



York University
Graduate Program in Critical Disability Studies
GS CDIS 5110 3.0 Methodology
Fall 2021

Instructor: Dr. A. J. Withers

Course Location: Vari Hall 1156 / Zoom link in eclass or email

Time: Tuesdays, 11:30-2:30 (synchronous until Reading Week, in person afterwards)

Email: withersa@yorku.ca

Office Location: Zoom

Office hours: TBA

Course website: <https://www.yorku.ca/eclass/>

COURSE DESCRIPTION

Disability Studies is interdisciplinary; this means we draw from, incorporate and build on and across the method and theory from multiple academic disciplines. Disability Studies is, comparatively, a relatively new field which has grown out of theoretical and methodological struggles in various disciplines, even as we have been developing our own theoretical and epistemological approaches to research over the past three decades.

This course will critically examine the politics and practice of Disability Studies research, through attention to the historical unfolding of debates within Disability Studies, Disability Rights and Disability Justice movements, as well as the democratization of research practices in the academy and the community. We will emphasize the process of choosing methods appropriate to research questions; and conversely, we will consider the types of questions that can be answered through the application of various research paradigms, methods, and designs. As this is a core graduate methodology course, students will develop an understanding of the connections between epistemology, methodology, and knowledge production.

LEARNING OBJECTIVES

- ❑ Develop a general understanding of and knowledge base in methodologies and methods.
- ❑ Understand and apply the importance of ethics and evaluate ethical considerations.
- ❑ Appraise different types of methods and methodologies and select an appropriate methodology and methods for one's own research.
- ❑ Develop the capacity to locate, analyse, understand and synthesize scholarly texts.
- ❑ Explain how methodology informs and determines methods of data collection and analysis.
- ❑ Develop the capacity to communicate and defend a research question and design.
- ❑ Create an actionable research proposal.

DISCLAIMER

The literature on research methodologies is extensive and complex; no course can cover all of its complexities. This seminar is tailored to the needs of students in the CDIS program.

In their role as independent researchers, students are expected to expand on the knowledge provided in the course and further explore methodologies that are relevant to their research through independent reading, analysis and discussion. The instructor can provide further direction and suggestions for readings. Additional methodological resources and readings may be also posted on the E-class course site.

Students are encouraged to use all opportunities available to meet with the instructor individually and to discuss their research projects in class.

CRITICAL DISABILITY STUDIES (CDS) HEALTH & SAFETY DURING COVID

We will not go back to normal. Normal never was. Our pre-corona existence was not normal other than the ways we normalized greed, inequity, exhaustion, immiseration, depletion, extraction, disconnection, confusion, rage, hoarding, hate and lack. We should not long to return, my friends. We are being given the opportunity to stitch a new garment. One that fits all of humanity and nature (Taylor, S. R. [@sonyarenetaylor] (2020, April 2).

With the resumption of most campus activities, and an evolving public health landscape, it is important for us to stay connected. The most up-to-date information about how COVID is affecting campus activities, including announcements and changes to university-wide protocols, is available on York's "[Better Together](#)" website. **The University has [mandated vaccinations for anyone on campus](#).**

This is a justice issue. York is located in the epicenter of the pandemic in Toronto, this geographical zone has experienced the highest number of cases throughout the pandemic, due to

systemic injustice, inequity rooted in policy and non-policy. Most of the program's courses are scheduled for in-person delivery, with some courses designated for remote delivery. The expectation is that in-person courses will be taught on campus and will be subject to York's policies regarding access to campus. The Critical Disability Studies community uses [principles of disability justice](#) in teaching & learning ([plain text version](#)).

Courses within and cross-listed in Critical Disability Studies (CDS) are designed to ensure **everyone** has a safe learning environment knowing if the situation changes our mode of course delivery may also have to change. We are all subject to public health guidelines regarding masking and staying home if symptomatic, as well as new policies as they arrive.

BEFORE COMING TO YORK KEELE CAMPUS:

- Complete [COVID-19 screening](#) before coming to campus
- Visit your course e-class sites (you need Passport York to sign in) for up-to-date course announcements
- wearing a mask & maintaining social distance supports safety for all. for additional information [visit here](#)
- [COVID-19 testing locations](#) are available

WHERE TO LOOK FOR SUPPORT AND HELP:

The pandemic can impact students in different ways and CDS is committed to and focused on providing students with a learning environment that is engaging, supportive, flexible and has academic integrity. We encourage you to connect as early as possible about your learning experience so that we can have a deeper understanding of anything you may be facing and work together towards finding possible solutions.

- If you require some advice about **course related matters**, speak to your Course Director, AJ Withers withersa@yorku.ca
- If you require **administrative help and program-related forms**, speak with Collette Murray (gradcds@yorku.ca)
- For **academic advice** about the program, or your progress speak with your supervisors / advisors or the Graduate Program Director, Associate Professor nancy viva davis halifax (gpdcds@yorku.ca)
- A list of [important dates](#) at York:
- Information about access to [Wellness Consultation and Counselling Services](#), wellness resources, webinars and workshops for graduate students
- **Library Resources**
- [Academic Accommodations](#) through Student Accessibility Services
- [Centre for Human Rights, Equity and Inclusion](#)
- [Religious Observance](#)

LEARNING ENVIRONMENT, EXPECTATIONS AND INSTRUCTION

We are in the midst of a global pandemic. This impacts all of us; but we are all impacted differently by it. There will be technological bumps along the road and some of us will have things that arise at home that take our attention away, however briefly, from the course. I have asked for everyone to have our cameras on during class because it makes it easier for class facilitation and it makes it easier for many sighted people to understand what people are saying when they are speaking. We all need to be patient, and compassionate with each other while being as respectful of other's time and the learning space as we can. It is my job as the instructor to facilitate a space that is inclusive, supportive and fosters individual and collective growth.

As emerging practitioners, scholars, organizers, and policy-makers, it is your responsibility to become conscious of, and engaged in, the creation of a transformative, anti-oppressive collegial environment. It takes knowledge of your peers' work to become a mature researcher. It takes collective reflection, discussion, and action to change the world.

This is a graduate seminar course; it is not a lecture course. Students are expected to attend class having read and viewed all of the week's material, and prepared to engage in discussion about the weekly topic.

REMOTE DELIVERY

This course is a synchronous, remote course for the first half of the term and it is being offered this way to reduce risk of the spread of illness during the global pandemic. Remote instruction is NOT the same as an online course and requires that students attend synchronous seminars i.e. real-time classes in a web conferencing application (Zoom), which will not be recorded, and which will take place during the scheduled course time. Students must be available during this time to attend these seminars.

Weekly seminars will take place on Zoom. You will have to participate using computer audio AND video. You will not be counted as present for the day if your video is not on for the entire time.

The instructor may not be able to resolve technical difficulties you may have during seminars. In order to avoid technical difficulties, take time prior to the beginning of the term to familiarize yourself with the zoom platform.

The second half of the term is scheduled to be in-class. This may change with the evolving situation of the 4th wave of the pandemic. Our collective safety will be prioritized in determinations about in-class learning.

SAFETY GUIDELINES

To further protect students, staff, and faculty using virtual platforms, we will be using safety guidelines as outlined by York University such as enabling the waiting room function, using passwords to enter the virtual seminar, and/or placing limits on screen mirroring.

In order to protect confidentiality and ensure as safe a learning environment as possible, seminars will not be recorded and students are strictly forbidden from recording all or any part of the seminar. You cannot take screenshots of the zoom meeting and you are strictly forbidden from sharing comments made by students or instructors, pre-recorded lectures, or any recordings of seminar discussions with anyone outside of the class. This includes any and all social media platforms.

Students are forbidden to share the class zoom link or password with anyone not in the class.

To access and familiarize yourself with York's "[Zoom Privacy and Security Guidance](#)"

COMMUNICATION

The instructor will respond to emails as soon as possible within 48 hours of receipt (except weekends and statutory holidays).

ACCESSIBILITY AND ACCOMMODATION

Working towards an accessible (virtual) classroom and individual accommodations can be different things. It is everyone's responsibility to help make the classroom as accessible as possible and we will develop guidelines at the beginning of the term to best achieve this. York University shall make reasonable and appropriate accommodations for individuals in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

It is expected that students in this course have many different physical, mental, sensorial, and emotional ways of being, learning, and engaging in the classroom. You are encouraged to discuss your accessibility needs at the beginning of the term in order for us to start a conversation about how the classroom and the course can be more accessible to better support your learning. Students do not need to disclose their disability. They are required to disclose information only as it pertains to the need for accommodation and any barriers.

Students can register with Student Accessibility Services for assistance in ensuring that they receive appropriate academic accommodation. For further information visit [Senate Policy on Academic Accommodations](#)

RELIGIOUS ACCOMMODATION

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. To understand what is addressed, please visit [religious accommodation](#).

ACADEMIC HONESTY

The [Faculty of Graduate Studies Academic Integrity Module](#) is designed to provide the graduate community with information and resources on the expectations of academic

integrity at York University. Community members have an obligation to maintain the highest standards of academic honesty throughout their studies in accordance with the Senate Policy on Academic Honesty. **Upon completion of this module**, students will have a better understanding of what constitutes a scholastic offence, as well as their responsibilities in relation to a variety of academic principles.

ASSIGNMENT POLICIES

1. I am happy to engage with you about potential alternative formats for your class assignments. Many scholars finished work-product is not an academic paper (eg. Crackdown Podcast, Rachel da Silveira Gorman's work). No matter the format, however, all submitted work must be accompanied by a full bibliography. Please neither hesitate nor delay in contacting me if you want to pursue this option.

2. All assignments must:
 - a) Be submitted to EClass. If the assignment is due on the day of class, it is **due before class**.
 - b) Be in .doc format (MS Word). [Students can get Office 365 for free, [here](#).]
 - c) Follow York University's policy on plagiarism and academic integrity (see below)

3. Format instructions for **ALL** assignments:
 - Be double spaced
 - Have 12pt times new roman font
 - Be 8.5x11 paper with 1" margins
 - Meet the provided page length
 - Have a title page and a title that is relevant to the topic (research tasks do not require title pages)
 - Use APA citation style

4. As the instructor, I am obligated to abide by the FGS policies with respect to extensions, late assignments, grades, etc. These policies, along with the Senate policies on Academic Accommodation for Students with Disabilities and Academic Honesty and Plagiarism, can be found in the CDIS Student Survival Guide. I wish for each person to succeed in this course and to do so in accordance with the deadlines set forth in this syllabus. I will work with students to support you to reach this goal.

5. Late assignments will be penalized 2% per day. Please contact me in advance of the deadline, and as early as possible, if you have a valid reason that you cannot complete the assignment on time. We will discuss an extension and completion plan. In my experience, accommodation/modification can be essential for finishing a course successfully in a timely manner but the earlier these occur the better.

COURSE EVALUATION

	Assignment	Due Date	Grade %
	Attendance & Participation	-	10
1.	Research Tasks (5% each, 5 total)	See Assignment	25
2.	Research Presentation, Statement & Reading List	October 15-26	10
3.	Literature Review	November 4	25
4.	Research Proposal	December 7	30

INCORPORATING FEEDBACK

One of the central ways scholars improve is through reflection on and integration of feedback.

In addition to the penalty that students get for problems in their assignments, 5% of every assignment (after Research Task 1) is dedicated to incorporating feedback from previous assignments. Students who integrate past feedback and demonstrate improvement will be rewarded – even if there are other substantive errors.

If you do not understand feedback from an assignment, please discuss it with me so you do not continue to repeat the same errors.

Students who have not received corrective feedback will have their marks adjusted without this 5% component.

GRADING

Assignments will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 85 to 90, A- = 80-84, B+ = 75 to 79, etc.)

(For a full description of grading at the graduate-level, please visit [here](#))

ASSIGNMENTS

ATTENDANCE AND PARTICIPATION

In a graduate program, class attendance and participation are expected.

Class participation will be evaluated based on contribution to class discussion (this includes asking thoughtful questions as much as making comments), active engagement in class exercises, demonstrated preparation for class, capacity to reflect and discuss readings, appropriate use of class time, appropriate use of skills such as critical self-reflection, strategic self-disclosure, constructive criticism, respectful/active listening, empathy, etc. Attending office hours to discuss the course material (rather than grades or an assignment, etc..) also counts as participation.

In creating a collaborative learning environment, it is important to also create space for everyone to engage. Students who take up a lot of class space and/or shut down their colleagues will not be rewarded for this behaviour.

Students will also be graded on meaningful engagement with class material and readings, contribution to creating collaborative and mutually supportive learning environments, and contribution to the learning of others.

Participation marks will be counted as **double for weeks there are research presentations**. Students are expected to attend and provide constructive feedback to and ask thoughtful questions of their colleagues.

ASSIGNMENT 1: RESEARCH TASKS (25%)

Of the available tasks, students must do Task 1 and choose 4 additional tasks. These tasks are intended to get students to attempt to do different methods and techniques and gain practical experience. The goal is to attempt and reflect rather than achieve perfection. An excellent assignment will refer to multiple readings/suggested readings for the week and/or readings provided with the task.

Assignment Access Note: Many researchers face accessibility barriers with some methods and/or research tasks. There is almost nothing in the literature about accessible methods practice. One of the practical research skills many disabled researchers have to obtain in their research practice is to figure out how to adapt research tasks. As your instructor, I am happy to support you in this and this process can be part or all of your research task reflection – from adaptations to work-arounds. Students who require accommodations and don't wish to engage with the assignment on this basis, please let me know as soon as possible and I can make reasonable and appropriate accommodations.

These tasks and corresponding methodologies will be discussed in class. Students who require extensions, including for accommodation reasons, will not receive marks for what is discussed in class – they must produce new insights.

September 21: Ethics Tutorial

Review the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans. Do the [TCPS 2 tutorial](#). Submit 1 page reflection on/analysis of a component of the TCPS. Tutorial certificate must be attached for this research task to be marked.

This task is REQUIRED as one of your 5 research tasks.

October 5: Reference Management

Set-up Mendeley, including web importer and citation plug-in on your computer. Add/import references. 2 pages on experience of the software, importance of referencing and keeping track of references. Using word plug-in, make in-text citations and bibliography with at least 10 references. Include this with assignment as 2

Word docs 1 with APA style, 1 with Chicago style (don't make any changes to the file so Mendeley field codes are intact (i.e. I can tell they were inserted with Mendeley).

If you already had [Mendeley](#), submit 2-3 page reflection; include the 2 Word docs bibliographies.

Additional [setup guides](#) with York University Library

(If you want to use something other than Mendeley, discuss it with me in advance.)

October 19: Transcription

Transcribe the time indicated for one of the listed television shows. You may not refer to close captions/subtitles. Submit 1-2 page reflection on your experience, 1 page on what kind of transcription you used, why, what are your thoughts about this kind of transcription after using it? How long did it take you to do this? Is manual transcription something you think you will do in the future? Attach transcript to submission, include times.

Television shows to choose from are in the below list (they all work out to roughly the same time with opening credits, etc.)

Gilmore Girls S1 E1 4:32-14:40 (Netflix)

Kim's Convenience S1E1 2:40-12:40 (CBC Gem)

Tallboyz S2 E2 0:47-11:36 (CBC Gem)

Special S1 E1 full episode (it is short) (Netflix)

Pretty Hard Cases S1 E1 0:00-11:00 (CBC GEM)

October 26: Map a Ruling Relation or Social Relations of Struggle

Identify a ruling relation of social relations of struggle related to your research and map it. Discuss process and product in 2 pages, attach map. This will make more sense after you have done readings and watch the Kinsman videos (suggested readings).

See Withers, A. J. "[Mapping Ruling Relations through Homelessness Organizing](#)." York University, 2020. pp. 116; 192; 245; 283.

November 2: Ethnographic Observation

Go to a public place, conduct an ethnographic observation for 20-30 minutes and take detailed field notes. Submit 1-2 page reflection of practice of taking field notes, copy of original field notes (field notes do not need to be typed).

Additional resources:

Emerson, Robert M, Rachel I Fretz, and Linda L Shaw. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press, 1995.

Walford, Geoffrey. "[The Practice of Writing Ethnographic Fieldnotes](#)." *Ethnography and Education* 4, no. 2 (June 2009): 117–30.

November 9: Archival Research

Locate a physical archival object (i.e. document, photo, poster) that is somewhat related to your research from the *Archives of Ontario* (or another archive approved by the Instructor). Submit 1-2 pages on the practice of archival research and the object retrieved. Attach copy of archival object (photo is fine).

November 23: Secondary Analysis

Locate a table from the most recent of Statistic Canada's Census, Canadian Housing Survey and/or Canadian Survey on Disability. Create a graph relaying some of this information like below (you cannot do the same one). Write 1-2 pages (not including graph which you must attach) about this practice. What are some of the benefits/flaws of this data? Include link to data source that you used.

November 30: Freedom of Information Request

1-2 pages on FOI request process and results.

File FOI request in September for this task to be successful.

See [FOI procedures](#)

If you would like assistance formulating your question(s), bring a draft, informed by the above resource, to office hours.

FOI readings at November 9 in suggested readings.

December 7: Code Book

Using NVIVO or QDA Text Miner Lite (or a similar program) decide on a coding system using Saldana and code two course readings from this week. 1-2 pages reflecting on the process. Include codebook.

See: Saldana, Johnny. *The Coding Manual for Qualitative Researchers*. Thousand Oaks: Sage, 2009.

ASSIGNMENT 2: PRESENTATION, STATEMENT & READING LIST (10%)

The purpose of this assignment is to identify and present the interest, focus and question/s that will guide the research and to prepare a reading list for the literature review assignment.

This assignment has two components:

1. Presentation

10-minute class presentation PLUS 5-mins for class discussion introducing and discussing the focus of your MRP/thesis. The presentation should include a discussion of the relevance of the study, brief location of the study within critical scholarship, justification of the study (Why is the research significant?), research questions and justification of the research questions. This part of the assignment is worth 5% of the final course grade.

2. Summary and Reading List

A two-page summary of the presentation, including research interest, research questions, justification of the research and relevance of the study. In addition to the two pages, students will also submit a preliminary reading list (in the form of a bibliography) identifying the scholarly work that they will read and analyze in the literature review. This part of the assignment is worth 5% of the final course grade. The two-page summary and the reading list must be submitted at the time of the class presentation.

A good preliminary reading list includes 15+ possible titles emerging from a broad range of scholarly sources such as books, referred journal articles, and other scholarly material. At this stage, the literature review should be mostly focused on the bodies of scholarly work on which the research is situated. It should also differentiate between scholarship that is based on similar studies and scholarship that while using different approaches, contributes to a scholarly field relevant to your project.

For instance, if the research is about the pathologization of chronic homelessness, the reading list should include other examinations of the pathologization of chronic homelessness. It also should include the pathologization of homelessness in general, chronic homelessness as a category, mental health and chronic homelessness and, perhaps, other approaches to chronic homelessness – like the criminalization of chronic homelessness/homelessness in general.

Students should also meet with the instructor prior to their presentation to discuss their research interest and preliminary research questions and should incorporate instructor feedback in their presentation.

Please Note:

- This assignment is intended to help students get feedback from both the Instructor and other students to move ahead with their research. Presentations and the question period will be strictly timed.
- Students will prepare their work in the week they are assigned even if they are behind in the research process.
- The feedback students receive will indicate if the reading list is approved. The reading list must be approved in order for students to be permitted to hand in their literature reviews.

A good presentation will address the following:

- Use plain language and explain acronyms – you may be an expert in the topic, but your audience isn't
- Clearly explain and justify the research area and focus: why is it significant/relevant/important?
- Tell the audience what brought you to this research
- Explain how it is relevant to disability studies
- Identify your theoretical framework (or, if you aren't there yet, key theoretical concepts)
- Clearly state your research question
- Identify what methodology and methods you will use
- Tell the audience what you think you will learn by doing this research
- Identify what you are still thinking about/working on/looking for feedback on – the class could be a useful resource for you here.
- Demonstrate preparedness – This doesn't mean you have to do shiny powerpoint slides; it means you have thought through what you want to say and deliver it in an organized and thoughtful way.
- Stick to the allotted time.

ASSIGNMENT 3: LITERATURE REVIEW (25%)

Note: Your literature review will not be accepted if your reading list was not approved in advance. This step is to make sure you are on the right track.

This assignment is a review and critical analysis of the scholarly literature relevant to your research.

The intent of this assignment is to situate your research within a body of scholarship, providing the foundation and justification for your research project. It provides a critical analysis of the literature, and identifies gaps, biases, critical contributions, etc. contained in the literature. This literature review may become a section of the final research project or it may be what you rely on throughout. The literature review is always a necessary step in the research process and an abridged version of it will also appear in your research proposal.

Use the approved reading list which will include texts suggested by the Instructor and other students during the presentation as the foundation for this literature review. As progress is made on the literature review, the student may be made aware of additional key texts which should also be included in the review.

The Literature Review Must:

- Be 10-12 pages.
- Follow instructions for all assignments (above).
- Engage with the literature by topic or theme (refer to readings for week 3). Papers that write about each individual reading one after the other will be returned unmarked to be rewritten.
- Be written as a scholarly paper, with a thesis and key points; examine and discuss rather than summarize the literature.
- Based on the reading list. It is ok if a few of the texts ended up being irrelevant and were not included in the review. It is expected that the list will have expanded since it was approved.
- Make clear and concrete connections to the research project.
- Provide a critical analysis of key themes and issues in the literature.
- Justify and provide the rationale for the research project. It must show there is a gap that that the project will fill.
- Discuss the implications of this body of literature on the research project.

Marking Criteria for Literature Review:

In addition to meeting the criteria above, the lit review will also be graded on:

- Incorporation of previously provided feedback (5%)
- Extent to which course material is relevantly incorporated into paper
- Extent to which relevant literature was chosen; extent to which literature was thoroughly selected
- Extent to which paper demonstrates critical analysis, insight and independent thinking
- Extent to which the paper was well organized and dealt with a large volume of literature while making clear arguments; extent to which literature was well applied
- Extent to which assignment communicates ideas
- Extent to which assignment meets mechanical instructions

ASSIGNMENT 4: RESEARCH PROPOSAL (30%)

The literature review must be completed prior to this assignment being accepted.

It is important that students work efficiently and diligently on this assignment for three key reasons: your proposal will guide your research and you should return to it as you conduct your research; it provides an opportunity to get detailed feedback on your proposal before presenting it to your (potential) supervisor; and, a good proposal can be incorporated into your MRP or thesis.

The research proposal must:

- 1. Be a maximum length of 13 pages.**
- 2. Provide a preliminary research project title.**
- 3. Provide a brief background/identify the issue.**
- 4. Identify the research question.**

5. **Situate the research in the field:** The proposal should not reproduce the literature review but situate the study within the scholarship already analyzed in the literature review and identify the gap in the scholarship the study seeks to fill, or the scholarly field within which the research is situated. This section of the proposal should not take up more than 1-2 pages.
6. **Identify and describe the theoretical and methodological framework and key concepts.** These provide the scaffolding for your MRP/thesis. These sections need to be well cited and justified.
7. **Provide the research design.** It must:
 - Identify, describe and justify how the data will be gathered and how this is consistent with the theoretical and methodological framework.
 - Identify, describe and justify how you will manage, code and analyze the data and discuss how this is consistent with the framework.
 - Identify, describe and justify what will happen with the data when the project is complete.
8. **Ethics:** This should be a thorough discussion about any potential ethical concerns, risks and benefits. Where applicable, students should refer to attached consent and forms briefly discuss plan for ethics review.
9. **Work Plan:** Students need to demonstrate that their proposal is realistic and can be done in the amount of time allotted. Provide a work plan that includes: estimates of the time needed to complete each phase of the proposed research, including preparation, data collection, data coding, data analysis, writing and review. This workplan needs to include dates and can be written in outline form.
10. **Bibliography** (does not count in page length)
11. **Appendices:** Each student is expected to submit at least one appendix that demonstrates they have thought through their research in detail. This could be a codebook or a plan for how to approach archival research. Students conducting interviews and focus groups are expected to have at least 3 appendices: ethics forms, consent forms, draft list of questions (even if the interviews are conversational there should be a sample list).

In addition to what is outlined above, the assignment will also be graded based on the following:

- Extent to which course materials are appropriately applied within the proposal.
- Extent to which other relevant literature is appropriately applied within the proposal.
- Extent it demonstrates integration of previous feedback, especially from the literature review (5%)
- Extent to which the proposal concretely addresses the components of the assignment. Extent it follows formatting instructions for all assignments (above).
- Extent to which the proposal communicates ideas clearly and succinctly.
- Extent to which the proposal meets page limit criteria.

READINGS

Suggested readings are additional resources provided for topics of interest. In addition, there are course texts provided to rely on and return to throughout the course. Please **do not purchase** these books until we discuss them in class. If you need any of the readings in alternative format, email lashelp@yorku.ca at [York University's Library Accessibility Services](#).

Locating readings: Links have been provided to readings in E-Class. Sometimes links change or die between the time the course goes up and the week the reading is needed. It is the student's responsibility to locate all articles for class.

COURSE TEXTS:

Leavy, Patricia. 2017. *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. New York: Guilford Publications.

Bernard, H. Russell. 2013. *Social Research Methods—Qualitative and Quantitative Approaches*. 2nd Edition. Thousand Oaks: Sage.

COURSE SCHEDULE

1. SEPTEMBER 14: INTRODUCTION AND DISABILITY STUDIES AND KNOWLEDGE PRODUCTION

Lovern, Lavonna. 2008. "[Native American Worldview and the Discourse on Disability](#)." *Essays in Philosophy* 9 (1): 113–20.

Kazemi, Sona (2019) "[Whose Disability \(Studies\)?](#)" *Canadian Journal of Disability Studies* 8 (4).

Simpson, Audra (2008) The 'problem' of mental health in Native North America: Liberalism, multiculturalism and the (non)efficacy of tears, *Ethos* 36 (3): 376-379.

Smith, Linda Tuhiwai. 2012. "Chapter 3." *Decolonizing Methodologies: Research and Indigenous Peoples*. 2nd Edition. London: Zed Books

Tai, Joanna, and Rola Ajjawi. "[Undertaking and Reporting Qualitative Research](#)." *The Clinical Teacher* 13, no. 3 (June 1, 2016): 175–82.

Suggested:

Battiste, Marie, and James (Sa'ke'j) Youngblood Henderson. *Protecting Indigenous Knowledge and Heritage: A Global Challenge*. Saskatoon: Purich Publishing, 2000.

- Bell, Chris. "Introducing White Disability Studies: A Modest Proposal." In *The Disability Studies Reader, 2nd Edition*, edited by Lennard J Davis, 275–82. New York: Routledge, 2006.
- Chaudhry, Vandana. "[Knowing Through Tripping: A Performative Praxis for Co-Constructing Knowledge as a Disabled Halfie.](#)" *Qualitative Inquiry* 24, no. 1 (January 15, 2018): 70–82.
- Collins, Patricia Hill. "Comment on Hekman's 'Truth and Method: Feminist Standpoint Theory Revisited': Where's the Power?" *Signs* 22, no. 2 (1997): 375–81.
- Elder, Brent C, and Alan Foley. 2015. "Working within the Tensions of Disability and Education in Post-Colonial Kenya: Toward a Praxis of Critical Disability Studies." *Disability and the Global South* 2 (3): 733–51.
- Garbutt, Ruth. 2009. "Is There a Place within Academic Journals for Articles Presented in Accessible Format?" *Disability & Society* 24 (3): 357–71.
- Grech, Shaun. "[Decolonising Eurocentric Disability Studies: Why Colonialism Matters in the Disability and Global South Debate.](#)" *Social Identities* 21, no. 1 (January 2, 2015): 6–21.
- Lester, Jessica Nina, and Emily A. Nusbaum. 2018. "'Reclaiming' Disability in Critical Qualitative Research: Introduction to the Special Issue." *Qualitative Inquiry* 24 (1): 3–7.
- Schreiber, Lisa. "Overcoming Methodological Elitism: Afrocentrism as a Prototypical Paradigm for Intercultural Research." *International Journal of Intercultural Relations* 24, no. 5 (2000): 651–71.
- Smith, Linda Tuhiwai. 2012. *Decolonizing Methodologies: Research and Indigenous Peoples*. 2nd Edition. London: Zed Books

2. SEPTEMBER 21: DISABILITY STUDIES AND INSTITUTIONAL ETHICS

Research Task 1 Due (Mandatory)

- Jones, Chelsea Temple. "['Wounds of Regret': Critical Reflections on Competence, Professional Intuition and Informed Consent in Research with Intellectually Disabled People](#)" *Disability Studies Quarterly* 41, no. 2 (2021).
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4. October 5 **Participatory, Engaged and Emancipatory Research**

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READING WEEK OCTOBER 12

5. OCTOBER 19: QUALITATIVE INTERVIEWING & FOCUS GROUPS

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- Atack, Lynda, Judy Versegny, Janet Maher, Marilyn Herie, Matthew Poirier, Frances MacNeil, and Michelle Grimley. 2019. "[An Emerging Model for Semi-Independent Living for Persons With Intellectual and Developmental Disabilities.](#)" *Inclusion* 7 (1): 57–70.
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6. OCTOBER 26: ETHNOGRAPHY AND AUTOETHNOGRAPHY

RESEARCH PRESENTATIONS FINAL WEEK

- Withers, A. J. "[Chapter 3: Privately Policing Public Space.](#)" *Mapping Ruling Relations through Homelessness Organizing*. York University, 2020.
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- McWade, Brigit. "[Was It Autoethnography? The Classificatory, Confessional and Mad Politics of Lived Experience in Sociological Research.](#)" *Social Theory & Health* 2019 18:2 18, no. 2 (February 13, 2019): 123–37.

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- LeFrançois, Brenda A. "The Psychiatrization of Our Children, or, an Autoethnographic Narrative of Perpetuating First Nations Genocide through 'Benevolent' Institutions." *Decolonization: Indigeneity, Education & Society* 2, no. 1 (2013).
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7. NOVEMBER 2: GROUNDED THEORY, INSTITUTIONAL ETHNOGRAPHY AND POLITICAL ACTIVIST ETHNOGRAPHY

LITERATURE REVIEWS DUE 11AM FRIDAY NOVEMBER 5

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8. NOVEMBER 9: HISTORY & HISTORIOGRAPHY/ CRITICAL POLICY ANALYSIS

A) History & Historiography

- Dian Million. 2009. "Felt Theory: An Indigenous Feminist Approach to Affect and History." *Wicazo Sa Review* 24 (2): 53–76.
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B) Critical Policy Analysis

- Malacrida, Claudia, and Stefanie Duguay. 2009. "'The AISH Review Is a Big Joke': Contradictions of Policy Participation and Consultation in a Neo-Liberal Context." *Disability and Society* 24 (1): 19–32.
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- Walby, Kevin, and Alex Luscombe. "[Criteria for Quality in Qualitative Research and Use of Freedom of Information Requests in the Social Sciences](#)." *Qualitative Research* 17, no. 5 (October 1, 2017): 537–53.

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9. NOVEMBER 16: INTERPRETIVE RESEARCH: PHENOMENOLOGY, NARRATIVE AND STORYTELLING

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10. NOVEMBER 23: SURVEYS, SECONDARY DATA ANALYSIS AND SAMPLING

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11. NOVEMBER 30: TEXTUAL, DISCOURSE AND LITERARY ANALYSIS

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12. DECEMBER 7: MANAGING AND ANALYZING DATA AND MOBILIZING RESEARCH RESEARCH PROPOSALS DUE

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IMPORTANT INFORMATION

EQUITY AND TEACHING

As the COVID-19 pandemic unfolds and evolves, students and instructors are adapting to learning online. We recognize that the pandemic and the measures to control and treat it impact students in different ways. We are committed to and focused on providing our students a learning environment that is engaging, supportive, flexible and has academic integrity. We encourage you to share your feedback as early as possible about your learning experience so that we can have a deeper understanding of the challenges you may be facing, and work towards finding solutions to the extent possible.

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) -

<https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf>

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation
-

PLAGIARISM AND ACADEMIC INTEGRITY

Plagiarism is the representation of another person's ideas or writing as one's own. The most obvious form of this kind of dishonesty is the presentation of all or part of another person's published work as something one has written. This includes both direct appropriation (i.e. word for word) and the paraphrasing another's writing without proper acknowledgement, and applies to a wide range of materials found in printed (journals, newspapers, books, magazines, course kits, etc.) and electronic texts (i.e. web sites, e-mails, e-zines and newsletters, etc.). This is not to say that students should not use the work of others, but that there must be proper acknowledgement when doing so. Please note that **students are responsible for understanding and abiding by the University's Academic Integrity policies.**

WRITING ASSISTANCE

All students can benefit from regular writing assistance, whether they regularly get Bs or A+s. The York Writing Centre can help students with assignments, referencing and general tips. Students can attend up to once a week for 50 minutes, possibly more. You can bring your first assignment in and work on it each week until it is complete and then bring your second assignment in. I strongly recommend that students use this service. You can register here: <http://writing-centre.writ.laps.yorku.ca/>

Other important university and departmental policies can be found in the CDIS Student Survival Guide