THE CENTER FOR JUSTICE & PEACEBUILDING A PROGRAM OF EASTERN MENNONITE UNIVERSITY	**RESEARCH METHODS FOR SOCIAL CHANGE** **PAX 535** Fall 2019 Tuesdays, 8:45-11:45 a.m. CJP Classroom; Hartzler Library/LB Room 121

INSTRUCTOR'S INFORMATION:

Aaron PeeksMease, PhD
Office Hours: Before or after class (just let me know what works for you)
Email: aaron.peeksmease@emu.edu

COURSE DESCRIPTION:

Leaders of peacebuilding, justice building, and social change programs require more sophisticated knowledge of research methods than they did even five years ago. We have always focused on DOING research projects with students, but they now require greater ability to design and justify research projects as part of their work. This course opts for qualitative methods, because those are used more often in the field than quantitative methods. In addition, this course will introduce you to quantitative and mixed methods research so that you may be able to better read, interpret, and/or design appropriate studies depending on their aim. This course is required for all MA students.

COURSE GOALS AND OBJECTIVES:

Qualitative inquiry – rooted firmly in the foundations of the social sciences, critical theory, and social justice – provides us with the tools to explore, unearth, understand, and make explicit the world within which we live: ourselves, others, social issues, interactions, and phenomenon. This course is designed to inspire, teach and engage you in conducting qualitative research. Through this course, you will:

- ✓ Contrast paradigms of inquiry and their philosophical tenets
- ✓ Differentiate qualitative inquiry from quantitative analysis;
- ✓ Explore, identify, and evaluate qualitative research designs;
- ✓ Learn, distinguish, and practice methods (e.g., intensive interviewing, focus groups, observations, document analysis, etc.) commonly employed in qualitative inquiry;
- ✓ Learn and practice the steps involved in planning, designing, implementing, coding, and analyzing qualitative data;
- ✓ Propose, design, and implement a research project that includes a masters-level literature review and trustworthiness (validity and reliability) standards.

REQUIRED TEXTS AND OTHER RESOURCES:

Required reading materials and texts including:

1. (MT) Merriam, S.B., & Tisdell, E.J. (2016). *Qualitative research: A guide to design and implementation.* San Francisco: Jossey-Bass.

Please note: *Journal articles and/or other scanned readings will be assigned for each class period and available on Moodle.*

REQUIRED ASSIGNMENTS:
These are brief descriptions of required graded assignments for the course. More details for each assignment can be found on the "Guidance Notes" that will be provided in class.

Critical article reflections (40 points): The transition into graduate school involves a shift from knowledge consumption to knowledge production. This requires a change in orientation toward your reading, moving from a passive "flow" state to an active and critical focus. To develop this reading orientation and enhance class discussion, you will submit a .33 - .5 page reflection per article due that week (single-spaced and typed). Note that these are only over the articles and not the chapters from the Merriam & Tisdell book. You will bring a hard copy of these reflections to class the week the readings are due. These are not simply reviews of the articles, but rather critical reflections showing me you have thoughtfully digested the material (i.e., they will show me that you have read the article without providing me a summary/review of the article). You should be making connections to other readings and the chapter due that week if applicable. There are 11 of these possible and you can choose any 8 to turn in. They are worth 5 points each.

Critical chapter notes (30 points): Every class a chapter from the Merriam & Tisdell book is due, you will turn in a one-page typed (or handwritten if you have ~12 point font handwriting) copy of the notes you took over the chapter (notice that I want you to photocopy your notes so that you can keep the original). Notice that I recommend at least one page but you can turn in up to two pages. I encourage you to pull out key ideas/points/summaries to submit to me. You should especially include comments challenging the text in addition to any connections to other chapters we have read as that will show me that you are thoughtfully considering the material. In other words, show me you are thinking! As the class progresses and you develop your research topic of interest, you should increasingly make connections between the readings and your own project. There are 10 chapters and they are worth 3 points each.

Activities (~50 points)
You will complete various activities designed to prepare you for your final project and develop competency in writing, research, and analysis. Among these various activities will include a literature review that will serve as part of your final project.

Final project (100 points)
The final project for the course will be a qualitative project of ~15 pages (this does not include the abstract, references, and appendices). The project shall clearly address a relevant gap in the

literature of interest or need for your study, include a compelling research question, appropriate methodology, sample, and trustworthiness (validity and reliability) standards. Research projects must take you out to the world to collect a variety of forms of data and to make sense of that data. You are required to conduct three 45 minute interviews (one must be fully transcribed), two hours of observation, and acquire at least one type of archival data.

The final research project report should contain the following elements: • Abstract • Purpose and research questions • Subjectivity statement • Literature review • Description of participants and context • Explanation of data collection process • Explanation of data analysis • Findings and discussion • Appendix to include transcribed interview, observation notes, and archival materials

Presentation of project (10 Points)

As it is important to share your work with your colleagues and the larger scholarly and practitioner communities, you will present your research project at the end of the semester. More details will be provided later in the semester.

Additional requirements: All students must have successfully completed IRB training for Human Subjects Research. Students who have completed training already do not need to complete it again. Failure to complete human subjects training will result in a 10 point penalty on your final project grade.

LATE SUBMISSION POLICY:

You will be penalized for turning in anything late based on what I feel is appropriate and you can never receive more points than the lowest grade received by someone who turned it in on time.

SCHEDULE AND TOPICS:

Research Methods for Social Change				
Class	Date	Topic	Readings	**Due dates** *(due at beginning of class unless stated otherwise)*
RESEARCH DESIGN				
1	8/27/19	What does Sociology have to do with Qualitative Methods?; What is Qualitative Research?	MT: Ch.1	
2	9/03/19	"Older" Qualitative Research Designs	MT: Ch.2 Articles: 1) McGee & Martin; 2) Suddaby	
3	9/10/19	"Newer" Qualitative Research Designs & Considerations	MT: Ch.3 Article(s): 1) Grace; 2) Williams (up to p.618.5); 3) Desmond	

4	9/17/19	Research Questions and Topic Focusing; Literature Review	Article(s): 1) Brownhill, Ungarova, and Bipazhanova; 2) Torracco	
5	9/24/19	Study Design and Sampling	MT: Ch.4 Article(s): 1) Watters & Biernacki; 2) Seymour	Literature review due 9/27 by 5pm
6	10/01/19	Ethics	Article(s): 1) Allen; 2) Becker; 3) Duneier; 4) Hewitt; 5) Watson	IRB training due 10/04 by 5pm
DATA COLLECTION				
7	10/08/19	Interviewing	MT: Ch.5 Article(s): 1) Dickson-Swift et al.; 2) Warren et al.	
8	10/15/19	Ethnographic Inquiry and Participant Observation	MT: Ch.6 Article(s): 1) McCorkel & Myers; 2) Fenton & Fears	
9	10/22/19	Mining Data from Documents and Artifacts	MT: Ch.7 Article(s): 1) Orellana; 2) Barnett	
DATA ANALYSIS				
10	10/29/19	Data Analysis: An Introduction	MT Ch.8 Article(s): 1) Elo & Kyngäs	
11	11/05/19	Qualitative Data Analysis	Article(s): 1) Pini; 2) Tavory & Swidler	
WRITING AND PRESENTING RESEARCH				
12	11/12/19	Validity & Reliability	MT: Ch.9 Article(s): 1) Morse et al.	
13	11/19/19	Writing Up Qualitative Research	MT Ch.10	
14	11/26/19			
15	12/03/19			Presentation due 12/06 by 5pm
16	12/10/19	Presentation of findings		Final Project due

Writing Guidelines:
Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include six sets of criteria: content, structure, rhetoric & style, information literacy, source integrity, and conventions (see page 3). It is expected that graduates will be able to write at least a "good" level with 60% writing at an "excellent" level. For the course papers, please follow the APA style described in CJP's *GUIDELINES for GRADUATE PAPERS* (see CJP Student Resources Moodle page or request a copy from the Academic Program Coordinator), unless directed otherwise by the instructor.

Academic Integrity Policy (AIP):
EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy and doing justice. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (Adapted from the Council of Writing Program Administrators). This course will apply EMU's AIP to any events of academic dishonesty. If you have doubts about what is appropriate, Indiana University's Plagiarism Tutorials and Tests may be a useful resource.

Turnitin:
Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For CJP classes, you may be asked to submit your papers to Turnitin from Moodle.

Moodle:
Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class will no longer be accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Technology Requirements and Communication (if joining a class by zoom):
Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching or fumbling with them as it creates unwanted noise in the class space.

Graduate & Professional Studies Writing Center:
Please utilize the writing program! They offer free individual tutoring from a graduate student tutor. Please visit the website to schedule an appointment.

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Institutional Review Board (IRB):
All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety.

Grading Scale & Feedback:
In most courses *grades* will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course (several CJP courses are graded pass/fail). Assignments will receive a score expressed as a fraction, with the points received over the total points possible (e.g. 18/20). The following is the basic scale used for evaluation. *Points may be subtracted for missed deadlines.*

95-100 = A outstanding	90-94 = A- excellent	85-89 = B+ very good
80-84 = B good	76-79 = B- satisfactory	73-75 = C+ passing
70-72 = C unsatisfactory	Below 70 = F failing	

Graduate students are expected to earn A's & B's. A GPA of 3.0 for MA students and 2.75 for GC students is the minimum requirement for graduation.

Regarding feedback on papers/projects: Students can expect to receive papers/assignments back in a class with faculty feedback before the next paper/assignment is due. This commitment from faculty assumes that the student has turned the paper in on the agreed upon due date.

Library
The Hartzler Library offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research.

Office of Academic Access:
If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact the Office of Academic Access in the Academic Success Center on the third floor of the Hartzler Library. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.

Class Attendance:
Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades. The student is responsible for the material presented in classes missed (from EMU Graduate Catalog). Students should be aware of the importance of regular class attendance, particularly in the case of CJP classes that only meet once a week or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

Course Extensions and Outstanding Grades:
For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of

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the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. *PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.*

Inclusive, Community-Creating Language Policy:
Eastern Mennonite University expects all its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials (see CJP Student Resources moodle page or request a complete copy along with best practices from the Academic Program Coordinator).

Title IX:
The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. You can also report incidents or complaints through the online portal. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal & external support resources. Please refer to the Student Handbook for additional policies, information, and resources available to you.

Academic Program Policies:
For EMU graduate program policies and more CJP-specific graduate program policies, please see the complete graduate catalog.

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Writing Standards –Graduate Level *(revised Spring 2016)*

Criteria	A *excellent*	B *adequate expectations*	C *below expectations*	Comments
Content *(quality of the information, ideas and supporting details)*	• shows clarity of purpose • offers depth of content • applies insight and represents original thinking • follows guidelines for content	• shows some clarity of purpose • offers some depth of content • applies some insight and some original thinking • mostly follows guidelines for content	• shows minimal clarity of purpose • offers minimal depth of content or incorrect content • applies minimal insight and original thinking • does not follow guidelines for content	
Structure *(logical order or sequence of the writing)*	• shows coherence, and logically developed paragraphs • uses very effective transitions between ideas and sections • constructs appropriate introduction and conclusion	• shows some coherence and some logically developed paragraphs • uses some effective transitions between ideas & sections • shows some construction of appropriate introduction and conclusion	• shows minimal coherence and logically developed paragraphs • uses minimal transitions between ideas and sections • shows minimal construction of appropriate introduction and conclusion	
Rhetoric and Style *(appropriate attention to audience)*	• is concise, eloquent and rhetorically effective • effectively uses correct, varied and concise sentence structure • is engaging to read • writes appropriately for audience and purpose	• is somewhat concise, eloquent, and rhetorically effective • generally uses correct, varied, and concise sentence structure • is somewhat engaging to read • generally writes appropriately for audience and purpose	• shows minimal conciseness, eloquence, and rhetorical effectiveness • uses incorrect, monotonous or simplistic sentence structure • is not engaging to read • lacks appropriate writing for audience and purpose • uses inappropriate jargon and clichés	
Information Literacy *(locating, evaluating, and using effectively the needed information as appropriate to assignment)*	• uses academic and reliable sources • chooses sources from many types of resources • chooses timely resources for the topic • integrates references and quotations to support ideas fully	• uses mostly academic and reliable sources • chooses sources from a moderate variety of types of resources • chooses resources with mostly appropriate dates • integrates references and quotations to provide some support for ideas	• lacks academic and reliable sources • chooses sources from a few types of resources • chooses a few resources with inappropriate dates • integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity *(appropriate acknowledgment of sources used in research)*	• correctly cites sources for all quotations • cites paraphrases correctly and credibly • includes reference page • makes virtually no errors in documentation style • makes virtually no errors in formatting • incorporates feedback given in previous written assignments	• correctly cites sources for most quotations • usually cites paraphrases correctly and credibly • includes reference page with some errors • makes some errors in documentation style • makes some errors in formatting • incorporates some feedback given in previous written assignments	• provides minimal sources for quotations • sometimes cites paraphrases correctly and credibly, • includes reference page with many errors • makes many errors in documentation style • makes many errors in formatting • lacks incorporation of feedback given in previous written assignments	
Conventions *(adherence to grammar rules: usage, spelling & mechanics of Standard Edited English or SEE)*	• makes virtually no errors in SEE conventions • makes accurate word choices	• makes some errors SEE conventions • almost always makes accurate word choices	• makes many errors in SEE conventions • makes many inaccurate word choices	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				

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Criteria for Evaluating Arts-Based Peacebuilding Projects

CRITERIA	A – Excellent	B – Minimal expectations	C – Below expectations	Comments
Goals & Audience *Are the goals or learning objectives of the project clear? Have they been met?* *Is the intended audience clearly specified?* *Is the project appropriate for this audience?* *Does the project communicate to the intended audience?*	-audience & goals/learning objectives clearly identified. -project appropriate for, and likely to meet, its goals -project is appropriate for specified audience -project understandable to & likely to engage and/or communicate to audience	-audience and goals identified though not as clearly as they could be - project may meet its goals but this is not entirely clear - project is at least somewhat appropriate for, and likely to communicate to audience.	-audience and goals inappropriate or inadequately identified -project unlikely to meet its goals and/or communicate to the audience	
Methodology *Is the overall methodology clear and appropriately used?* *Has the project incorporated specific methods required by the assignment?* *If intended as a form of intervention, has thought be given to how it will be implemented?*	-project incorporates inquiry methods required by the assignment -all methodologies & technologies have been appropriately used, with attention to ethical and methodological issues -if intended as intervention or advocacy, project has given adequate thought to implementation -sources & methods are adequately identified	- methodology basically appropriate to the project and appropriately used, but could be strengthened -sources and methods identified but not as fully as they could be -more thought should be given to implementation issues	-methodology inadequate and/or inadequately articulated. -sources not appropriately identified -inadequate attention to implementation issues	
Analysis *Is there evidence of critical thinking and analysis?*	- evidence of critical thinking about methods, sources, information and analysis or editing. -uses analysis/editing methods appropriate for the project -method of analysis or editing is adequately articulated	- some evidence of critical thinking but could be stronger -analytical approach and the analysis itself is basically appropriate but could be stronger and/or articulated better.	-inadequate evidence of critical thinking -analysis lacking or inadequate -analytic approach inappropriate or inadequately specified	
Craft & Coherence *Is the level of artistic and/or technical craft adequate for the specified goals and audience?*	- level of craft is clearly adequate for the audience & to meet project goals (whether or not it meets "artistic" standards)	-level of craft is minimally adequate for the audience and goals -project coherence could be stronger	-level of craft inadequate for purposes and/or audience -project is not coherent	

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Did it involve an appropriate amount of work? *Does the final product have coherence and "resonance?"*	-project is coherent & likely to resonate with the intended audience -product shows an appropriate amount of effort for this assignment			
Content *Is the content appropriate & adequate, given the goals, audience & assignment? Is there evidence of insight, originality &/or creativity?*	- information conveyed is clearly adequate for goals, audience & assignment -shows depth & breadth of content -shows insight, originality &/or creativity	-information conveyed is adequate but could be strengthened -some evidence of insight, originality, or creativity	-inadequate information -little or no evidence of insight, originality and/or creativity	
				Grade

Criteria for Evaluating Arts-Based Peacebuilding Projects

Background notes:
• Arts approaches can be used in several different stages of a project:
   1. To gain or create knowledge. (For example, research "subjects" or participants might be engaged in an arts-based project as a way of soliciting information or encouraging insight.)
   2. To add complexity or nuance to created knowledge. (For example, an arts practice may serve as one method in a multi-method research project, creating an integrated, reflective methodology for the project. Alternatively, an arts practice could be used to analyze and/or interpret data collected by conventional methods.)
   3. To test knowledge. (For example, researchers might verify their interpretation of findings from a more traditional research process by creating a play or exhibit and testing it for resonance with their subjects.)
   4. To share findings. (For example, a play or exhibit might be created to (re)-present data collected or analyzed via conventional methods in order to impart the particular kinds of meaning the researcher considers important, and as a way to reach and engage a broader audience.)
   5. As a form of intervention. (For example, a project might be designed to raise awareness of an issue or conflict, to promote dialogue on a contested issue, or to advocate for a cause.)

• Arts-based products often do not specify methodologies used. Thus it may be important for a project to be accompanied by a short paper discussing analysis, theory of change, audience, goals, and methods used.

• Patricia Leavy, *in "Method Meets Art: Arts-based Research Practice" (New York: Guilford Press) 2009, argues that "[t]raditional conceptions of validity and reliability, which developed out of positivism, are inappropriate for evaluating artistic inquiry." (p. 15).* She suggests that authenticity, trustworthiness, and validity can be assessed through attention to such elements as aesthetics, resonance, and vigor.

• For a discussion of standards, see "Method Meets Art" (Leavy, 2009: 15ff and Chapter 8).