

Introduction

Participatory research is an approach to research that engages community as full partners in the research process. Participatory research is driven by community needs and priorities. Rather than a specific research method, participatory research approaches adopt widely respected ‘processes’ for conducting research that values the lived experience of community members and encourages their contributions at the levels of input (initiation of ideas), process (during data collection, analysis and interpretation phases), and outcome (implementing action-oriented recommendations). Participatory research is methodologically sound, rigorous research that respects and encourages varied research methods and adheres to standard ethical review processes. This course will focus particularly on using a *qualitative* participatory approach.

Recognizing that there are barriers to both community and academic involvement in participatory research, equitable partnerships between stakeholders are established (with clear terms of reference) to guide community-based participatory research projects. Data generated through these projects are jointly owned and accessible to all partners. Attention to trust-building, decision-making, power and resource-sharing, and reciprocal capacity-building (where the knowledge bases and skill sets of all research partners are enhanced because of the research process) are expected outcomes in participatory research projects.

This course is intended to acquaint students with participatory research, its theoretical underpinnings and guiding principles, as well as some of its challenges and limitations. Students will have the opportunity to apply participatory research theory, principles, and skills through assignments and in the community. Students will apply participatory methodologies by participating in an action-orientated group participatory research project. This winter (2023), we will be working in partnership with the [Flemingdon Health Centre](#) and [SExT: Sex Education by Theatre](#) to engage in a participatory program evaluation for the SExT program serving the Flemingdon/Thorncliffe Park communities.

About the [Flemingdon Health Centre](#)...

Flemingdon Health Centre is a community-based, non-profit organization that provides **free** health care services and community programs to residents living within our catchment area. Many of our programs and services are provided in collaboration with local organizations.

About [SExT: Sex Education by Theatre](#)...

SExT: Sex Education by Theatre" is a culturally-inclusive, trauma-informed, theatre-based, peer education workshop and performance program that engages youth on topics relating to sexual and mental health. It's time for TEENS to give the TALK!

About the Participatory Program Evaluation...

Youth living in the multicultural and vibrant Thorncliffe/Flemingdon communities face sexual and mental health inequities, which were exacerbated during the COVID-19 pandemic. Engaging program stakeholders including health centre staff, youth participants, and peer mentors, this qualitative program evaluation will use a trauma-informed, strengths-based approach to elucidate community needs, program impacts, and lessons learned. Students will work alongside community members - SExT Youth Peer Educators, Peer Researchers, and Health Centre Staff - at all stages of the research project.

Objectives

By the end of this course, students should be able to:

- Identify the principles of participatory research and its theoretical underpinnings;
- Critically reflect on ethical issues in participatory research;
- Apply participatory qualitative research methodologies in a community setting;
- Engage with community partners
- Keep field notes;
- Conduct interviews;
- Transcribe, manage and analyze qualitative data;
- Present research findings in traditional and arts-based ways

Course assignments and marks allocation

Course learning goals will be met through a combination of lectures, discussions, analysis of class readings, directed exercises, data collection, data analysis, writing and community engagement. The emphasis in the classroom is on shared learning, relying on your interaction with the reading material before and during class. Students will also be actively participating in a community-based group action-research project.

Class participation: (20%) This course demands intensive in-class participation. Students are required to come to class having read the required readings so that they are prepared to offer critical insights on the course texts and to respectfully engage in dialogue with their peers. Students should expect to fully participate in all class activities, take a leadership role in small group work, bring relevant personal experience to bear on the course themes, and positively affect the learning experiences of others. The philosophies underpinning participatory research place significant emphasis on empowerment, co-learning, and active participation. Students will be expected to attend classes and contribute to discussions and presentations. Students will also be expected to participate in community events, forums and meetings. As representatives of the class and the University, students are expected to be professional, punctual and respectful. This expectation is reflected in the proportional allocation of the final grade.

Due
Sep 19

Ethics training: (10%) Register for and complete tri-council tutorial.

<https://tcps2core.ca/welcome>

Hand in certificate. Keep a PDF record for your dossier. (You will need it again when you file your MRP proposal).

Assignments (70%)

Due
Oct 10

Fieldnotes (20%) Students will individually keep detailed and reflexive field notes of their field trip to Thorncliffe/Flemingdon Park and experience engaging with health centre staff, SExT Peer Educators, other organizations, and the Thorncliffe/ Flemingdon Park communities. Field notes may take traditional or arts-based forms (e.g. comic, photo blog).

Nov 14

From Talk to Text: Interviewing & Transcribing (20%) Students will be conducting interviews in the community with SExT stakeholders. *Each group of students will be responsible for booking, conducting, recording, and transcribing two individual interviews.* You will hand in your transcripts collectively, but you will each produce individual brief (5-page) reflection papers that reflect on interviewing and transcribing.

Due
Dec 5

Final Report and Arts-Based KTE (30%) Individually or in pairs, students will work with the data collected to explore relevant themes and produce one 10-page (max) research summary and accompanying arts-based output for distribution on the FHC & SExT social media pages (infographic, poster, tiktok/reel, etc.).

Course Management & Schedule

Please note: all assigned readings, assignments, and announcements are posted on our course e-class. Please check the site (and your email!) regularly for any new or important postings. You can also add resources to our learning community.

Week 1 Sep 12 An Introduction to CBPR & Community Partnerships

- Getting to know each other & community agreement
- What is CBPR?
- Epistemological issues – knowledge and the power to shape/produce it
- Unpacking partnership
- **Introduction to Group Project: FHC/SEXT program evaluation**

Cornwall, A., & Jewkes, R. (1995). What is participatory research? *Social Science & Medicine*, 41(12), 1667-1676

http://ezproxy.library.yorku.ca/login?url=http://resolver.scholarsportal.info/resolve/02779536/v41i12-12/1667_wipr.xml

Gaventa, J. & Cornwall, A. (2008). Ch 11 Power and Knowledge. In P. Reason & H. Bradbury (Eds.), *The SAGE Handbook of Action Research* (pp. 172-189). SAGE Publications Ltd

<http://ezproxy.library.yorku.ca/login?url=http://methods.sagepub.com/book/the-sage-handbook-of-action-research/d17.xml>

ASC Partnerships Blog Series: <https://icasc.ca/asc-partnerships-blog-series-post-1-welcome-to-the-conversations/> (please come prepared to discuss one of the eleven blog posts)

Recommended: Minkler, M., Vásquez, V. B., Tajik, M., & Petersen, D. (2008). Promoting environmental justice through community-based participatory research: the role of community and partnership capacity. Health Education & Behavior, 35(1), 119-

137. http://ezproxy.library.yorku.ca/login?url=http://resolver.scholarsportal.info/resolve/10901981/v35i0001/1119_pejtcprocapc.xml

Week 2 Sep 19 Ethics and Participatory Research

- Ethical issues in CBPR

ETHICS TUTORIAL: <https://tcps2core.ca/welcome> (must be completed BEFORE CLASS)

Flicker, S., Travers, R., Guta, A., McDonald, S., & Meagher, A. (2007). Ethical dilemmas in community-based participatory research: Recommendations for institutional review boards. *Journal of Urban Health*, 84(4), 478-493.

http://ezproxy.library.yorku.ca/login?url=http://resolver.scholarsportal.info/resolve/10993460/v84i0004/478_edicprfirb.xml

Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79(3), 409-428. <http://ezproxy.library.yorku.ca/login?url=http://hepgjournals.org/doi/pdf/10.17763/haer.79.3.n0016675661t3n15>

Week 3 Sep 26

An Introduction to Participatory Visual Methodologies

• **Guest Lecture: Katie MacEntee**

Katie MacEntee, Casey Burkholder and Joshua Schwab-Cartas (2016) What's a Cellphilm? An Introduction. In What's a Cellphilm? Integrating Mobile Phone Technology into Participatory Visual Research and Activism Katie MacEntee, Casey Burkholder and Joshua Schwab-Cartas, ed. Sense Publishers, Boston, MA. (see PDF attached)

Wang, C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health Education & Behavior*, 24(3), 369-387. http://ezproxy.library.yorku.ca/login?url=http://resolver.scholarsportal.info/resolve/10901981/v24i0003/369_pcmaufpna.xml

Gubrium, A. (2009). Digital storytelling: an emergent method for health promotion research and practice. *Health Promotion Practice*, 10(2), 186. http://ezproxy.library.yorku.ca/login?url=http://resolver.scholarsportal.info/resolve/15248399/v10i0002/186_dsaemfhprap.xml

Recommended: Flicker, Sarah, Native Youth Sexual Health Network, Ciann Wilson, Renée Monchalin, Vanessa Oliver, Tracey Prentice, Randy Jackson, June Larkin, Claudia Mitchell, and Jean-Paul Restoule. "'Stay Strong, Stay Sexy, Stay Native': Storying Indigenous youth HIV prevention activism." *Action Research* (2017): 1476750317721302. <http://journals.sagepub.com.ezproxy.library.yorku.ca/doi/pdf/10.1177/1476750317721302>

Week 4 Oct 3

Fieldtrip to Thorncliffe/Flemingdon Park Community (location TBD) and Field Notes

Guest Lecturer: Salma Sufi (*Community Health Worker: Pre-Adult Engagement, Population Health and Wellness, Flemingdon Health Centre*) & **SExT: Sex Education by Theatre Peer**

Educators/Mentors

- Learn from the lived experience of program stakeholders
- **Brainstorm plans for program evaluation with Peer Researchers**
- **Keep fieldnotes for assignment**

Taylor, S. B., Calzavara, L., Kontos, P., & Schwartz, R. (2021). Sex Education by Theatre (SExT): The impact of a culturally-empowering, theatre-based, peer education intervention on the sexual health self-efficacy of newcomer youth. *Sex Education*. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/j50f41/cdi_proquest_journals_2725472346

Taylor, S. B., Virani, I., Nyamekye, M., Shahid, H., Chang, L. G., & Fels, L. (2021). Beyond popular scholarship: SExT youth engaging in the world's renewal. In P. Leavey (Ed.), *Popularizing scholarly research: The academic landscape, representation, and professional identity in the 21st Century*. New York, NY: Oxford University Press. (PDF attached)

Portrait: Thorncliffe Park and Flemingdon Park, Toronto. <https://www.cleanairpartnership.org/wp-content/uploads/2016/08/Portrait-thflem-web.pdf>

Agrawal, S., & Rutgers, J. (2014). Welcoming communities initiative: A test in Toronto's thorncliffe park'. In K. M. Kilbride (Ed.), *Immigrant integration: Research implications for future policy* (pp. 119) Canadian Scholars' Press Inc.

https://books.google.ca/books?hl=en&lr=&id=B5KDAwAAQBAJ&oi=fnd&pg=PA119&dq=+Portrait:+Thorncliffe+Park+and+Flemingdon+Park&ots=FE84gz8x1A&sig=Dn9K7rkFt_8FLEQU5RtapVredZs#v=onepage&q&f=false

Thompson, J. (2014). On writing notes in the field: Interrogating positionality, emotion, participation and ethics. *McGill Journal of Education/Revue Des Sciences De l'Éducation De McGill*, 49(1), 247-254. <https://www.erudit.org/en/journals/mje/1900-v1-n1-mje01467/1025781ar.pdf>

Burkholder, C. (2016). On keeping public visual fieldnotes as reflexive ethnographic practice. *McGill Journal of Education/Revue Des Sciences De l'Éducation De McGill*, 51(2), 907-916. <https://www.erudit.org/en/journals/mje/1900-v1-n1-mje02894/1038609ar.pdf>

NO CLASS DURING READING WEEK (Oct 10)

- **Submit Fieldnotes**

Week 5 Oct 17 Interviewing

- Issues in interviewing
- Creative approaches to data collection & dissemination

Jacob, S. A., & Furgerson, S. P. (2012). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research. *The Qualitative Report*, 17(42), 1-10 <http://nsuworks.nova.edu/tqr/vol17/iss42/3/>

Patrick Dilley (2000) Conducting Successful Interviews: Tips for Intrepid Research, *Theory Into Practice*, 39:3, 131-137, DOI: 10.1207/s15430421tip3903_3 <http://ezproxy.library.yorku.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=3474030&site=ehost-live>

Kariippanon, K. & Senior, K. (2017). Engagement and Qualitative Interviewing: An Ethnographic Study of the Use of Social Media and Mobile Phones Among Remote Indigenous Youth. *SAGE Research Methods Cases*, 1-15. <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=4180&context=sspapers>

Recommended: Turner, D. W. (2010). Qualitative Interview Design: A Practical Guide for Novice Investigators. The Qualitative Report, 15(3), 754-760. Retrieved from http://nsuworks.nova.edu/tqr/vol15/iss3/19

Kitzinger, J. (1995). Qualitative research: Introducing focus groups. *BMJ*, 311, 299-302. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2550365/pdf/bmj00603-0031.pdf>

Week 6 Oct 24 A Trauma-Informed Approach to Working with Communities

- Understand and develop the skills to enact a trauma-informed approach to research

Isobel, S. (2021). Trauma-informed qualitative research: Some methodological and practical considerations. *International Journal of Mental Health Nursing*, 30, 1456-1469. https://journals-scholarsportal-info.ezproxy.library.yorku.ca/pdf/14458330/v30inone_s/1456_tqrsmcpc.xml

Campbell, R., Goodman-Williams, R., & Javorka, M. (2019). A trauma-informed approach to sexual violence research ethics and open science. *Journal of Interpersonal Violence*, 34(23-24), 4765-4793. <https://journals-sagepub-com.ezproxy.library.yorku.ca/doi/full/10.1177/0886260519871530>

Recommended: (Book) Van der Kolk, Bessel A. (2015). The body keeps the score: Brain, mind, and body in the healing of trauma Penguin Books.

Week 7 Oct 31 Transcription

- The art of transcription, analysis and data management

Poland, Blake D. "Transcription quality as an aspect of rigor in qualitative research." *Qualitative inquiry* 1, no. 3 (1995): 290-310. http://ezproxy.library.yorku.ca/login?url=http://resolver.scholarsportal.info/resolve/10778004/v01i0003/290_tqaaaoriqr.xml

Lapadat, J. C. (2000). Problematizing transcription: Purpose, paradigm and quality. *International Journal of Social Research Methodology*, 3(3), 203-219 <http://ezproxy.library.yorku.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=3860078&site=ehost-live>

Clark, L., Birkhead, A. S., Fernandez, C., & Egger, M. J. (2017). A transcription and translation protocol for sensitive cross-cultural team research. *Qualitative health research*, 27(12), 1751-1764. https://journals-scholarsportal-info.ezproxy.library.yorku.ca/details/10497323/v27i0012/1751_atatpfctr.xml

Week 8 Nov 7 Analysis Part A: Developing a coding framework

- Develop Coding Framework

Saldaña, Johnny. Excerpts of Chapter 1: An Introduction to Codes and Coding. - What is a code? P4-9, Codifying and Categorizing p9-16, Necessary personal attributes for coding p38-39, On Method 39-42. *The coding manual for qualitative researchers*. Sage, 2015.

Ryan, G. W., & Bernard, H. R. (2003). Techniques to identify themes. *Field methods*, 15(1), 85-109. http://ezproxy.library.yorku.ca/login?url=http://resolver.scholarsportal.info/resolve/1525822x/v15i0001/85_ttitt.xml

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. https://journals-scholarsportal-info.ezproxy.library.yorku.ca/pdf/14780887/v03i0002/77_utaip.xml

Flicker, S., & Nixon, S. A. (2015). The DEPICT model for participatory qualitative health promotion research analysis piloted in Canada, Zambia and South Africa. *Health promotion international* 30 (3):616-624.doi: 10.1093/heapro/dat093 https://journals-scholarsportal-info.ezproxy.library.yorku.ca/details/09574824/v30i0003/616_tdmfpqiczasa.xml

Week 9 Nov 14 Analysis Part B: Collaborative Analysis

- Collaborative Data Analysis
- **READ TRANSCRIPTS**
- **Submit Reflection Papers**

Week 10 Nov 21 Analysis Part C: Analysis Continued

- From descriptive to analytical

Cho, J. Y., & Lee, E. H. (2014). Reducing confusion about grounded theory and qualitative content analysis: Similarities and differences. *The Qualitative Report*, 19(32), 1 <https://nsuworks-nova-edu.ezproxy.library.yorku.ca/tqr/>

Chenail, R. J. (1995). Presenting qualitative data. *The qualitative report*, 2(3), 1-9. <http://nsuworks.nova.edu/tqr/vol2/iss3/5/>

Flicker, S., & Nixon, S. A. (2016). Writing peer-reviewed articles with diverse teams: considerations for novice scholars conducting community-engaged research. *Health Promotion International* <http://heapro.oxfordjournals.org/content/early/2016/08/12/heapro.daw059.abstract>

Recommended: Sandelowski, M. (1998). Writing a good read: Strategies for re-presenting qualitative data. Research in Nursing & Health, 21(4), 375-382.
http://ezproxy.library.yorku.ca/login?url=http://resolver.scholarsportal.info/resolve/01606891/v21i0004/375_wagrsfrqd.xml

Week 11 Nov 28 Validity, Rigor, and Trustworthiness: How do we know what we know?

- Discussing Validity, Rigor and Trustworthiness
- Group reflection process

Morse, J. M. (2015). Critical analysis of strategies for determining rigor in qualitative inquiry. *Qualitative health research*, 25(9), 1212-1222.
<http://journals.sagepub.com.ezproxy.library.yorku.ca/doi/pdf/10.1177/1049732315588501>

O'Brien, B. C., Harris, I. B., Beckman, T. J., Reed, D. A., & Cook, D. A. (2014). Standards for reporting qualitative research: a synthesis of recommendations. *Academic Medicine*, 89(9), 1245-1251.
<https://ejgo.org/src/jgo-srq.pdf>

Balazs, C. L., & Morello-Frosch, R. (2013). The three Rs: How community-based participatory research strengthens the rigor, relevance, and reach of science. *Environmental Justice*, 6(1), 9-16. <https://www-liebertpub-com.ezproxy.library.yorku.ca/doi/pdfplus/10.1089/env.2012.0017>

Recommended: Seale, C. (1999). Quality in qualitative research. Qualitative inquiry, 5(4), 465-478.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.460.3511&rep=rep1&type=pdf>

Week 12 Dec 5 From Research to Action Report Back

- Fieldtrip to Thorncliffe/Flemingdon Park Community (location TBD)
- Present program evaluation findings

Fine, M., Weis, L., Weseen, S., & Wong, L. (2000). For whom. Qualitative research, representations, and social responsibilities. In NK Denzin & YS Lincoln (Eds.), *Handbook of qualitative research*, 2, 107-131 <https://www.sfu.ca/~palys/FineEtAl-2003-ForWhom.pdf>

Keen, S., & Todres, L. (2007, September). Strategies for disseminating qualitative research findings: Three exemplars. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 8, No. 3). <http://www.qualitative-research.net/index.php/fqs/article/view/285>

Cook, W. K. (2008). Integrating research and action: a systematic review of community-based participatory research to address health disparities in environmental and occupational health in the USA. *Journal of epidemiology and community health*, 62(8), 668-676. <http://ezproxy.library.yorku.ca/login?url=http://www.jstor.org/stable/40665880>

Recommended: Cassandra Ritas (2003) Speaking Truth, Creating Power: A Guide to Policy Work for Community-Based Participatory Research Practitioners. Hunter College Center on AIDS, Drugs and Community Health, for Community-Campus Partnerships for Health. http://www.livingknowledge.org/fileadmin/Dateien-Living-Knowledge/Dokumente/Dateien/Toolbox/LK_F_Toolkit_for_Policy_Change.pdf

Additional Resources: In addition to required reading, there are many excellent sources that deal with the general issues covered in this course, as well as particular topics. Among these are:

Aldridge, J. (2015). *Participatory Research: Working with Vulnerable Groups in Research and Practice*. Chicago: University of Chicago Press.

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

Cammarota, Julio, and Michelle Fine, eds. (2010) *Revolutionizing education: Youth participatory action research in motion*. Routledge, 2010.

Coffey, Amanda and Paul Atkinson. (1996) *Making Sense of Qualitative Data: Complementary Research Strategies*. Thousand Oaks, CA: Sage Publications.

Cole, Ardra L. and J. Gary Knowles, eds. *Lives in Context: The Art of Life History Research*. Walnut Creek, CA: AltaMira Press, 2001.

Coghlan, D., & Brydon-Miller, M. (Eds.). (2014). *The SAGE encyclopedia of action research*. Sage.

Creswell, John W. *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. 3rd edition Thousand Oaks, CA: Sage Publications, 2013.

Denzin, Norman K. and Yvonna S. Lincoln, eds. (2005) *Handbook of Qualitative Research*. Third Edition. Thousand Oaks, CA: Sage Publications.

Dilley, P. (2000). Conducting Successful Interviews: Tips for Intrepid Research. *Theory Into Practice*, 39(3), 131-137.

Flick, Uwe, Ernest von Kardoff, and Ines Steinke, eds. *A Companion to Qualitative Research*. Thousand Oaks, CA: Sage Publications, 2004.

Flick, Uwe. *An Introduction to Qualitative Research*. 5th Edition. Thousand Oaks, CA: Sage Publications, 2014

Given, Lisa M., ed. The SAGE Encyclopedia of Qualitative Research Methods. 2 vols. Thousand Oaks, CA: Sage Publications, 2008.

Israel, Barbara, Eng, Eugenia, Schultz, Amy, & Parker, Edith. (2006). Methods in Community-Based Participatory Research for Health. Berkeley, CA: Jossey-Bass.

Kemmes, S. and R. McTaggart (2013). The Action Research Planner: Doing Community Participatory Action Research. New York: Springer.

Kindon, S. and R. Pain (2010) Participatory Action Research and Methods: Connecting People, Participation and Place. New York: Routledge.

Kvale, Steinar. InterViews: An Introduction to Qualitative Research Interviewing. Thousand Oaks, CA: Sage, 1996.

Lincoln, Yvonna S, & Guba, E. (1985). Naturalistic inquiry. Beverly Hills, CA: Sage.

Lofland, J., and Lofland, L. (1995). Analyzing social settings: a guide to qualitative observations and analysis (3 ed.) Belmont, CA: Wadsworth Publishing.

Merriam, Sharan B. and Associates. Qualitative Research in Practice: Examples for Discussion and Analysis. San Francisco, CA: Jossey-Bass, 2002.

Minkler, Meredith, & Wallerstein, Nina. (2003). Community-based participatory research for health. San Francisco, CA: Jossey-Bass.

Morgan, David L. Focus Group Kit, Volumes 1-6. Thousand Oaks, CA: Sage, 1998.

Robbins, P. (2015). Research is theft: Environmental inquiry in a postcolonial world in Approaches to Human Geography: Philosophies, Theories, People and Practices, 2nd edition. Aitken, S & Velentine, G (eds). Sage. p311-324. (see PDF attached)

Stake, Robert E. The Art of Case Study Research. Thousand Oaks, CA: Sage Publications, 1995.

Stoecker, Randy. (2005). Research Methods for Community Change: A Project-Based Approach. Thousand Oaks, CA: Sage Publications

Strauss, Anslem and Juliet Corbin. Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory. 2nd ed. Thousand Oaks, CA: Sage Publications, 1998.

Yin, Robert K. Case Study Research Design and Methods. Applied Social Research Methods Series, volume 5. 3rd ed. Thousand Oaks, CA: Sage Publications, 2003.

The following journals contain many articles that are directly related to this course:

- Action Learning: Research and Practice
- Action Research
- Anthropology in Action
- Antipode
- Critical Public Health
- Ethnography

- Field Methods
 - Gateways: International Journal of Community Research and Engagement
 - Health Promotion Practice
 - Progress in community health partnerships: research, education, and action
 - Qualitative Health Research
 - Qualitative Inquiry
 - Qualitative Research
 - The Qualitative Report
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Grading Scheme, Assignment Submissions, and Lateness Penalties

The grading scheme for ENVS grad courses is a pass/fail system (where a Pass is approximately equivalent to a B+). A pass/fail grade accompanied by qualitative assessments are provided via dossier. If you would like a letter grade, please approach the instructor at the beginning of the semester.

Instructions for Submission and Return of Final Assignments

Please submit all assignments electronically via the course website. Assignments should not be deposited in the Instructor's mailboxes in the HNES building.

Lateness Penalty

Assignments received later than the due date will be penalized 5% of the value of the assignment *per day* that the assignments are late. For example, if an assignment worth 20% of the total course grade is a day late, 1 point out of 20 (or 5% per day) will be deducted. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc. will be entertained by the Course Director **only** when supported by written documentation (e.g., a doctor's letter). **All assignments will be submitted, graded and returned electronically. For this course, this process will be facilitated via e-Class. Please do not email the instructor with assignments.**

ADDITIONAL INFORMATION

Group Work. This course may require group work. Group work, when done well, can teach collaborative skills that are essential in many work contexts. It can enrich everyone's learning by making all students resources for each other, and can create a synergy based on the diversity of histories and perspectives of the group members. To ensure that group work is a positive experience, each group should first discuss and agree to ground-rules for effective group work such as: 1) active listening and facilitating equal participation of all; 2) respecting different opinions and different ways of knowing or communicating; 3) considering issues of power, difference and discrimination; 4) identifying a clear path of communication with Course Director should there be issues/concerns; and 5) making clear a path of action for issues regarding equity-related or harassment concerns.

Useful articles on working through equity issues in groups:

Burke, Bev et al. "Thinking Equity." *Education for Changing Unions*. Toronto: Between the Lines, 2002, 74-77.

Narayan, Uma. "Working Together Across Differences: Some Considerations on Emotions and Political Practice." *Hypatia*, Vol. 3, No. 2 (Summer, 1998), pp. 31-47.

Inclusivity

The graduate program in Environmental Studies strives to include a broad range of perspectives and substantive material in course offerings. Central to a clear understanding of urban and environmental problems is the link

between exploitation of the natural world, and justice issues related to racism, gender inequity, and poverty. An inclusion of non-western perspectives is therefore essential to a fruitful discussion of North-South issues, and environmental debates generally.

Religious Observance Days

York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course Director immediately.

Academic Honesty

As a student at York University, you have a responsibility to not only understand, but also play an important part in upholding the integrity of the academic experience. The Faculty of Environmental and Urban Change supports the International Center for Academic

Integrity's [definition of academic integrity](#). That is, you will be committed to acting in all academic matters, even in the face of adversity, with honesty, trust, fairness, courage, respect and responsibility.

How can you demonstrate academic integrity in the completion of your course?

- Respect the ideas of others: Your course work should represent your own knowledge and ideas. You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours. If you are quoting, paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the [Student Papers and Academic Research Kit](#) (SPARK). You can improve your writing, research, and personal learning abilities through the [Learning Commons](#).
- Respect your peers: Know when you are allowed to collaborate. Ask your instructor about what group work entails when it comes to the sharing of work. In test situations and assignments, don't steal or give answers to your peers. Cheating and aiding in a breach of academic honesty are both against York University's academic honesty policy.
- Respect your course instructor(s): Understand what the instructors are asking of you in class, in assignments, and in exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported, and want to assess you fairly and with integrity. Please do not submit the same piece of work for more than one course without your instructor's permission.
- Respect yourself: When you act with integrity, you know that your work is yours and yours alone. You do allow others to impersonate you, or you do not yourself impersonate another person during a test or exam. You do not buy or otherwise obtain term papers or assignments. You do the work. As a result, you know that you *earned* the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course work, you are also practicing a valuable professional skill that is important in all workplaces.
- Take responsibility: If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

Students who engage in academic dishonesty can be subject to disciplinary action under the [Senate Policy on Academic Honesty](#). Your lack of familiarity with the Senate Policy and Guidelines on Academic Honesty does not constitute a defense against their application. Some academic offences can also constitute offences under the Criminal Code of Canada, which means that you may also be subject to criminal charges.

Intellectual Property Notice

All materials prepared for this course are the intellectual property of the Course Director or otherwise stated. Course materials should only be used by students enrolled in this course. This can include but is not limited to the following material: lecture notes, handouts and recordings; assignment handouts and instructions; spoken and written presentations; audio and video recordings; PowerPoint slides; and questions and/or solution sets for assignments, quizzes, tests and final exams.

As a student in this course, you may not publish, post on an Internet site, sell, or otherwise distribute any of this work without the instructor's express permission. Unauthorized or commercial use of these materials is strictly prohibited. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course, or fall under an exception or limitation in Canadian copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website, or online sharing of course material with people outside of the course) may lead to a charge of misconduct under York's [Code of Student Rights and Responsibilities](#) and the [Senate Policy on Academic Honesty](#). In addition, you may face legal consequences for any violation of copyright law.

Ethical Review of Research Involving Human Participants in Undergraduate Courses York students are subject to the York University Policy for the [ethics review process](#) for research involving Human Participants. All research activity with human participants must undergo ethical review.

Student Conduct

Students, course instructors and staff have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Whether online or in-person, students and course instructors are expected to cultivate and sustain a professional relationship characterized by mutual respect and courtesy. In all classrooms, any [disruptive and/or harassing behaviour](#) will not be tolerated. To ensure that you adhere to the rules of the virtual classroom, please review what counts as proper 'netiquette' (the basic rules for communicating with others in online spaces) by consulting the [student guide to e- learning](#).

Please respect the privacy of your peers and instructors. Never share private information about your peers and instructors without their permission. Remember, no aspect of your courses should be recorded or distributed without everyone's consent.

Accessibility

While all students are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. For more information about this policy, please refer [Academic Accommodation for Students with Disabilities](#) guidelines and procedures. The university encourages students with disabilities to register with [Student Accessibility Services \(SAS\)](#) to discuss their accommodation needs as early as possible in the term. An Accessibility Counsellor will help you establish recommended academic accommodations, which will then need to be communicated to your course instructor(s) as necessary. **Please let the course instructor(s) know as early as possible in the term if you anticipate requiring academic accommodation, so that your accommodation needs can be discussed and considered within the context of this course.**

Support

[Student Counselling & Development \(SCD\)](#) aims to help York students realize, develop and fulfill their personal potential in order to maximally benefit from their university experience and manage the challenges of university life. You can get support for a wide range of concerns including, but not limited to depression, anxiety, abuse, stress, self-esteem, relationship issues, eating and body image as well as issues related to sexuality.