

FNSP 320

RESEARCH METHODS

Winter 2005-2006, Term 2
Tues & Thurs 11:00-12:20
Lasserre 5C

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Office hrs: TTh 2-4 & by appointment

TEXTS

Kirby, Sandra, and Kate McKenna. *Experience, Research, Social Change: Methods from the Margins*. Toronto: Garamond, 1989. Q180.55.M4K5 1989.

Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books, 1999. GN380.S65 1999.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*, 6th ed. New York: Modern Languages Association, 2003. LB2369 .G53 2003.

Other materials on-line ["OL" on schedule: see course WebCT site for links] or on photocopy ["PC" on schedule: available in the photocopy packet at bookstore or on reserve]. All materials for this course are available at the Koerner Library reserve room. Articles marked "OHR" may also be found on reserve in Perks, Robert, and Alistair Thompson, eds. *The Oral History Reader*. London: Routledge, 1998. D16.14.O76 1998.

SCHEDULE

| <u>wk</u> | <u>Dates</u> | <u>Topics & Readings</u> | <u>Assignments</u> |
|-----------|--------------|---|----------------------------|
| 1 | 1/5 | Introduction to course & methods | |
| 2 | 1/10 | Indigenous methodology: Smith 1-3 | |
| | 1/12 | Indigenous methodology: Smith 1-4 | |
| 3 | 1/17 | Documentary Research: Kirby Intro-1, Smith 134-140 | |
| | 1/19 | Documentary Research: Kirby 2, 4 | |
| 4 | 1/24 | Discussion of proposals and methods | Project 1 proposal due |
| | 1/26 | Search strategies | |
| 5 | 1/31 | Search strategies | |
| | 2/2 | Introduction to Oral History assignment; Wheeler (PC) | |
| 6 | 2/7 | Oral History: Sangster (OHR:PC) | Annotated bibliography due |
| | 2/9 | Report writing: Kirby 7 | Project 2 Proposal due |

Reading Week: 2/13 - 2/17, no class.

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|----|------|--|------------------------------|
| 7 | 2/21 | Project 1 final workshop | Abstract due (posted and hc) |
| | 2/23 | Project 1 discussion; contacting potential research participants | Project 1 Final due |
| 8 | 2/28 | Ethics Readings: group 1 (OL) | |
| | 3/2 | Ethics Readings: group 2 (OL) | |
| 9 | 3/7 | On Line Ethics Module (OL) | Certificates due |
| | 3/9 | Oral History: framing, consent forms | |
| 10 | 3/14 | Oral History: script workshop | script drafts due |
| | 3/16 | Oral History: interviewing methods | |
| 11 | 3/21 | Oral History: interpretation; Borland (OHR:PC) | |
| | 3/23 | Oral History: interpretation; Flick (OHR:PC) | |
| 12 | 3/28 | Class Presentations | |
| | 3/30 | Class Presentations | |
| 14 | 4/4 | Class Presentations | |
| | 4/6 | Class Presentations | Project 2 Final due |

ASSIGNMENTS AND GRADING

LITERATURE REVIEW (PROJECT 1): 45% OF FINAL GRADE

In a general sense, a “literature review” is a technical document that surveys existing research in a field and attempts to define the major approaches and controversies that shape the field. Typically it consists of an annotated bibliography (a selective list of important works with a short analysis of the value of each) and a short essay analyzing the field as you have found it.

This project extends that basic definition to some extent. It begins with a survey of existing documentary materials of some sort, and results in an annotated bibliography and a formal written product in which you analyze the kinds of information you have found. Rather than simply accepting what evidence you find as “the objective facts,” however, you should also analyze the quality of what you have found, its potential bias, and your assessment of what is *not* represented in existing documentation. What do the documents reveal, and what do they leave out? Who or what, in this instance, appear to have controlled or limited the process of documentation? What does the mix of what is and isn’t available mean for the ways in which people build an analysis or understanding of the topic?

Work to take your project beyond a mere academic exercise. Academic skills are extremely important tools, and this project is a good place to develop and refine them. But also keep in mind that academic skills are only valuable put to some good use. What do you want your project to accomplish? How might it serve as a basis for further work? Incorporate these questions of purpose into your research design. Your bibliography and citation format for

this and all work in this course *must* conform to the MLA standard, as documented in the *MLA Handbook*, and detailed accuracy is both important and required. There will be major deductions for non-standard bibliography and citation.

Project 1 assignments:

Project plan (5% of final grade, -2% deduction from final grade *per day* late)

A one page statement of topic and rationale for research (why this topic?).

Bibliography (20% of final grade; -2% deduction from final grade *per day* late)

A survey of the materials you have identified as crucial in this area, with a short analytical comment on each, arranged in the way that makes best sense of the material.

Final project (15% of final grade, -2% deduction from final grade *per day* late)

A formal paper, including a revision of the bibliography, providing your analysis of the information available in the field as a whole, the existing sources and their adequacy, and your recommended direction for further research. Suggested length 8-10 pages, but may vary with topic (see me). You are strongly encouraged to bring in drafts for feedback and to seek tutoring and peer review: further details will be provided.

Abstract (5% of final grade, -2% deduction from final grade *per day* late)

A one paragraph summary of your research and conclusion to be turned in in class 21 Feb and posted on the WebCT site by 5PM the same day.

ORAL HISTORY PROJECT (PROJECT 2): 35% OF FINAL GRADE

The Oral History project will consist of a set of 1-5 personal interviews. Deliberate thinking about the purpose, ethics, and effects of this kind of research will be of primary importance.

The interview assignment will consist of planning and conducting at least one interview of a research participant on a topic of your choosing. Topics must be non-invasive, and for this assignment, need not necessarily be on Aboriginal issues and participants need not be Aboriginal people, but the applicability of the topic to Indigenous research should be clear (e.g., the participant's experience of and attitudes towards "formal" vs. "informal" education, their experience of aging, their recollections of or attitudes towards some historical event or current event, their view of gender roles, etc.).

Interviews may be recorded as notes, audio recordings, or video, and participants may be given the choice of media and the option to remain anonymous in any public discussion of the project. Records of the procedures and results of the interviews must be kept. The final project will consist of the record of the procedures and interview(s), and an analysis of the results. A short presentation of your results must be presented in class.

Project 2 assignments:

Project plan (5% of final grade, -2% deduction from final grade *per day* late)

A one page statement of topic and rationale for research.

Research certification (on-line training module to be completed by 7 March (-4% deduction from final grade *per day* late)

Final project (30% of final grade)

Presentation (10% of final grade)

OTHER ASSIGNMENTS AND GRADES (20%)

Daily responses. Occasional in-class writing, and short (less than 1 page) essay responses due at the beginning of class on days with assigned readings, beginning week 3.

Attendance, beginning week 3.

Other occasional assignments as may arise.

NOTE WELL: instances of plagiarism on written assignments have increased substantially in recent years. Your thinking for this course, however structured, must be your own, and other people's work you use must be acknowledged in standard academic format (see the MLA or APA guidelines at the library or bookstore and ask if you are in doubt.). Submission of work done by another person or failure to document material taken from somewhere else (another text, the internet, etc.) will be regarded as academic dishonesty and will result in disciplinary action: under UBC regulations, the results can be very serious. Ask for help if you are in doubt or having trouble. Ignorance is not an extenuating circumstance. Please review the Arts faculty policy on academic dishonesty at http://www.arts.ubc.ca/Consequences_of_Academic_Disho.92.0.html.

Grading

A = exceptional insight into the issues or problem at hand, very careful planning and analysis demonstrated, exceptionally detailed investigation of materials, research area, and methods demonstrated. **B** = significant insight, clear presentation and analysis of materials, detailed investigation of materials demonstrated. **C** = coherent argument, basic level of analysis apparent, basic knowledge of materials demonstrated. **D** = no clear analysis developed, minimal knowledge of materials demonstrated, factual inaccuracies. **F** = basic knowledge of materials not adequately demonstrated.

GENERAL REQUIREMENTS & INFORMATION

Especially since this course is preparation for the community-based practicum, completing work on time is important. There are serious late penalties for all assignments, and work will be accepted after the last day of class only under special circumstances. Unforeseen circumstances do arise and accommodations can be made, but you must inform me as soon as possible of any developing difficulties

Staple all written work, do not use report covers, and be sure to include page numbers. Be sure your printing equipment is in good working order and that your work is legible. Keep a copy of all work until you receive your final grade.

Every effort will be made in this course to accommodate differences in learning styles and circumstances. Please let me know if you have any disabilities or special requirements and appropriate accommodations can be made.

There are many reasons why some of the technical aspects of assignments for this course may be unfamiliar to you, and if you would like additional help completing them or any other parts of the assignments, please see me as soon as possible. FNISP will make every effort to be sure that you get the help you need to do well in this course, but much depends on your effort and on your contacting us to get help if you need it. Please take action immediately if you think you'd like help, or would just like to talk over aspects of your work.