

**Carleton University**  
**Fall 2019**  
**Arthur Kroeger College of Public Affairs**

**PAPM 3000: Policy Research**

**Monday / 11:35 am – 2:25 pm**

**Location: *Please confirm location on Carleton Central***

**Instructor: Maggie FitzGerald**

**Email: [maggie.fitzgerald@carleton.ca](mailto:maggie.fitzgerald@carleton.ca)**

**Office: C572 LA (Loeb Building)**

**Phone: Please email**

**Office Hours: Monday 9:00 – 11:15 am, or by appointment**

**Course Overview:**

Building on students' previous methods training, this course introduces students to policy research as an academic and professional practice. In particular, this course will help students use their research methods training to design a research project, such as an Honours Research Essay (HRE). To this end, this course is largely organized around developing an HRE Portfolio. Importantly, while students will ultimately develop their HRE proposal with their supervisor in their fourth year, this portfolio will help students begin to think through their HRE project, plan to meet with potential supervisors, and take them through the process of research project design. In so doing, students will learn how to construct compelling research questions, locate and situate these questions in the literature, identify an appropriate theoretical framework for their research question, choose a methodology and method(s) that will help them explore their topic, and develop strategies for navigating research challenges that often arise. They will also learn how to draw out the policy implications of research and discuss strategies for mobilizing research knowledge to various stakeholders. Finally, because the major assignment for this course (the HRE portfolio) unfolds in stages throughout the course (see course evaluation), the class will also provide students with numerous opportunities to receive and respond to feedback and engage with research as an iterative process.

**Course Objectives**

1. review key concepts related to policy research (including but not limited to policy analysis, theoretical framework, methodology, methods, and literature reviews);
2. review particular methods, focusing particularly on their strengths and weaknesses for answering a variety of policy research questions;
3. explore the logistics of identifying a research problem, situating the problem in the literature, and planning a research project;

4. develop strategies for navigating research dilemmas, ranging from the ethical to the pragmatic;
5. learn how to draw out policy implications from research findings, and strategize how to best disseminate these findings to the appropriate stakeholders;
6. practice incorporating feedback, revising and editing written work, and responding to feedback;
7. develop skills in critical thinking, research, and writing that are important and transferrable to future endeavours in academia and beyond.

### **Required Course Materials**

All course material will be available either through ARES, on reserve at MacOdrum Library, or posted on CULearn.

### **Course Evaluation**

In-Class Quizzes (Throughout the term – Surprise!)	20%
Design Spine (September 16 <sup>th</sup> – Completed In-Class)	5%
Design Spine II and Annotated Bibliography (September 30 <sup>th</sup> – submit Hardcopy)	10%
Literature Review (October 18 <sup>th</sup> – submit via CULearn)	20%
Methodology and Methods Write Up (November 11 <sup>th</sup> – submit via CULearn)	20%
Full HRE Portfolio (December 6 <sup>th</sup> – submit Hardcopy)	15%
Professionalism (Ongoing)	10%
<b>Total</b>	<b>100%</b>

#### **1. In-Class Quizzes**

**Best 4 out of 5; 5% each, for a total of 20%**

**Due Date: Various**

**To be completed in class**

There will be five in-class quizzes throughout the term. They will be held throughout the course without advanced notice. Each quiz is worth 5% of your final grade; only 4 of the 5 quizzes will count towards your final grade (your worst quiz will be dropped).

Each quiz will consist of 5 questions (multiple choice, brief fill-in answers, or one sentence responses) **directly related to the course readings.**

I will schedule make-up quizzes for students who, due to exceptional circumstances beyond their control, have not written four quizzes by the end of term. It is, however, the students' responsibility to inform me of such circumstances and to arrange the make-up quizzes with me.

#### **2. Design Spine I**

**5%**

**Due Date: September 16<sup>th</sup>**

### **To be completed in class**

As the course outline emphasizes, this class is structured around and builds towards the completion of an HRE portfolio (discussed more fully below). To begin this process, in our first content class on September 16<sup>th</sup>, I will introduce the Design Spine tool, which was developed by Dr. Janet Siltanen (Department of Sociology and Anthropology, Carleton University) to help students organize, prepare, and develop a research proposal. In this same class, we will take the last hour to work on your individual Design Spines. This initial draft will be collected at the end of this class, graded, and returned to you with feedback. This feedback should help you revise your Design Spine, which is to be resubmitted along with an annotated bibliography on September 30<sup>th</sup> (see below).

**Note:** While we will discuss this in class in greater detail, please note that I understand that many of you will not have picked out your HRE topic yet. This is absolutely fine! If you are unsure, then pick a topic that interests you, and go from there. The main point of this assignment, and the HRE portfolio more generally, is to help you go through the process of developing a research project. Working through this process once will be a tremendous benefit to you when the time comes to begin constructing your HRE project in your fourth year.

### **3. Design Spine II and Annotated Bibliography**

**10%**

**Due Date: September 30<sup>th</sup>**

**Please submit a hard copy in class**

For this assignment, you will be asked to submit a revised and updated version of your Design Spine, as well as an annotated bibliography including at least 5 publications. One of these publications must be from the grey literature, and one must be from a peer-reviewed academic journal. You must cite each publication in full (please use Chicago Style, be sure you cite correctly and consistently); summarize the article (maximize three sentences); and provide a critical discussion of why this article is **significant to your research project** (maximum three sentences). Note that we will discuss annotated bibliographies more fully on September 16<sup>th</sup>.

You will also be required to include your first Design Spine (with my written feedback) in your submission. In this way, I will evaluate how you responded to my feedback, and developed your Design Spine over time. Learning how to incorporate feedback, revise, resubmit, and revise again is a crucial part of any writing process.

### **4. Literature Review**

**20%**

**Due Date: October 18<sup>th</sup>**

**Please upload an electronic copy to CULearn**

You must submit a literature review (at least 3 pages double-spaced, no more than 5-pages

double-spaced, not including reference list), based on your research question developed in your Design Spine. You must include at least two sources from your annotated bibliography but can include additional literature (**you must include at least 5 sources total**).

You will be evaluated in terms of your discussion of your chosen literature and, most importantly, how well you situate your research question within this literature. (We will discuss what constitutes a strong literature review – including what it means to situate your research question in the literature – in preparation for this assignment in class on September 30<sup>th</sup>.)

#### **5. Methodology and Methods Write Up**

**20%**

**Due Date: November 11<sup>th</sup>**

**Please upload an electronic copy to CULearn**

You must submit a write up of your methodology, methods, and sources of evidence (at least 3 pages double-spaced, no more than 5-pages double spaced, not including reference list), based on your research plan developed in your Design Spine. It is expected that you will draw on at **least 3 academic sources**.

You will be evaluated based on your overview of your chosen methodology and method(s) (this is where you draw on the methods literature) and, most importantly, based on how well you justify the efficacy of your chosen methodology, method(s), and sources of evidence to answer and explore your research question. (On October 7<sup>th</sup>, we will discuss methodology and method, and how to choose your methodology and method, in preparation for this assignment. We will also spend several subsequent weeks reviewing the various strengths and weaknesses of specific methods; this will again help you prepare for this assignment.)

#### **6. Final HRE Portfolio**

**15%**

**Due Date: December 6<sup>th</sup>**

**Please submit a hard copy in class**

Your final project, the full HRE portfolio, will generally be a revised and updated version of the various assignments completed during the term. In particular, your HRE portfolio must include:

- a. A cover page;
- b. A 300-word introduction and overview of your project;
- c. Revised literature review, including a statement of your specific research question, and your hypothesis;
- d. A 250-word discussion of your theoretical framework;
- e. Revised methodology and methods write-up, discussing how you will explore your research question;
- f. A 150-word write up of any potential challenges that may arise when conducting your project, and how you might address them;

- g. A list of potential supervisors;
- h. A tentative workplan/timeline;
- i. Reference list.

**Note that while this may seem overwhelming, you will have already completed many of the components for this assignment throughout the course.** For instance, you will have completed a draft of the literature review and methodology and methods write-up for earlier assignments. We will also allocate time in class to sketching out a theoretical framework; brainstorming possible challenges that might arise during research; developing a list of potential supervisors; and sketching out a tentative workplan. Your reference list will also have been developed through your annotated bibliography and other writing assignments. As a result, the only ‘new’ writing for this final project will be your brief introduction, and then finalizing and polishing the previously drafted components.

**This assignment will be marked as PASS/FAIL.** This means that if all of the above sections are included in your HRE portfolio, and of sufficient quality, you will receive the full 15% for the assignment. If you are missing any of the above sections, or if any of the components are insufficiently completed, you will fail the assignment, and receive 0%.

Sufficient quality will be determined based on:

1. Whether previous feedback has been incorporated into the revised sections (we will discuss more fully what it means to ‘incorporate feedback’ in class).
2. The HRE portfolio is polished, edited, and organized clearly. All of the components are included (a-i).
3. It is apparent that you have spent time reflecting on each component of the portfolio. For instance, for your workplan, simply saying “Complete the HRE in one year” is insufficient and does not reflect any real effort to think through your proposed research project.

## **7. Professionalism**

**10%**  
**Ongoing**

Finally, you have the opportunity to earn 10% of your final grade by meeting all of the following expectations:

- a. Completing all 5 quizzes.
- b. Submitting all assignments on time, unless you have received prior written confirmation of an alternative arrangement from the instructor.
- c. Attending the In-Class Workshop (November 25<sup>th</sup>), unless absence has been pre-approved by the instructor.

## **Class Etiquette**

Students are expected **to attend all classes, read the assigned texts prior to class meetings, and participate actively and regularly in class discussions.** Quality

contributions to class discussions should demonstrate that you can analytically and critically engage with the themes, ideas, issues, and (dis)connections between the readings, as well as apply the class content to your own research.

I understand that speaking in class can be challenging for some students. It is important that we, as a class, foster a learning space that is conducive to discussion. As such, it is expected that we will **treat each other with respect** – this is non-negotiable. Likewise, we will have some guest speakers join our class throughout the term. It is expected that you will **act professionally and respectfully** during their time with us.

Please also note that all assignments are **formal academic writing assignment**; this means that no informal writing can be used (no swearing, no abbreviations, and you must use formal grammar and punctuation).

It is also expected that we **communicate using our Carleton emails** (both myself, as instructor, and you as students). I will not respond to any inquiry that does not come from a Carleton email address.

**Finally, it is expected that all assignments will be submitted on their due date, and according to the directions outlined on this syllabus** (for instance, certain assignments are submitted in class, others via CULearn). Late assignments will be accepted up to five days past the due date; however, you will be docked a 10% penalty for each day late. Thus, if you submit the assignment by 11:59 pm on the fifth day after the due date, the best grade you can receive is 50%.

**If, for extenuating circumstances, you require an extension, you must inform me at least 48-hours prior to the due date (this requirement will only be waived in extraordinary circumstances, such as medical emergency). Granting extensions will be determined on a case by case basis.**

### **Office Hours and Emails**

Office hours will be held on Mondays, 9:00 – 11:15 am. I will also be available to meet after class, or we can arrange an alternative time to meet. I try to answer emails within 24 hours, although this is not always possible. If you have a question about an assignment, it is therefore important that you email me at least 72 hours (and really, the earlier the better) before the assignment is due to ensure that I can respond in time.

### **Final Grades**

In accordance with the Carleton University Undergraduate Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+= 90-100; A= 85-89; A-=80-84;  
B+=77-79; B=73-76; B-=70-72;  
C+=67-69; C=63-66; C-=60-62;

D+=57-59; D=53-56; D-=50-52;  
F= Below 50

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://www.carleton.ca/cu0708uc/regulations/acadregsuniv.html>

General Academic Regulations of the University can be found here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity>

Please note: All final grades are subject to approval of the Dean.

### **Plagiarism**

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence, which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

Read more about academic integrity here:

<https://carleton.ca/registrar/academic-integrity/>

### **Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

### **Pregnancy Obligation**

Please contact your instructor with any requests for academic accommodation during the

first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **Religious Obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](https://carleton.ca/pmc)

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support)

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)

### **Copyright Statement**

In order to create a respectful learning environment, as well as to protect intellectual copyright, no audio or video recording of course lectures or presentations in any format, openly or surreptitiously, in whole or in part, is permitted without my prior permission.



<b>COURSE AT A GLANCE:</b>			
	<b>Topic</b>	<b>Dates</b>	<b>Special Notes</b>
1	Course Introduction	Sept. 9 <sup>th</sup>	
2	What is Policy Research? What is a Research Project?	<b>Sept. 16<sup>th</sup></b>	<b>Assignment 1: Design Spine 1 (Completed in-class)</b>
3	The Big Questions: Research Paradigms and Beyond	Sept. 23 <sup>rd</sup>	
4	Identifying a Problem  Or: What Makes a Good Policy Research Question?	<b>Sept. 30<sup>th</sup></b>	<b>Annotated Bibliography and Design Spine II Due (Submit hard copy in-class; include Design Spine 1)</b>
5	Methodology and Methods  Or: How to Answer My Research Question	Oct. 7 <sup>th</sup>	
6	No Class	<b>Oct. 14<sup>th</sup></b>  <b>Oct. 18<sup>th</sup></b>	<b>University closed – No Class</b>  <b>Literature Review Due (Submit through CULearn)</b>
7	<b>READING WEEK – NO CLASS</b> <b>Oct. 21<sup>st</sup> – Oct. 25<sup>th</sup></b>		
8	Multivariate Regression Analysis and the Logic of Control	Oct. 28 <sup>th</sup>	
9	Discourse, Content, Normative, and Text-Based Analysis	Nov. 4 <sup>th</sup>	
10	Interviews, Focus Groups, and Ethnography	<b>Nov. 11<sup>th</sup></b>	<b>Methodology and Methods Write Up Due (Submit through CULearn)</b>
11	Research Logistics	Nov. 18 <sup>th</sup>	
12	In-Class Workshop: Putting the Pieces Together	Nov. 25 <sup>th</sup>	
13	Presenting Findings: How to Identify Policy Implications from Research	Dec. 2 <sup>nd</sup>	
14	Course Wrap-Up	<b>Dec. 6<sup>th</sup></b>	<b>Final Assignment Due (Submit Hard Copy in Class)</b>

## FALL 2019 Weekly Topics and Readings

### **WEEK 1: Course Introduction**

September 9<sup>th</sup>

We will review the course outline in detail and discuss course expectations.

### **WEEK 2: What is Policy Research? What is a Research Project?**

September 16<sup>th</sup>

**In-class exercise: Design Spine 1 (to be handed in at the end of class)**

***Readings:***

Thomas Townsend and Bob Kunimoto. 2009. *Capacity, Collaboration and Culture: The Future of the Policy Research Function in the Government of Canada*. Ottawa: Government of Canada.

Lucie Cerna. 2013. *The Nature of Policy Change and Implementation: A Review of Different Theoretical Approaches*. Paris: OECD.

***Optional (we will review these together in class, but you may want to look ahead):***

Patrick Power Library. nd. "Writing an Annotated Bibliography?" Halifax: Saint Mary's University. <https://smu.ca/academics/writing-an-annotated-bibliography.html> (also posted on CULearn).

Arthur Kroeger College of Public Affairs. 2019. *Guidelines for Students: PAPM 4908 Honours Research Essay*. Ottawa: Carleton University.

<https://carleton.ca/bpamp/wp-content/uploads/PAPM-HRE-Guidelines-2019-Student.pdf> (also posted on CULearn).

### **WEEK 3: The Big Questions: Research Paradigms and Beyond**

September 23<sup>rd</sup>

**Guest Speaker: Peter Ferri, Policy Officer, Program Policy Division, Department for Women and Gender Equality, Government of Canada**

**In-class exercise: Choosing a theoretical framework**

***Readings:***

Shawn Wilson. 2008. *Research as Ceremony*. Halifax: Fernwood Publishing. **Pages 33-39.**

Donna Haraway. 2014. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." In *Just Methods: An Interdisciplinary Feminist Reader*, ed. by Alison M. Jaggar, **346-351**. Boulder, CO: Paradigm Publishers.

University of Southern California Library. 2019. "Organizing Your Social Sciences Research Paper: Theoretical Framework." Los Angeles: USC.

<https://libguides.usc.edu/writingguide/theoreticalframework> (also posted on CULearn).

Status of Women Canada. 2018. "What is GBA+?" Ottawa: Government of Canada.

<https://cfc-swc.gc.ca/gba-acs/index-en.html> (also posted on CULearn).

**WEEK 4: Identifying a Problem (Or: What Makes a Good Policy Research Question?)**

September 30<sup>th</sup>

**In-class exercise:** Types of research questions

**Readings:**

Enrique Mendizabel. 2013. "Research Questions are Not the Same as Policy Questions." On Think Tanks. <https://onthinktanks.org/articles/research-questions-are-not-the-same-as-policy-questions/> (also posted on CULearn).

Dena Bain Taylor. 2007. "A Brief Guide to Writing a Literature Review." Toronto: University of Toronto. <https://smu.ca/webfiles/guidelitreviewbrief.pdf> (also posted on CULearn).

Ian Greener. 2011. *Designing Social Research: A Guide for the Bewildered*. New York: Sage. **Chapter 2.**

**To skim (an example of a literature review):**

Maggie FitzGerald Murphy and Christine Kelly. 2018. Questioning 'Choice': A Critical, Multi-national Review of Research on Directly-funded Home Care Programs. *Health and Social Care in the Community* 27: e37-e56.

**NOTE: Annotated Bibliography and Design Spine II Due In Class**

**WEEK 5: Methodology and Methods (Or: How to Answer My Research Question)**

October 7<sup>th</sup>

**In-class Exercise:** Does the methodology and method(s) match the research paradigm?

**Readings:**

Leslie Pal. 2013. *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 5<sup>th</sup> edition. Toronto: Nelson Education. **Pages 15-25.**

Jennifer Browne, Brian Coffey, Kay Cook, Sarah Meiklejohn, and Claire Palermo. 2018. A Guide to Policy Analysis as a Research Method. *Health Promotion International* (August): 1-13.

Rudra Sil and Peter J. Katzenstein. 2010. Analytic Eclecticism in the Study of World Politics: Reconfiguring Problems and Mechanisms across Research Traditions. *Perspectives on Politics* 8, no. 2 (June): 411-31.

**WEEK 6: NO CLASS – UNIVERSITY CLOSED**

October 14<sup>th</sup>

**NOTE: Literature Review Due on October 18<sup>th</sup> (Upload on CULearn)**

-----**WEEK 7: READING WEEK – NO CLASS** -----

October 21<sup>st</sup> to October 25<sup>th</sup>

**WEEK 8: Multivariate Regression Analysis and the Logic of Control**October 28<sup>th</sup>**Guest Speaker: Rob Currie-Wood, Carleton University****Readings:**

Lijphart, Arend. 1971. Comparative Politics and the Comparative Method. *The American Political Science Review* 65, no. 3: 682-693.

Allison, Paul D. 1999. Multiple Regression: A Primer. Thousand Oaks: Pine Forge Press.  
**Chapter 1.**

**WEEK 9: Discourse, Content, Normative and Text-Based Analysis**November 4<sup>th</sup>**Readings:**

Jennifer Milliken. 1999. The Study of Discourse in International Relations: A Critique of Research and Methods. *European Journal of International Relations* 5, no. 2: 225-54.

Kevin Walby and M. Larsen. 2012. Access to Information and Freedom of Information Requests: Neglected Areas of Data Production in the Social Sciences. *Qualitative Inquiry* 18, no. 1 (January): 31-42.

Maggie FitzGerald Murphy. 2017. The Ethics of Care and the Newfoundland Paid Family Caregiver Program: An Assessment. *Canadian Review of Social Policy/Revue Canadienne de Politique Sociale* 77 (Summer/Fall): pp.

**WEEK 10: Interviews, Focus Groups, and Ethnography**November 11<sup>th</sup>**Guest Speaker: Louise Cockram, Carleton University****Readings:**

Robert Mikecz. 2012. Interviewing Elites: Addressing Methodological Issues. *Qualitative Inquiry* 18, no. 6: 482-93.

Giulia Cappellaro. 2017. Ethnography in Public Management Research: A Systematic Review and Future Directions. *International Public Management Journal* 20, no. 1: 14-48.

James P. Kahan. 2001. Focus Groups as a Tool for Policy Analysis. *Analyses of Social Issues and Public Policy*: 129-46.

**To skim:**

Alex Marland and Anna Lennox Esselment. 2018. Negotiating with Gatekeepers to Get Interviews with Politicians: Qualitative Research Recruitment in a Digital Media Environment. *Qualitative Research*: 1-18.

**NOTE: Methodology and Methods Write Up Due (Upload on CULearn)****WEEK 11: Research Logistics**

November 18<sup>th</sup>

**In-class exercise:** Drafting a research project timeline, searching for potential supervisors, and anticipating challenges.

**Readings:**

Jody LaPorte. 2014. Confronting a Crisis of Research Design. *PS Political Science and Politics* 47, no. 2 (April): 414-7.

Ian Greener. 2011. *Designing Social Research: A Guide for the Bewildered*. New York: Sage.  
**Chapter 9.**

**Optional (we will also review this in class together):**

Research Ethics Board. 2019. "FAQ." Ottawa: Carleton University.  
<https://carleton.ca/researchethics/faq/>

**WEEK 12: In-Class Workshop: Putting the Pieces Together**

November 25<sup>th</sup>

In this class, we will review the concepts we have discussed thus far and pay particular attention to the relationships between the various parts of your HRE portfolio project. Does your theoretical framework align with your research question, methodology and methods? Is it informed by the literature?

This class is meant to provide you with an opportunity to begin to see the 'big picture' of your portfolio and discuss any challenges you are having constructing your portfolio with the instructor and your peers. This class is an excellent opportunity for you to prepare to complete your final assignment.

**Readings: NO READINGS THIS WEEK**

**WEEK 13: Presenting Findings: How to Identify Policy Implications from Research**

December 2<sup>nd</sup>

**Guest Speaker: Courtney Lockhart, Program Manager, Policy & Government Relations for the Co-operative Housing Federation of Canada**

**Readings:**

University of Southern California Library. 2019. "Organizing Your Social Sciences Research Paper: Executive Summary." Los Angeles: USC.

<https://libguides.usc.edu/writingguide/executivesummary> (also posted on CULearn).

Adje van de Sande and Christie Byvelds. 2015. *Statistics for Social Justice: A Structural Perspective*. Halifax: Fernwood Publishing. **Pages 132-6.**

Betty T. Izumi, Amy J. Schulz, Barbara A. Israel, Angela G. Reyes, Jenifer Martin, Richard L. Lichtenstein, Christine Wilson, and Sharon L. Sand. 2010. The One-Pager: A Practical Policy Advocacy Tool for Translating Community-Based Participatory Research Into Action. *Progress in Community Health Partnerships: Research, Education, and Action* 4, no. 2: 141-7.

Ruth Lawrence. 2006. Research Dissemination: Actively Bringing the Research and Policy Worlds Together. *Evidence & Policy* 2, no. 3: 373-84.

***To skim (we will also review in class together):***

S. Butler, R.J.K. Darroch, and A. Bergen. 2014. *A Brief Guide to Social Media: Tips and Tricks for Using Social Media for Knowledge Mobilization and Engagement*. Guelph: Institute for Community Engaged Scholarship, University of Guelph. <http://www.theresearchshop.ca/>

**WEEK 14: Course Wrap-Up**

**December 6<sup>th</sup>**

**NOTE: Final and complete HRE Portfolios Due In Class**