



**St. Jerome's University in the University of Waterloo**  
**Department of Sexuality, Marriage and Family Studies**  
**Course SMF 220**  
**Research Methods**  
**Fall 2018**

**Monday and Wednesday 11:30am- 12:50pm, Classroom SJ2 2001**

**Instructor Information**

Instructor: Takhmina Shokirova

Office: SH 2112

Office Hours: Monday and Wednesday 1:00pm-2:00pm. Please email me in advance. Skype meeting is also available via request

Email: [takhmina.shokirova@uwaterloo.ca](mailto:takhmina.shokirova@uwaterloo.ca)

Correspondence: Please feel free to contact me throughout the course with questions and comments. Please use your UW email address. I will respond to your email within 24-48 hours.

**Course Description**

Consistent with the course description in the St. Jerome's University Calendar, this course "introduces students to the philosophy and methods of social science and humanities research, including an examination of issues and approaches to conducting research in the areas of sexuality, couples and families."

This undergraduate course is designed to provide you with a conceptual and practical understanding of the issues and methods related to conducting research in the social sciences and humanities. This course will introduce you to both qualitative and quantitative methods, and brief introduction to concepts of data analysis in qualitative research. Different approaches to doing research, the role of theory in research, and ethical issues pertaining to research will be examined during the course. The Department of Sexuality, Marriage, and Family Studies provides an interdisciplinary program addressing theory and research relevant to sexuality, close relationships, and families. Whenever possible, we will use research from these areas of study, together with other studies from social science and social justice.

You will acquire foundational skills for conducting research in social science as well as becoming critical consumers of research. During the course, you will participate in the design and construction of your own research project.

## Course Goals and Learning Outcomes

There are two primary goals in this course. The first is to learn about the scientific methods that are commonly used in research. The second is to think critically about those methods and understand the advantages and limitations of their use in various contexts.

Upon completion of this course, students should be able to:

- A. Understand the research process and the scientific methods commonly used in social research.
  - Understand the difference between qualitative and quantitative research/data, as well as the questions that can be answered from either type of research/data.
  - Consider the link between theory and research  
Formulate research questions and propose a research project in the form of a group proposal project
- B. Understand the importance of research ethics and use ethical reasoning when making research-related decisions
  - Design a research study that considers the ethical issues associated with conducting research
  - Complete TCPS2 Certification
- C. Become active participants in searching for, analyzing and synthesizing research
  - Conduct a literature review and identify gaps in the existing knowledge base
  - Use skills developed in the course to evaluate published journal articles
- D. Communicate information in an effective manner
  - Present information in ways that the receiving party can easily understand
  - Integrate knowledge and communicate this effectively in written and oral format
- E. Accomplish course-related goals while maintaining professional behaviour
  - Demonstrate personal accountability and responsibility to a group: working with group members to present information (i.e., creating a research proposal and presenting in class) while maintaining awareness and respect for each person's contribution
  - Respectfully participating in class-based discussion and activities

## Required Text

- Nauman, W.L. and Robson, K. (2018). *Basic of social research: Qualitative and Quantitative Approaches* (4rd Canadian ed.). Don Mills, ON: Pearson.

## Additional/Optional Resources

Students may wish to refer to other textbook through the course:

- American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

- Creswell, J.W. (2018), *Research Design: Qualitative, quantitative and mixed methods approaches*. Thousand Oaks. CA: Sage Publications.
- Bryman, A., and Bell, E., (2016), *Social Research Methods*. Fourth Edition. Oxford Press

### Readings Available on LEARN

- Information and links to additional readings will be made available on LEARN throughout the semester

### Course Requirements and Assessment

Details regarding each of the assessments are below. Additional information will be available in class.

Assessment	Date of Evaluation	Weighting
Class participation	Ongoing	5%
Reflective journal #1	Sept 17	5%
Reflective journal #2	Dec 6	5%
Tri-council Tutorial (Online)	Sep 27	5%
In-class Test 1	Oct 24	20%
In-class Test 2	Nov 26	20%
Research Proposal Group Project (40% total)		
Proposal outline (Group)	Oct 31	5%
Presentation of research proposal to class	Nov 28 & Dec 3	15%
Final Paper (group)	Dec 10	20%
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Total		100%

### Attendance and Participation (5%)

Students are expected to attend all classes. If you are not able to come to a class please inform me in advance through e-mail. A sign-up sheet will be circulated in class and each student is responsible to indicate the presence by signing on the sheet.

Active participation in discussions and class activities is highly encouraged. This includes coming to class with questions/wonderings about the course material, providing critical and insightful feedback to student presenters, and engaging guest speakers with thoughtful questions and comments, in a manner that is respectful to others. It is expected that you come to the presentations of your peers and help to give them relevant feedback on their proposals.

### Two Reflections (10%)

You will write two short reflective papers (2 pages each, double spaced, 1 inch margins, Times New Roman font), throughout the course of the semester. Each of these papers will be worth 5% and will be marked out of 10.

**Reflection #1: Due on September 17. Handed in class and through LEARN**

The first paper is a critical self-reflective analysis of what you bring to the study of research methods in SMF. Some questions to think about while you write: What are your values/beliefs/expectations/assumptions about research or about the study of SMF? What past experiences have you had that might influence the way you perceive research? What fears do you have going into this class? What expectations do you have?

**Reflection # 2: Due on December 6. Submitted through LEARN**

The second reflection will focus on your experience and personal journey throughout the semester, relative to the issues you highlighted on your first reflection. How has your learning changed/evolved over the term? Did you notice any transformative moments in your learning?

**Tri-Council Policy Statement Tutorial (5%) Due on September 27. Certificate should be handed in class**

The TCPS-2 Tutorial Course on Research Ethics (CORE) is a great overview of the TCPS-2. The TCPS-2 applies to all researchers who receive funding from tri-council agencies (SSHRC, CIHR, NSERC). Many Research Ethics Boards (REBs) require researchers to complete the tutorial prior to conducting research with human participants, as part of their ethical approval process. You will complete the online tutorial on your own time (i.e., it will not be completed in class). The time it takes to complete the tutorial varies, however it typically takes approximately 3 hours. The website will take you through the tutorial and tell you how to complete it. When you have finished, please save your certificate and bring it to class as proof of completion. The course could be found on Research Ethics website: <https://tcps2core.ca/welcome>

**In-Class Tests (Test 1 = 20%, October 24; Test 2 = 20%, November 26)**

The first midterm will be conducted during class on October 24. The second midterm will occur during class on November 26. A variety of testing formats may be used including multiple choice, true/false, and/or short answer questions. Formats will be discussed in class. Exam questions will come from assigned readings, lectures, guest presentations, and in-class activities/discussions.

The midterm exam will only be rescheduled under very limited conditions; it is your responsibility to read and abide by the following:

1. You must notify me prior to the test (or at minimum the day of the test) if you are unable to write at the scheduled time due to medical or religious circumstances. Students who fail to do so will receive a grade of zero on the test.
2. You must provide appropriate documentation (see UW Policy Regarding Illness and Missed Tests in the course syllabus) in order to have the test rescheduled.
3. Rescheduling is at the discretion of the course instructor. Verification of Illness Form dates will weigh heavily in this decision (i.e., do not expect to write a make-up test one week after your Verification of Illness Form has expired). Tests will typically be scheduled within 2 days of the date on the form.

## **Research Proposal Group Project- (total 40%)**

Consistent with the course goal of developing critical thinking and applying course learning to the construction of your own research project, you will work in pairs (this may change depending on class size) to create/design a research study, and write a paper on proposed project. This process will include a detailed literature review that provides the background/rationale for a specific research question, followed by a discussion of the research design and methodology. The project will include a projected timeframe, budget and a discussion of ethical considerations related to the proposed study. To allow for feedback and processing opportunities, several assignments have been created to scaffold and support your process of constructing the final Research Proposal, and feedback opportunities have been worked into each assignment.

### **Proposal Outline (5%) Due on October 31. Handed in class and through LEARN**

In around 3 double space pages, please write an outline of your research proposal.

Please include the following areas in your research outline:

- Identify and area of potentially fruitful empirical study relevant to SMF
- State a rational of its importance. Offer a tentative annotated bibliography (5-10 sources, 1-2 pages)
- What epistemological perspective is to be employed for your proposed study?
- What is the purpose of this research?
- What is your research question/s?
- What research method (ex. qualitative, quantitative, mixed methods etc.) and specific research design (ex. survey, narrative inquiry, ethnography etc.) are to be employed?
- What data collections instruments are you going to use in your research?
- What are your recruitment strategies?
- In your outline please briefly talk about ethical considerations as well
- Include brief timeframe required for your research and tentative budget

### **Presentation of Research proposal (15%) Scheduled on November 28 and December 3**

You will present in class your research outline to your peers. After generating feedback from your peers and instructor you will be able to incorporate it into final research proposal paper.

In your 10-15 minutes presentation, please address the following:

- Overview of the theoretical and empirical literature that supports your rationale for the study. Your personal interest/motivation in this research area. (4-5 minutes)
- Statement of your research question (1 min) and objectives of this study
- What are the ethical considerations in your research? (1-2 minutes)
- Overview of your proposed design and methodology (5-6 minutes).
- The next 5 minutes will be devoted to questions, comments, feedback.

Presenters: Please submit one hard-copy of your slides in class and through LEARN.

Class Members: Please be prepared to ask questions and provide constructive feedback to the presenters. It is expected that you come to the presentation of your peers; this participation will be counted toward your final participation mark.

## Final Research Proposal (20%) Due on December 10 to be submitted through LEARN

The final proposal should be around 8-10 pages long (without references and double spaced). It should include the following:

- Introduction
- Conceptual framework: informing paradigm(s) and theories.
- How the research findings will be communicated? Who is the relevant audience for your project?
- Literature review and background (around 10-12 peer-reviewed sources). Rational for your study
- The purpose of your study
- Research question/s
- Methodology: research design, participants, rational for the choice of methods, data collection instruments, recruitment strategy, data analysis processes
- Discussion of potential ethical issues
- Appendices: Interview guide, consent form, timeline, budget, recruitment fliers/materials etc
- Logical flow, APA format

### Class Schedule

Although the schedule may change due to various factors, every attempt will be made to follow it as outlined below.

Week	Date	Topic	Readings and Assignments Due
1	Sept 10	<p><b>Introduction, course overview</b></p> <p>Wagon Wheel Exercise</p> <p>Explore individual learning objectives and course objective</p>	<p>Palmer, P. (2004). Chapter 7. "Deep Speaks to Deep: Learning to Speak and Listen. In <i>A Hidden Wholeness: The Journey Toward an Undivided Life</i>. San Francisco: Jossey-Bass. p. 113 -128.</p> <p>Palmer, P. (2000). "Chapter 1: Listening to Life" in <i>Let your Life Speak: Listening for the Voice of Vocation</i>. San Francisco: Jossey-Bass, pp.1-8.</p>
	Sep 12	<p><b>Introduction to Research Methods: doing social Research</b></p> <p><i>Please start thinking about your research topic ideas and groups</i></p>	<p>Neuman and Robson, Chapter 1</p>
2	Sep 17	<p><b>Learning the paradigms and theories of research</b></p> <p><i>The groups should be formed. Please submit the list with members.</i></p>	<p>Neuman and Robson, Chapter 2</p> <p>Article: Wahyuni, D. (2012). The research design maze: Understanding paradigms, cases, methods and</p>

Week	Date	Topic	Readings and Assignments Due
	Sep 19	<p><b>Ethics in Social Research</b></p> <p><i>The groups should brainstorm research project ideas</i></p>	<p>methodologies. <i>Journal of applied management accounting research</i>, 10(1), p. 69-80.</p> <p>Neuman and Robson, Chapter 3</p> <p>Article: Guillemin, M. &amp; Gillam, M. (2004). Ethics, reflexivity, and "ethically important moments" in research. <i>Qualitative Inquiry</i>, 10(2), 261- 282.</p> <p>Article: Nason, E. (2012). Trauma and sex surveys meet minimal risk standards: Implications for institutional review boards. <i>Psychological Science</i>, 23(7), 780-787.</p> <p><i>Reflection #1 is due today</i></p>
3	Sep 24	<p><b>Diversity and Research</b></p> <p><i>Groups will have some time to finalize research idea</i></p>	<p>Okun, Barbara, F. (1996). <i>Diverse families in context. Understanding diverse families: What practitioners need to know.</i> New York: The Guilford Press. 7-23.</p> <p>Article: Fisher-Borne, M., Cain, J.M. &amp; Martin, S.L. (2015). From Mastery to Accountability: Cultural Humility as an Alternative to Cultural Competence. <i>Social Work Education</i>, 34 (2), 165–181</p> <p><i>Tri-Council Certificate is due today</i></p>
	Sep 26	<p><b>Reviewing the Scholarly Literature and Planning a Study</b></p> <p><i>Research ideas for final research outline is formed and shared with the instructor</i></p>	<p>Neuman and Robson, Chapter 4</p>
4	Oct 1	<p><b>Guest Speaker: Literature search, Annotated Bibliography. APA</b> Zack MacDonald, MI MA Assistant Librarian, St. Jerome's University</p>	<p>Article: Christian H. Jordan, C.H., &amp; Zanna, M.P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), <i>The self in social psychology</i> (pp. 461-470). Philadelphia: Psychology Press</p>

Week	Date	Topic	Readings and Assignments Due
	Oct 3	<b>Designing a study</b>	Neuman and Robson, Chapter 5
5	Oct 8	<b>Happy Thanksgiving Day!! Enjoy!!</b>	
	Oct 10	<b>No class, Reading Day</b>	
	Oct 12	Make up class for Oct 10 <b>Qualitative and Quantitative Measurement and Sampling</b>	Neuman and Robson, Chapter 6, 7
6	Oct 15	<b>Quantitative Research: Survey Research</b>	Neuman and Robson, Chapter 8
	Oct 17	<b>Quantitative Research: Experimental, Quasi- experimental and single subject designs</b>	Neuman and Robson, Chapter 9
7	Oct 22	<b>Quantitative Research (cont). Review for exam</b>	Neuman and Robson, Chapters 1-9
	Oct 24	<b>In class Mid-term exam #1</b>	Exam covers everything we learned in class till October 24. Neuman and Robson, Chapters 1-9
8	Oct 29	<b>Qualitative Research: General Principles. Methods of Data Collection in Qualitative Research: Interview and Focus Groups</b>	Neuman and Robson, Chapter 11  Article: Hermanowicz J., The Great Interview: 25 Strategies for Studying People in Bed, <i>Qualitative Sociology</i> , Vol. 25, No. 4, Winter 2002
	Oct 31c	<b>Qualitative Research: Methods of Data Collection in Qualitative Research: Interview and Focus Groups (cont).</b>  <i>Proposed outline is due today</i>	Fontana, A. and Frey, J.H. (2000). The interview: From structured questions to negotiated text. In N.K. Dezin and Y. Lincoln (Eds.), <i>The Handbook of qualitative research</i> , 2 <sup>nd</sup> ed. (pp. 645-672). Thousand Oaks, California: Sage Publication  The Structured Interview Matrix (SIM), University of Ottawa. <a href="#">Video file</a>
9	Nov 5	<b>Art Based Research. Physical objects in qualitative research</b>	McNiff S., (2008). Art-based research. In Knowles, Gary Land Ardra Cole. (Eds) <i>Handbook of the Art in Qualitative</i>



Week	Date	Topic	Readings and Assignments Due
	Nov 7	<p><i>For this class please bring the object/s representing 'peace' for you. We will have a discussion about the objects in qualitative research.</i></p> <p><b>Participatory Action Research</b></p>	<p><i>Research: Perspectives, Methodologies, Examples and Issues</i> (p.29-40). Los Angeles. Sage Publications.</p> <p>Article: Sethi, B., (2011), Far Away in Another Land: One Immigrant's Story of Incest, Trauma, and Healing, <i>Qualitative Inquiry</i>, 17 (6), 498-504</p> <p>Article: Berihun G., Kumsa, K M., at el (2015), Reflections on using physical objects as data generation strategies: An example from a study of youth violence and healing, <i>Qualitative Social Work</i>, 14(3), 338-355</p> <p>Article: Nygreen, K. (2009). Critical Dilemmas in PAR: Toward a New Theory of Engaged Research for Social Change, <i>Social Justice</i>, 36 (3).</p> <p>Article: Pollack, S., &amp; Eldridge, T. (2015). Complicity and Redemption: Beyond the Insider/Outsider Research Dichotomy. <i>Social Justice</i>. 42 (2), p. 132-145.</p>
10	Nov 12  Nov 14	<p><b>Field Research. Ethnography. Participant Observation</b></p> <p><b>Storytelling research methods: Narrative Inquiry, Life History, Oral History, Testimonio. Intro to Grounded Theory and Phenomenology</b></p>	<p>Neuman and Robson, Chapter 13</p> <p>DeWalt, K., DeWalt B., (2011). Participant Observation. A Guide for Fieldworkers. Chapter 5. Doing Participant Observation, Becoming an Observer. Altamira Press.</p> <p>Creswell, J., (2013), <i>Qualitative Inquiry and Research Design</i>, Chapter 4, SAGE Publications. p. 69-110</p> <p>Article: Hall C., White S., (2005). Looking Inside Professional Practice: Discourse, narrative and Ethnographic approaches to social work and counselling. <i>Qualitative Social Work</i>, 4(4), p. 379-390</p>
11	Nov 19	<b>Analysis in Qualitative Research. Transcribing. Coding</b>	Article: Bird, C. (2005). How I stopped

Week	Date	Topic	Readings and Assignments Due
	Nov 21	<b>Mixed Methods Research</b>	<p>reading and learned to love transcription. <i>Qualitative Inquiry</i>, 11(2), 226-248.</p> <p>Article: Braun V., Clarke V. (2006). Using Thematic analysis in psychology. <i>Qualitative Research in Psychology</i>, 3(2), 77-101</p> <p>Article: Shenton, A.K. (2004). Strategies for ensuring trustworthiness in qualitative research projects, <i>Education for Information</i>, 22 (63-65)</p> <p>Neuman and Robson, Chapter 16</p>
12	Nov 26	<b>In class exam #2</b>	Exam covers themes learned from October 29 to November 21
	Nov 28	<b>Group Presentations</b>	
13	Dec 3	<p><b>Presentations.</b></p> <p><b>Replicability of sexual science.</b></p> <p><b>Course wrap-up</b></p> <p>Reflection #2 Due on December 6</p> <p>Final paper is due on December 10</p>	<p>Article: Sakaluk, J.K. (2016) Promoting replicable sexual science: A methodological review and call for metascience. <i>The Canadian Journal of Human Sexuality</i>, 25, 1-8.</p>

### Late Work

Hard copies of all assignments are to be submitted in class on the day that they are due. If you hand in an assignment late, your grade will drop by 10% (of the value of the assignment) EACH day (including weekends). If you have major extenuating circumstances (e.g., family emergency, your own illness), you must contact me in advance to make alternate arrangements/request an extension, and may be required to provide documentation. Note that technology issues (e.g., hard drive crashing- please make sure you have back-ups) and leisure travel are not valid reasons for extensions. Please submit the late assignment electronically (by email) as a "date-stamp" and follow up with a hard copy during business hours. If you are uploading an assignment to LEARN or emailing a late assignment, please check that the attachment is your intended version of the paper.

### Group Projects and Grading

Group projects require equal participation from all group members. Any allegations of inequity will be investigated. Should an unequal distribution of effort among group members come to my attention, I reserve the right to assign individual, rather than group, grades on projects.

## **Attendance Policy**

Students are expected to attend class and participate actively in lecture and class-based activities. In addition to being part of your grade (see above under Assignments: Class Participation), your genuine contributions to class discussions/activities are another way in which to process and understand the material. One way to prepare for this is to read the assigned materials before coming to class. Take notes on the readings and write down your questions and ideas.

## **Information on Plagiarism Detection**

Turnitin.com: Plagiarism detection software (Turnitin) may be used to screen assignments in this course. This would be done to verify that use of all material and sources in assignments is documented.

## **Electronic Device Policy**

In the spirit of creating a classroom environment conducive to listening and learning, I would ask all students to restrict their use of electronic devices during lecture to note-taking. We will be engaging in a great deal of discussion and in-class activities and the use of electronics for browsing Facebook, texting etc., can be distracting to other students. If the inability to use electronic devices for this use in class will present a significant problem for you, please come and see me during office hours.

## **UW Policy Regarding Illness and Missed Tests**

The University of Waterloo Examination Regulations ([www.registrar.uwaterloo.ca/exams/ExamRegs.pdf](http://www.registrar.uwaterloo.ca/exams/ExamRegs.pdf)) state that:

A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. This form can be obtained from Health Services or at [www.healthservices.uwaterloo.ca/Health\\_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html).

If a student has a test/examination deferred due to acceptable medical evidence, he/she/they normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.

The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations. Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time

## **Important Information**

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Federated University and Affiliated Colleges are expected to promote honesty, trust, fairness, respect, and responsibility.

**[Academic Integrity Office \(UW\)](#)**: A resource for students and instructors.

**Discipline**: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 \(Student Discipline\)](#).

**Grievance**: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Students who decide to file a grievance should refer to [University of Waterloo Policy 70 \(Student Petitions and Grievances\)](#). For more information, students should contact the Associate Dean of St. Jerome’s University.

**Appeals**: A student may appeal the finding and/or penalty in a decision made under the St. Jerome’s University Policy on Student Discipline or University of Waterloo Policy 70 (Student Petitions and Grievances) if a ground for an appeal can be established. In such a case, read [St. Jerome’s University Policy on Student Appeals](#).

**Note for Students with Disabilities**: The [AccessAbility Services \(AS\) Office](#), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.

## **The Writing Centre**

The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [www.uwaterloo.ca/writing-centre](http://www.uwaterloo.ca/writing-centre). Group appointments for team-based projects, presentations, and papers are also available.

**Please note** that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

## **Mental Health Services:**

### **On Campus**

Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 x32655

MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services

Health Services Emergency service: located across the creek from the Student Life Centre

**Off campus, 24/7**

Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454

Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit Phone: 519-749-4300 x6880

Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247

OK2BME: Support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Phone: 519-884-0000 x222