Instructor: Daniel Buckles  
Office: A713 Loeb  
Office Hours: in office Wednesday, 11:30 to 1:30, and by phone, Tuesdays, 3-5 pm.  
Email: Daniel.buckles@carleton.ca  
Phone Number: 613-722-8048

Course meets: Wednesdays, 8:35 – 11:25 a.m. in A700 Loeb

Pre-requisites & Precluded Courses: None

Course Description and Objectives:
What is Engaged Social Research? How is it practiced in different fields and from different theoretical perspectives? Why is Engaged Research relevant in today's democracies and what challenges must it overcome to achieve its promise?

This course will combine theoretical readings with practice and reflection on the skills and means of engaged research. Students can expect to learn and critically examine key concepts in the field, explore a wide range of participatory methods to assess problems, actors and options, and design action-oriented and participatory inquiries into topics of their choice.

Reading (s)/Textbook (s):
You do not need to purchase any texts for this class. All of the readings will be available online or on reserve at the Carleton Library. Weekly required readings listed below. Three books will be used frequently.


Course Requirements & Methods of Evaluation:
Your grade in SOCI 5806W/ANTH 5708W will consist of the following parts:
- Position paper (written, based on your engagement with a reading; 40%)
• Peer teaching exercise (in class, 40%)
• Participation (in class and online, 20%)

Your due dates are:
• Topic definition for position paper (submitted to CuLearn by midnight, February 15, 2019)
• Final position paper: submitted to CuLearn on or before April 9, 2019, by midnight
• Peer teaching exercise: TBA (we will choose slots after our first class)
• Participation: ongoing

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>80-84</td>
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<tr>
<td>B+</td>
<td>77-79</td>
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<tr>
<td>B</td>
<td>73-76</td>
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<tr>
<td>B-</td>
<td>70-72</td>
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<tr>
<td>C+</td>
<td>67-69</td>
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<td>C</td>
<td>63-66</td>
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<td>C-</td>
<td>60-62</td>
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<td>D+</td>
<td>57-59</td>
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<td>D</td>
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<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>Below 50</td>
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<tr>
<td>WDN</td>
<td>Withdrawn from the course</td>
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<tr>
<td>DEF</td>
<td>Deferred (See above)</td>
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DETAILS OF ASSIGNMENTS

POSITION PAPER (2500 WORDS, OR 10-12 PAGES, INCLUDING CITATIONS)
For this task, select one chapter/article from one of the assigned readings and engage with it in a deep way by answering these questions:
• What is the author’s central contribution to general theory building and methodological innovation in engaged research?
• What are the conceptual underpinnings of the methods and methodologies advanced in the article?
• What are the implications of the author’s approach for research on substantive topics? These may reflect strengths or weaknesses of the author’s arguments.
• What have you learned from the review that may have an impact on your own research?

A brief statement of the topic for the position paper is required and will make up part of the grade, due February 15, 2019.

PEER TEACHING EXERCISE
Once this term, between week 4 and 9, you will engage the class in an exploratory exercise using one or more participatory methods to assess problems, actors or options, and launch a discussion of the conceptual underpinnings of the method(s). The methods may be selected from the “Handbook for Participatory Research, Planning and Evaluation” (see link above) or other sources of participatory methods (excluding surveys, interviews, and focus groups). Here’s how the task will work:
• By Monday at 5 PM of your week to teach, you will post to CuLearn a **topic** for analysis, the **method(s)** selected, brief **explanation** of why the method(s) fits the topic, and outline of a possible **facilitation design**. Let Daniel know in advance what topic will launch the exercise and your facilitation design. I will make myself available for a brief discussion before 5 pm Tuesday.

• Two of your classmates will offer over the following 29 hours (from Monday 5 PM to Tuesday 10 PM) preliminary reflections on the materials you post to CuLearn. You should read these reflections before your class and adjust your plans as needed.

• You will then facilitate a group exercise with the selected method(s), for which you will have a total of 60 minutes. (NOTE: this is not a lot of time! Use it with care.)

• After the exercise you will launch (10 minutes) a discussion of the conceptual underpinnings of the method(s).

Peer teaching exercises will be scheduled for Weeks 4-9. To prepare for the first class, review the week 4 to week 9 schedule below and related tools. Identify two sessions you prefer to engage with. We will negotiate and schedule accordingly.

Clear enough? Daniel will model this task in our first and second week.

**Participation**

Demonstrate keen, prepared engagement by paying attention to the following:

1. Come on time, with your readings complete, each week. I promise the reading load will be manageable.

2. By 5 PM on Monday each week a classmate will have posted a topic and design for facilitation of the peer teaching exercise. Each person is required to provide feedback on two peer teaching exercise plans (scheduled on the first and second day). Feedback means you will think about the material posted. Offer some preliminary reflections on it. Write something. Engage thoughtfully with it.

3. In class, you will do a bunch of different kinds of exercises, typically as a whole class, to help us think through the conceptual underpinnings and implications of the methods for engaged research. Participate actively in these – they all have a purpose.

4. What does class participation look like? As Zen Buddhism teaches, experts error when they choose between *a* (talking a lot before shutting up) and not-*a* (talking little before shutting up). Why? Because *a* and not-*a* add up to the same thing; they both rule out the possibility of genuine conversation. The only way out of this unnecessary dilemma consists in waiting for the right moment to speak *and* mastering the art of being present through attentive listening. In other words, participants are asked to acquire and display a key expertise for engaged research, which is to listen with care and speak up when the time is right.
At Winter Break, everyone will receive a check-in from me with thoughts on your participation thus far, and comments based on the four items listed above. I also invite you to speak with me anytime you are concerned about your participation in our class.

**Overview of the seminar process**
Typically, I will briefly outline the material to be covered in the first part of each session. A peer teaching exercise will follow. After the break, discussion will focus on the contribution of readings for the session to general theory building and methodological innovation in engaged research, and implications of methods and process designs for research on substantive topics.

NOTE: the sequencing of weekly sessions may be adjusted in light of goal setting and scheduling of peer teaching exercises, as needed.

**Week 1 (January 9)**
Hello! + Learning goals for the seminar
Introductions, including a short ‘intellectual autobiography’ covering the following:
- Your past involvement with action-oriented and/or participatory research
- One particularly difficult challenge or limitation when doing engaged research, based either on your direct experience or past readings
- How you think you will use learning from the seminar in your own research.

Come prepared to share your background and contribute to goal setting.

**Tools from Handbook:** Free list and Pile Sort, Socratic Wheel

**Week 2 (January 16)**
Ins and outs of participatory action research

Readings (56 pages)


**Tools from Handbook:** A.R.T., Activity Mapping

**Week 3 (January 23)**
Research Perspectives and Process design

Readings (44 pages)


Tools from Handbook: Order and Chaos, Validation, Process Design

Week 4 (January 30)
Exploring problems: Getting to the roots

Readings (49 pages)


Tools from Handbook: Timeline, Problem Tree, Resource Mapping

Week 5 (February 6)
Exploring problems: Factors at play

Readings (27 pages)


Tools from Handbook: Force Field, Gaps and Conflicts
Week 6 (February 13)
Knowing the actors: Stakeholder basics

Readings (25 pages)


Tools from Handbook: Stakeholder Rainbow, Stakeholder CLIP, VIP

Week 7 (February 27)
Understanding systems: System Dynamics

Readings (25 pages)


Tools from Handbook: Systems Dynamics (Activity, Causal, Network)

Week 8 (March 6)
Assessing options: Reconciling differences

Readings

and Civil Society Studies (An International Multidisciplinary Series), Cham, Springer.


Tools: Carrousel, Differences and Misunderstandings, V.I.P. Negotiation Fair

Week 9 (March 13)
Assessing options: Anticipating the future

Readings (23 pages)


Tools: Hazards

Week 10 (March 20)
Understanding systems

Readings (provided by author)


Tools: Social Domain, System Dynamics, Socratic Wheel

Week 11 (March 27)
Engaged Research Ethics

Readings (14 pages)


2. Tri-Council – Canadian Institutes of Health Research (CIHR), Natural Sciences and Engineering Research Council of Canada (NSERC), Social Sciences and Humanities Research Council of Canada (SSHRC) (2014) Tri-Council Policy
Statement: Ethical Conduct for Research Involving Humans, Interagency Secretariat on Research Ethics, Ottawa, ON.

Tools: Transparency

Week 12 (April 3)
Process Design and Skillful Means

Readings: none

Academic Regulations, Accommodations, Plagiarism, Etc.
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:
www.calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

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

Academic Accommodations for Students with Disabilities
The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable).

*The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Winter 2019 (April) exam period is March 15, 2019.

For Religious Obligations:
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: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:
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: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf
For 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 where 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: www.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

Plagiarism
Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See https://carleton.ca/registrar/academic-integrity/). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?
A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?
All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:
Academic and Career Development Services: [http://carleton.ca/sacds/](http://carleton.ca/sacds/)
Writing Services: [http://www.carleton.ca/csas/writing-services/](http://www.carleton.ca/csas/writing-services/)
Peer Assisted Study Sessions (PASS): [https://carleton.ca/csas/group-support/pass/](https://carleton.ca/csas/group-support/pass/)

**Important Information:**

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s Freedom of Information and Protection of Privacy Act (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting [https://students.carleton.ca/](https://students.carleton.ca/)

**Important Dates**

**Winter 2019**

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<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>January 7</td>
<td>Winter term classes begin.</td>
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<tr>
<td>January 15</td>
<td>Deferred final assignments and/or take-home examinations for Fall Term 0.5 credit courses are due.</td>
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<tr>
<td>January 18</td>
<td>Last day for registration and course changes in Winter term classes.</td>
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<tr>
<td>January 18-20, 25-27</td>
<td>Fall term deferred examinations will be written.</td>
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<tr>
<td>January 31</td>
<td>Last day to withdraw from Winter term and Winter portion of Fall/Winter courses with full fee adjustment. Withdrawals</td>
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after this date will result in a permanent notation of WDN to appear on the official transcript.

February 15  
April exam schedule available online.

February 18-22  
Winter Break, classes suspended.

March 26  
Last day for summative tests or final examinations, or formative tests or examinations totaling more than 15% of the final grade in Winter term courses before the official examination period.

April 9  
Winter term ends. Last day of Fall/Winter and Winter term classes. Last day for academic withdrawal from Fall/Winter and Winter term courses. Last day for take-home examinations to be assigned (except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar). Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for Fall/Winter and Winter term courses.

April 12-27  
Final Examinations for Winter and Fall/Winter courses. Exams are normally held all seven days of the week.

April 19-21  
Statutory Holiday, University closed.

April 27  
All take-home examinations are due except those that conform to the academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar.