policy document) and facilitate an activity where the class analyzes this data using theories presented in the weekly topic.

> *Leading Discussion Evaluation Criteria:* Students will be evaluated on the following:
>
> - Written work demonstrates critical analysis of the assigned reading in connection with one's developing epistemological orientation and substantive interests;
> - Organization: Oral presentation and facilitated discussion presents information

Assignment 3 – Conducting & Writing Interpretive Policy Analysis (60%)

Fieldwork support triad: During the second week of class, we will form groups of three that will provide support and constructive feedback on your field work and written work (described below). On weeks where draft essays are due, we will set aside 60 minutes of class time for triad meetings. Please bring a physical copy of your draft essays to facilitate peer-review.

Assignment 3. Essay 1—Situating Your Project	**Draft due May 29th (In class, 5%)** **Final due June 4th (Quercus, 25%)**

Aims: This first essay invites you to introduce the purpose of your project, outline your research question(s), discuss what theories are guiding your conceptualization of this research, and what methods you plan to use (or are using) to carry out this research.

Format: Students may format of the paper to reflect what is most beneficial to you, depending on your stage in your doctoral studies. For example, the paper could be formatted as one of following: a) comprehensive paper proposal, b) a thesis proposal, c) a peer-review manuscript, and/or d) a chapter for your thesis.

Length: Maximum 5 pages, double spaced (not included references)

Content: Depending on the format chosen (from the list above), this essay should include the following components:

1. An **introduction** that situates the writing in relation to the field of study, context, theoretical framework, population, and/or subject of interest, presentation of a research question and initial choice of 'methods' for the final essay.
2. Your **reflexive analysis** of how your epistemological stance/orientation and subjectivity informs your approach to this research (this may be integrated in the introduction or appear as a separate section)
3. Synthesis of **1-2 theoretical frameworks** that inform your conceptualization of the research question and/or analysis approach (this may include your own twist on existing theories or application of existing theories)
4. A clear presentation of your **research objectives and/or research questions**
5. An overview of the **methodological approach** and methods to
   o Retrieve and/or generate 2-3 types of data to explore the research questions
   o Proposed methods for analyzing this data
6. A **conclusion** that conveys the stage of this work, potential challenges you may encounter, and your hopes for how this research will contribute to your field of study, profession, people direction impacted by the phenomenon of study, and/or broader society.

NOTE: Due to the time constraints, students are encouraged to identify and retrieve publicly available forms of 'data' for analysis (e.g. publicly available documents, media, publicly available audio/visual material). If students are already working with previously collected interview data and/or field notes they may include this data in their analysis in accordance with existing ethics protocols. This course does not have an independent ethics protocol, so original data collection that would require an ethics protocol is not permitted. Please discuss with the instructor to confirm.

Assignment 3. Essay 2—Analysis Paper	**Draft due June 19th (In class, 5% CR/NC)** **Final due June 25th (Quercus, 30%)**

Aim: Building upon Essay 1, in Essay 2 students will update sections 1-5 from essay 1 with your analysis of **two or more types of data** that correspond to the project you proposed in essay 1.

Format: Essay 2 should follow the format used in essay 1 (see details above).

Length: Maximum 10-15 pages (not including references).

Content: Students should revise/update sections 1-6 from essay 1 to reflect your current stage of writing (e.g., the introduction, reflexive analysis, theoretical frameworks and methodology).

Essay 2 should also include the following:

- o An overview of the data collected and/or retrieved for analysis in this paper.
- o Preliminary analysis of the data collected and/or retrieved.

Suggested approaches for interpretive policy analysis:

A) *Analysis of media and/or policy documents:* Choose a discrete body of written work (e.g., newspaper articles, organizational document, policy document, parliamentary records etc.) and conduct an analysis of language, metaphors and/or symbols used therein. What discourses does this 'text' employ? What theories of language are you using to analyze this text? What "work" do the discourses in this text "do" and for whom?

B) *Analysis of Interview data:* Using previously collected interview data, conduct secondary data analysis on one or more individual interview transcripts. (See instructor for details as this option is ideal for people who are working under an existing ethics protocol but may require Ethics Review approval for secondary data analysis).

C) *Archival work.* If you have access to original documents that you would like to evaluate/analyze, you may choose this exercise. Students submit a full, typed version of their notes, as well as a write-up analysis. (Contact instructor for details).

Essay 1 & 2 Evaluation Criteria:

- Ability to clearly situate the epistemological, ontological, and axiological stance of the research in relation to the theoretical framework, field of study, and or social context;
- Clear use of 'Thick' description (Geertz, 1973) of the context in which the 'research' took place and how this relates to the social issue(s) you are studying;
- Clear presentation of research questions, theory(ies) used to frame the study, and methods for collecting/retrieving data and analyzing the data;
- Reflective analysis of how the researcher's positionalituy and ethical considerations shapes the research question, process, analysis, and writing;
- Data analysis is congruent with the identified research questions and methodology;
- Professional writing style is well supported by cited literature (e.g., reports, academic journals, newspaper articles), well organized, and grammatically concise.

Recommended Texts for Continued Learning

Bentz & Shapiro (1998). *Mindful inquiry in social research*. Thousand Oaks, CA: Sage Publications.

Creswell, J.W. (1998). *Qualitative inquiry and research design: Choosing among five traditions.* Thousand Oaks, CA: Sage publications.

Crotty, Michal (1998). *The foundations of social research*. Thousand Oaks, CA: Sage Publications.

Denzin, Norman K., Lincoln, Yvonna S. and Smith Linda Tuhiwai (2008). *Handbook of critical and indigenous methodologies*. Thousand Oaks, CA: Sage Publication.

Hesse-Biber, S. N. & Leavy, P. (Eds.). (2008). *Handbook of emergent methods*. New York: Guilford.

hooks, bell (1995). Beloved community: A world without racism. In *Killing rage: Ending racism* (pp. 263-272). NY: Henry Holt & Co.

Mishler, Elliot G. (1986). *Research interviewing: Context and narrative*. Cambridge, Massachusetts: Harvard University Press.

Ricour, P. (1971). The model of the text: Meaningful action considered as text. *Social Research, 38(2)*, 529-562.

Schatz, Edward. (2009) (Ed.). *Political ethnography: What immersion contributes to the study of power*. University of Chicago Press.

Schwartz-Shea, P., & Yanow, D. (2013). *Interpretive research design: Concepts and processes*. Routledge.

Smith, Linda Tuhiwai (2001/2012). *Decolonizing methodologies: Research and indigenous peoples.* Zed Books Ltd: London & New York.

Strega, Susan and Leslie Brown (Eds.)(2015). *Research as resistance: Revisiting critical, indigenous, and anti-oppressive approaches* (Second edition). Toronto: Canadian Scholars' Press, Women's Press.

Wetherell, Margaret, Stephanie Taylor, and Simoeon J. Yates (2001). *Discourse theory and practice.* London: Sage Publications.

Yanow, Dvora and Peregrine Schwartz-Shea (Eds.) (2006). *Interpretation and method: Empirical research methods and the interpretive turn.* Armonk, NY and London: M.E. Sharpe.

Course Reading Schedule
Subject to change

Week 1, April 24, 2024   Epistemological Foundations for Critical Qualitative Research

Recommended Background Reading:

Beltrán, R. (2019). "I (We) refuse to be silenced": Poetic self-reflexivity as a feminist tool of resistance. Affilia, 34(2), 145-150.

Chilisa, Bagele (2012). Situating knowledge systems. In *Indigenous research methodologies (pp. 1-43).* Thousand Oaks, CA: Sage.

Fonow, Margaret and Judith A. Cook (2005). Feminist methodology: New applications in academy and public policy. *Signs, 30*(4), 2211-2286.

Grosfoguel, R. (2013). The structure of knowledge in westernized universities: Epistemic racism/sexism and the four genocides/epistemicides of the long 16th century. Human Architecture, 11(1), Article 8.

Mignolo, Walter D. (2009). Epistemic disobedience, independent thought and de-colonial freedom. *Theory, Culture & Society, 26*(7-8), 1-23.

Santos, Boaventura de Souza (2018). The End of the Cognitive Empire: The Coming of Age of Epistemologies of the South. Durham and London: Duke University Press, 2018 (part 2 – postabyssal methodologies).

Week 2, May 1, 2024   What is Knowing? How do we know? Who is a knowing subject?

Philosophical Perspectives:

Dabashi, Hamid (2013). Can non-Europeans think? [Opinion]. *Aljazeera.* Available at
http://www.aljazeera.com/indepth/opinion/2013/01/2013114142638797542.html

Kincheloe, J. L., & McLaren, P. (2011). Rethinking critical theory and qualitative research. In *Key works in critical pedagogy* (pp. 285-326). Brill.

de Sousa Santos, Boaventura (2018). Preface and Introduction. *In The end of the cognitive Empire: The Coming of age of epistemologies of the South [pp. vii – 16].* Duke University Press.

Pachirat, Timothy (2009). We call it a grain of sand: The interpretive orientation and a human social science. In Dvora Yanow and Peregrine Schwartz-Shea (Eds). *Interpretation and Method: Empirical research methods and the interpretive turn*. Ch. 21 (pp. 426-432). New York & London: M.E. Sharpe.
Introduction to Interpretive Policy Analysis:

Yanow, Dvora (2000). Conducting Interpretive policy analysis (Chapters 1 & 2, pp. 1-41). Thousand Oaks & London: Sage Publications.

Durnová, Anna (2022, May 5). Making interpretive policy analysis critical and socially relevant: Emotions, ethnography, and language [blog post]. Policy & Politics Journal Blog. https://policyandpoliticsblog.com/2022/05/05/making-interpretive-policy-analysis-critical-and-societally-relevant-emotions-ethnography-and-language/

Week 3, May 8, 2024   Semiotics and the Linguistic Turn in the Social Sciences

Methodology Readings

Kress, Gunther (2001). From Saussure to critical sociolinguistics: The turn towards a social view of language. In Margaret Wetherell, Stephanie Taylor, and Simoeon J. Yates (Eds.) *Discourse Theory and Practice* (pp. 29-38). London: Sage publications.

Sandoval, Chela (2000). Semiotics and languages of emancipation. In *Methodology of the oppressed* (Chapter 4, pp. 80-113). University of Minnesota Press: Minneapolis.

Illustration of Research Method & Analysis

Schaffer, F.C. (2015). Ordinary language interviewing. In Yanow, D. and Schwartz-Shea, P. (Eds). Interpretation and method (pp. 183-193). Routledge.

Urek, M. (2005). Making a Case in Social Work: The Construction of an Unsuitable Mother. *Qualitative Social Work, 4*(4), 451–467. https://doi.org/10.1177/1473325005058646

Villegas, F. J. (2017). 'Access without Fear!': Reconceptualizing 'Access' to Schooling for Undocumented Students in Toronto. *Critical Sociology*, *43*(7–8), 1179–1195

Recommended Reading in Social Work:

Hall, Christopher and Sue White (2005). Looking inside the professional practice: Discourse, narrative and ethnographic approaches to social work and counseling. *Qualitative Social Work, 4*(4), 379-390.

Methodology Readings

Gee, Paul James (2011). *Discourse analysis: An introduction to theory and method, Third Edition* (Chapters 1-3). New York and London: Routledge.

Abdulmajid, A. (2021). Discourse: theory and practice. In *Extremism in the Digital Era: The Media Discourse of Terrorist Groups in the Middle East (pp. 97-130).*. Springer International Publishing.

Waugh, L.R., Catalano, T., Al Masaeed, K., Hong Do, T., and Renigar, P.G. (2015). Critical Discourse Analysis: Definition, Approaches, Relation to Pragmatics, Critique, and Trends. Capone, A. and Mey J.L. (Eds).*Interdisciplinary Studies in Pragmatics, Culture and Society.* Pp. 71-135. New York, NY and London, UK: Springer.

van Dijk, Teun A. (1993). Principles of critical discourse analysis. *Discourse & Society, 4(2)*, 249-283.

Fairclough, N. (2001). Critical discourse analysis as a method in social scientific research. In R. Wodak & M. Meyer (Eds.), *Methods of critical discourse analysis* (pp. 122-136). SAGE Publications. https://doi.org/10.4135/9780857028020

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Park, Y., Crath, R., & Jeffery, D. (2020). Disciplining the risky subject: a discourse analysis of the concept of resilience in social work literature. Journal of Social Work, 20(2), 152-172. https://doi-org.myaccess.library.utoronto.ca/10.1177/1468017318792953

Recommended Reading in Social Work

Leotti, S. M., Sugrue, E. P., & Winges-Yanez, N. (Nick). (2022). Unpacking the worlds in our words: Critical discourse analysis and social work inquiry. Qualitative Social Work, 21(2), 260-276. https://doi.org/10.1177/1473325021990860

Willey-Sthapit, C., Jen, S., Storer, H. L., & Benson, O. G. (2022). Discursive decisions: Signposts to guide the use of critical discourse analysis in social work. Qualitative Social Work, 21(1), 129-146. https://doi.org/10.1177/1473325020979050

Methodology

Nguyen, L. and McCallum, K. (2015). Critical Metaphor Analysis from a Communication perspective: A case study of Australian news media discourse on Immigration and Asylum Seekers. In D. D. Paterno, D. M. Bourk, & D. D. Matheson (Eds.), *ANZCA 2015: Rethinking Communication, Space and Identity* (Vol. 1, pp. 1-11). Australia and New Zealand: ANZCA.

van Hulst, M. and Yanow, D. (2016). From Policy "Frames" to "Framing": Theorizing a More Dynamic, Political Approach. *American Review of Public Administration, 46*(1) 92–112.

Schmidt, Ronald, Sr. 2006. Value-critical policy analysis: The case of language policy in the United States. In Dvora Yanow and Peregrine SchwartzShea, (2009) (Eds). *Interpretation and method: Empirical research methods and the interpretive turn (300-15).* Armonk, NY: M.E. Sharpe.

Interviews as Language-in-Use

Yanow, D. (2000). Symbolic language. In *Conducting interpretive policy analysis (Ch. 4, pp. 41-62).* Sage publications.

Mishler, E.G. (1986). Research interviews as speech acts. *Research interviewing: Context & narrative (pp. 35-65). Boston: Harvard University Press.*

Framing and Metaphor Analysis Examples

Bhuyan, R., Yoon, K., & Valmadrid, L. (2020). Family Reunification as an Earned Right: A Framing Analysis of Migrant Workers' Pathways to Neoliberal Multicultural Citizenship in Canada. *New Political Science*, *42*(4), 558–577. https://doi.org/10.1080/07393148.2020.1840198

El-Masry, M. M. S. (2023). A critical analysis of horn of Africa's drought- related metaphors: A socio-cognitive approach. *Research Journal in Advanced Humanities,* 4(3). https://doi.org/10.58256/rjah.v4i3.1257

Iannantuono, A. and Eylse, J. (1997). Meanings in policy: A textual analysis of Canada's Achieving Health for All" document. *Social Science & Medicine, 44*(11), 1611-1621.

Week 6, May 29, 2024   Narrativity & Embodiment

Methodology

Csordas, Thomas J. (1993). Somatic modes of attention. *Cultural Anthropology, 8*(2), 135-156.

Clandinin, D. Jean (2006). Narrative inquiry: A methodology for studying lived experience. *Research Studies in Music Education, 27,* 44-54.

Chadwick, R. (2017). Embodied methodologies: Challenges, reflections and strategies. *Qualitative Research, 17*(1) 54–74

Solórzano, D. G., & Yosso, T. J. (2002). Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research. *Qualitative Inquiry*, *8*(1), 23–44.

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Poindexter, Cynthia C. (2002). Meaning from methods: Re-presenting narratives of an HIV-affected caregiver. *Qualitative Social Work, 1*(1), 59-78.

Fusco, Coco (2005). The other history of intercultural performance. In *English is broken here: Notes on cultural fusion in the Americas* (pp. 37-63). *New York: The New Press*

Week 7, June 5, 2024   Analyzing Narrative Data

Theory, Method & Illustration

Shenhav, S. R. (2015). Story, text, narration, and multiplicity in social narratives. In *Analyzing social narratives (pp. 11-19). Routledge.*

Arduser, L. (2014). Agency in illness narratives: A pluralistic analysis. *Narrative Inquiry, 24*(1), 1, 27.

Sorsoli, L. and Tolman. D. L. (2009). Hearing voices: Listening for multiplicity and movement in interview data. In Sharlene Nagy Hesse-Biber and Patricia Leavy (Eds.) *Handbook of Emergent Methods* (pp. 495-516). New York & London: Guilford Press.

Matoesian, Gregory M. and James R. Coldren Jr. (2002). Language and bodily conduct in focus group evaluations of legal policy. *Discourse & Society, 14*(4), 469-493.

Hu, R. (2019). Examining Social Service Providers' Representation of Trafficking Victims: A Feminist Postcolonial Lens. *Affilia*, *34*(4), 421–438.

Week 8, June 12, 2024   Analyzing Discourse & Narratives – Beyond Interviews

Geertz, Clifford (1973). Thick description: Toward an interpretive theory of culture. In The interpretation of cultures: Selected essays (pp. 3-30). New York: Basic Books. Retrieved April 12, 2010 from http://www.sociosite.net/topics/texts/Geertz_Thick_Description.php

Bartlett, R. (2012). Modifying the diary interview method to research the lives of people with dementia. *Qualitative Health Research, 22*(12), 1717-1726.

Simmonds, S. Roux, C. ter Avest, Ina (2017). Blurring the Boundaries between Photovoice and Narrative Inquiry: A Narrative-Photovoice Methodology for Gender-Based Research. *International Journal of Qualitative Methods, 14*(3), 33-49.

Märtsin, M. (2018). Beyond Verbal Narratives: Using Timeline Images in the Semiotic Cultural Study of Meaning Making. *Integrative Psychological Behavior, 52*, 116–128

Conrad, Diane (2004). Exploring risky youth experiences: Popular theatre as participatory, performative research method. *International Journal of Qualitative Methods, 3*(1), 12-25.

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De Poorter, J., & Aguilar-Forero, N. (2020). The emergence of global citizenship education in Colombia: Lessons learned from existing education policy. Compare: A Journal of Comparative and International Education, 50(6), 865–883. https://doi.org/10.1080/03057925.2019.1574558

Week 9, June 19, 2022   Reflexivity, Research, Writing, and Representation

Goulden, A. (2019). The first year. *Families, Systems, & Health, 37*(2), 181–182.

Stewart, S. (2009). One Indigenous academic's evolution: a personal narrative of native health research and competing ways of knowing. *First Peoples Child & Family* Review, 4(1), 57-65.

Jackson, K. F., Goodkind, S., Diaz, M., Karandikar, S., Beltrán, R., Kim, M. E., Zelnick, J. R., Gibson, M. F., Mountz, S., Miranda Samuels, G. E., & Harrell, S. (2024). Positionality in Critical Feminist Scholarship: Situating Social Locations and Power Within Knowledge Production. *Affilia,* 39(1), 5-11. https://doi.org/10.1177/08861099231219848

Khan, Shahnaz (2005). Reconfiguring the native informant: Positionality in the global age. *Signs, 30*(4), 2017-2036.

Bolam, B., Gleeson, K., & Murphy, S. (2003). "Lay person" or "health expert"? Exploring theoretical and practical aspects of reflexivity in qualitative health research, *Forum: Qualitative Social Research*.

Assessing Quality

Peregrine, Schwartz-Shea (2009). Judging quality: Evaluative criteria and epistemic communities. In Dvora Yanow and Peregrine Schwartz-Shea (Eds). *Interpretation and Method: Empirical research methods and the interpretive turn.* Ch. 5. (pp. 89-114). M.E. Sharpe: New York & London.

Materud, K., Siersma, V.D. and Guassora, A.D. (2016). Sample size in qualitative interview studies: Guided by information power. *Qualitative Health Research, 26*(13), 1753-1760.

The End

Name:
Date:

This assignment aims to guide students in identifying personal learning and participation goals that enhance the connection between course learning objectives, individual growth, and shared learning experiences. Recognizing the diversity in learning styles and preferences, consider activities that will aid preparation for the course and foster meaningful participation in class discussions and group work.

Preliminary Reflection: Before formulating personal learning and participation goals, examine the course learning objectives (found on page 2), assignments, and weekly topics to gain a comprehensive understanding of the course structure.

Then, take a few minutes to reflect on where you are in your learning journey. Consider how your experience, hopes, knowledge, life commitments, and interests may shape your interest in and participation in this course. What strengths and skills do you bring to this course? What challenges do you anticipate facing (or are you already facing) that may impacts your learning? How might you prepare for or mitigate these challenges? What supports do you have available or could seek out?

Goals and Related objectives: Write concrete steps/behaviors that will help you meet each goal below. You can modify the format, depending on how many goals and objectives you have identified.

1. Goal:
   Objective(s):

2. Goal:
   Objective:

3. Goal:
   Objective:

4. Goal:
   Objective:

5. Goal:
   Objective:

APPENDIX B
ASSIGNMENT 1. PART B – COURSE ENGAGEMENT CRITICAL REFLECTION

Preliminary Reflection: At the end of the term, review the personalize learning and participation goals and objectives you drafted earlier this year. Before writing your critical reflection, consider the feasibility of your original goals now that you have completed the course. What contributed to and/or inhibited you from realizing the goals you identified at the start of the term?

Critical Reflection: Write a brief critical reflection on each of the goals & objectives below. You can modify the format, depending on how many goals and objectives you originally created. (Maximum 200 words per objective).

1. Goal/Objective:

   Critical Reflection:

2. Goal/Objective:

   Critical Reflection:

3. Goal/Objective:

   Critical Reflection:

4. Goal/Objective:

   Critical Reflection:

5. Goal/Objective:

   Critical Reflection:

Use the table below to indicate how **<u>often</u>** were you able to address your <u>participation</u> goals in class? (Check the box that fits the best)

Your Goals	All of the time	Most of the time	Some of the time	Almost none of the time	None of the time
1					
2					
3					
4					
5					

How **<u>well</u>** were you able to realize your <u>participation</u> goals in class? (Check the box that fits the best)

Your Goals	Extremely well	Very well	Somewhat well	Not so well	Not well at all
1					
2					
3					
4					
5					

Appendix C:
SWK 6007—Field Work Triad Reflection Form

This form is designed to capture what contributed (or detracted) from your learning as part of the field work triad. Please compete this form at the end of the course, as part of the "course engagement" assignment.

Your Name:
Name of group members:

Please describe how each member of the group contributed to the field work triad. You may rank group members, or provide examples of activities or roles that each person offered to support the group.

Where they any challenges that the group faced and in what ways did you (personally) address these challenges?

What lessons do you take away from this group work (things to do in the future, things you would like to do differently)?