



UNIVERSITY OF CALGARY

ASHA 501: The Nature of Research Fall 2018

Tuesday 5:00-7:45pm

Instructor:	Hank Stam	Lecture Location:	EDC 286
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We acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Course Description and Goals

The ASHA website describes this course as follows: “This course will consider academic research within the social, historical and political context of its production and use. Questions to be considered include, but are not limited to: the historical development of professions and disciplines; the cultural framework within which research is produced and the cultural uses of research; and the ways in which research creates objects of knowledge and serves to define and categorize human experience and identity.”

We will be taking a tour through multiple research communities to ask just what research does. According to the *OED*, the word research comes to us from the French *recherche* and simply meant (in 1577) “the act of searching (closely or carefully) *for* or *after* a specified thing or person.” A second meaning, closer to our contemporary usage, appears in 1639: “A search or investigation directed to the discovery of some fact by careful consideration or study of a subject; a course of critical or scientific inquiry.” Not surprisingly, the term emerges during what was called in retrospect “the scientific revolution,” a period of intense debate and reconsideration of nature beginning in the 16th century among natural philosophers. One of the roots of *recherche* is the Latin *circare*, which means (in Late Latin) to “wander hither and thither.” If you have ever conducted research you will know that sometimes it does feel exactly like that!

Contemporary disciplines, including the sciences, the social sciences and the humanities, now each have their traditions of research practice and standards of what counts as good research and what does not. Furthermore those practices and standards are not stable and are subject to revision and debate. Sometimes this debate becomes visible, giving us insight into the production of knowledge in particular disciplines that might otherwise be carried out of sight. We will be examining both standard cases of accepted knowledge production and such visible

debates as are useful for understanding research. Finally, those of us in the university can easily overlook how much research is done outside of university settings whether in industry, the military, hospitals, and so on.

Given the focus on research practices, it is easy to overlook the researchers. Class, race, gender and geographical location, among other descriptors, make us particular participants in the research enterprise, not outsiders. How does this matter? Does research ever attain a standard of objectivity? And what is objectivity anyway?

We will be examining these questions and others by engaging not particular research disciplines but by looking at the intersections and interstices among disciplinary boundaries. As Bruno Latour noted, "the conflict of disciplines is not a brake on the development of science, but one of its motors." One might add, this is true for the conflict between researchers as well. Knowledge production proceeds from both conflict and cooperation among multiple sites and researchers. Our task is to pry apart, even a little, the layers of the research enterprise so that a view of the whole emerges more clearly.

Prerequisite: ASHA 421

NOTE: Open only to students in the Arts and Science Honours Academy.

Learning Objectives

- Recognize, describe and convey the underlying foundational frameworks of knowledge production through research.
- Assess and critically evaluate readings, ideas, and assumptions comprehensively and from a variety of perspectives.
- Use relevant sources of knowledge to identify, frame, and generate novel solutions to problems or issues discussed in the course.
- Describe, compare and contrast, and synthesize theories, ideas, and research findings
- Give presentations to increase knowledge, foster understanding, and impact the target audience
- Communicate and contribute in group activities and in discussions to facilitate goals
- Locate, interpret, evaluate, and communicate research information and findings

Required Readings:

A separate reading list/class schedule will be made available on D2L before the first class. The potential material that we could be drawing from is almost limitless, so I have had to make some choices.

A series of papers will be required reading for each class, all of these will be from electronically available journals or sources. The list will be available before the first class. Any copying must be done within the confines of the University of Calgary copyright policy, see

<http://library.ucalgary.ca/copyright>

Recommended Reading

1. Danziger, K. (1997). *Naming the mind: How Psychology Found Its Language*. London: Sage.
2. Dupré, J. (1993). *The disorder of things*. Cambridge: Harvard University Press.
3. Latour, B. (1993). *We have never been modern*. Cambridge: Harvard University Press.
4. Daston, L. & Galison, P. (2010). *Objectivity*. New York: Zone Books.

Note about the readings. There is no traditional text for this course. Danziger's book is a good example of the "new" history of psychology but has wide applicability outside of psychology. The other books (Dupré, Latour, Daston & Galison) are classics in their field. So before you chortle at the thought of reading something as ancient as was published in 1993, remember that our readings (which will all be recent pieces) are based on long and strong traditions.

Requirements

- 1. Presentation and Discussion Leader:** At the beginning of the course we will decide on who will present on which topic. You will lead or share the lead on one discussion by mastering a topic, presenting the appropriate papers, and generally ensuring the smooth facilitation of your part of the class. Marks are earned for (a) clear presentations, (b) good understanding of the subject matter and (c) overall facilitation of discussion. I will go over this in the first class. Value - 20%.
- 2. Research on Research Proposal:** This paper is based on your own discipline and/or interests but can be widely interdisciplinary. However, before you choose a topic you will clear it with me. By the class of October 2 you will choose a topic and submit a paragraph description of what it is you wish to write on. Your proposal should include (a) an argument, (b) a paragraph description, and (c) main resources you will use. It will be on topic of your choosing in a field with which you are familiar. However, the idea is not to prepare a traditional research report but to write a research proposal on what we don't know about the social, gendered, racialized, psychological, political, economic, or other circumstances of the research. This is in preparation for your final paper that you will submit at the end of the course. You will problematize some corner of research that is of some concern to you. Due date: November 6 on D2L. Length: 2500-3000 words. Value – 30%.
- 3. Final Paper:** the final paper will be an extension of your research proposal. In the proposal you problematized some corner of the research world. Now write a more general paper on the topic and generate an argument that is either historical, in the vein of a social studies of science project, or theoretically advanced. It should look like the kinds of readings we have been following for the course. Use multiple sources, both original and secondary. Use primary sources primarily! Due date: December 11 on D2L. Length: 3,000-3,500 words. Value - 35%.

Resources for your paper: The resources you use will depend on the field and the area. However, be sure to cover your bases. Do not rely on Wikipedia (heaven forbid) or web

resources that are not carefully argued and well referenced. I will be grading on (a) the argument, (b) the style and (c) the content and overall reach of your paper.

4. Participation: This is a seminar, not a lecture course. Your participation is worth 15% of your final grade. Participation is meant to include not just class discussions (where some people are obviously less talkative than others) but overall involvement in the course. It is also based on your written contributions (e.g., does your work show that you understood class material, were you attentive for class discussions). Value - 15%.

Attendance: I take it as a given that you are up and coming professionals, hence for you attendance is not optional. This is a small class so in the event of illness or emergency please let me know in advance that you are not going to be able to make it to class.

Grading Scale

The final percentage obtained in the course will be assigned according to the following scale:

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Date	Topic/Activity
T Sep 11	Class begins. Introduction to course. History and philosophy of <i>re-search</i> .
T Sep 18	Objectivity: No room for alternative facts?
T Sep 25	Measurement: What do the numbers tell us anyway?
T Oct 2	Research in unusual places (such as the arts): We need tenure too!
T Oct 9	Publishing (and perishing): journals, open access and predatory publishers
T Oct 16	The reproducibility crisis: Can we please do it again?
T Oct 23	Research in the news: Public discourses of research and their impact on you
T Oct 30	Research & place: location, location, location
T Nov 6	Ethics in research: What's wrong, what's right and how to tell the difference
Nov 11-17	Reading Days. No lectures.
T Nov 20	Feminist research, LGBTQ research.
T Nov 27	Research with indigenous peoples
T Dec 4	Reflexivity: What am I, chopped liver?
F Dec 7	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.

Electronic Devices: I expect most of you will have heard a version of this song, namely, that (a) multi-tasking does not exist, (b) attempting multi-tasking always degrades performance on all tasks, (c) multi-tasking hurts your grades, not to mention your relationships, and (d) just makes you less efficient. But we (myself included) always think we are the exception to the rule. That is why I ask you to please leave your cellphones in your bags during class, with the sound turned off. It is a courtesy to yourself and others. And although I don't mind the use of laptops (again, research has clearly demonstrated that we remember what we write better than what we type), please be mindful of those around you. If you must check your facebook page or watch the latest Youtube video, do it during the break.

Any recording of lectures or any class content requires permission and is governed by the calendar (Section E.6 "Recording of lectures.").

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavorable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine relevant sections of the University Calendar including K. 4, "Statement of Intellectual Honesty" and K.5, "Plagiarism/Cheating/Other Academic Misconduct." At this stage of your academic career not knowing is not an excuse.

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Faculty of Arts Students Centre

The Arts Student Centre is your information resource for everything to do with ASHA. Drop in at SS110, call 403-220-3580, or email artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns. For program planning and advice, contact the Arts Student Centre, Social Sciences 102 (phone: 403-220-3580). You can visit them at <http://arts.ucalgary.ca/advising>. For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit their office in the MacKimmie Library Block.

Faculty of Arts Student Representatives: phone: 403-220-6551

arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

Student Union Information: <http://www.su.ucalgary.ca/>

Graduate Student Association: <http://www.ucalgary.ca/gsa/>

Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to

their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

Important Dates

The last day to drop this course with no “W” notation and still receive a tuition fee refund is September 13, 2018. Last day for registration/change of registration is September 14, 2018.

The last day to withdraw from this course is December 7, 2018.