



Junior Chemical Laboratory, University of Manitoba, ca. 1909. (*Calendar*, 1909-10; (University of Manitoba Archives and Special Collections)



<http://www.indiana.edu/~thtr/facilities/lecture.shtml>

ASHA 501: The Nature of Research Fall 2017

Tuesday 5:00-7:45pm

Instructor: Dr. Paul Stortz
Office Location: SS618
E-Mail: pjstortz@ucalgary.ca
Office Hours*: Tuesdays 3:15-4:30pm; Thursdays 11am-12noon; or by appointment

Course Description

This course examines academic research as an interdisciplinary formal and informal intellectual practice that has evolved over the centuries into a complex set of intersecting approaches, ideologies, perspectives, interpretations, and arguments. Research has contingently existed in time, space, and place to shape cultural understandings of investigation and examination of the world around us. As an integral human activity, research is seen to powerfully shape individual and collective identities by the researcher embodying and testing new ideas. The nature of research is fundamentally one of discovery and even more so, creation, corroborating or challenging hegemonic thinking in academia, industry, and community, and through a meta-lens, fluid definitions of citizenship, nationhood, gender, race and ethnicity, state formation, and intellectualism. The increasing multiplicity of mediated humanistic and science research strategies and findings will be examined, all vying for authority in society, the public, government, media, and the university, and among researchers and readers.

This course asks crucial questions such as: How have definitions of disciplinary and interdisciplinary research changed over time, and how have they been impacted by forces internal and external to the university? How has humanistic, social science, science, and professional knowledge been informed and validated by methodologies associated with unraveling the past, present, and future? How has interdisciplinarity enhanced the efficaciousness of research practices? What underlying events have accelerated the evolution of thinking about research, and have given rise to a vast mosaic of discourses, narratives, and experiences associated with the ideas and practices of research? How has research unsettled and **problematized and complicated** the theoretical disciplinary and intellectual

constructions and entrenched socio-cultural values of the modern world? Finally, why does research matter?

The following is a selection of key concepts that are important in this course:

agency	historicism	narrative
causation	historical relativism	nationalism and nation
citizenship	identity	objectivity/subjectivity
class	the imagination	ontology
critical theory	inference	oral history
culture	interdisciplinarity	postcolonialism
deconstructionism	interpretation	postmodernism
discipline construction	knowledge	poststructuralism
epistemology	labour	power
existentialism	lived experience	structuralism
explanation	Marxism	subjectivity
gender	memory	truth
grand narratives	microhistory	
hegemony	<i>Mentalitiés</i>	
hermeneutics	Modernism	

Learning Objectives of the Course

1. through lectures, discussion, presentations, and structured research, to provide an academic forum for the study of constructions and mediated multiple and contested forms of research and knowledge;
2. to analyze important issues and discourses in myriad ideologies and practices of research as they undergird and intersect conceptions of regionalism, gendered, classed, and ethnic voices, multiculturalism, science and technology, religion and secularization, the media, education and higher education, communications, popular culture and consciousness, visual art, oral and written traditions, and cultural and intellectual turns;
3. to help equip the student with the academic tools and background knowledge necessary to critically, clearly, and effectively study the dynamics of humanistic, social science, science, and professional research as an intellectual creation that is integrally informed by contingent and subjective individual and collective interpretations;
4. to explore the interdisciplinary meanings of research in light of scholarly positionings such as postmodernism, poststructuralism, and postcolonialism as they have occupied, challenged, and provoked intellectual growth of members of past and present communities and societies;
5. to critically examine the fluid intellectual axis of time, space, and place on how research is created, shaped, and purveyed;
6. to encourage **curiosity** into the importance of **argument over opinion** and critical judgment in the context of research . The intellectual foundations of this course require the participants **to constantly and critically challenge their own pre-conceived** notions, ideas, conceptions, biases, predispositions, paradigms, and proclivities related to the past, present, and future

world they inhabit that is predicated on critical intellectualism and reflection, and human behaviour and motivations;

7. understand more clearly the power and practice of judicious and critical thought; and

8. to discuss strategies, options, and outlets for peer-reviewed publication of original research conducted in this course.

Instructional and Course Philosophy

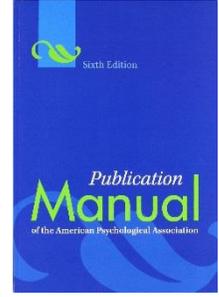
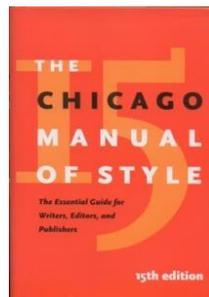
As the instructor, I am also a facilitator, discussant, resource, and lecturer of argument and discussion related to the study of the nature of research. I may be approached on any and all questions or comments related to course content and procedure, or on broad academic concerns or issues that pertain to your intellectual reflection and growth. The course philosophy is hermeneutic, heuristic, and holistic: together, we will tackle pertinent topics and arguments in the study of the nature of research, and strive to challenge foundational assumptions of the subject matter in debate and discussion.

Required Readings

All required weekly readings are available on-line through the University of Calgary library.

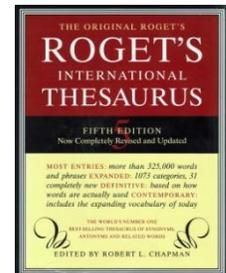
Highly Recommended Reading and Research Tools

1. The accepted formatting manuals in academic research are: *The Chicago Manual of Style* (or the abbreviated *Turabian: A Manual for Writers*), the *MLA Handbook for Writers of Research Papers*, and the *Publication Manual of the American Psychological Association*. Consistent and accurate formatting style is fundamental to the writing components of this course.



2. *Funk and Wagnalls Canadian College Dictionary*. Toronto: Fitzhenry and Whiteside; *Oxford English Dictionary* (latest edition).

3. Chapman, Robert L., ed. *The Original Roget's International Thesaurus*. New York: Harper Collins (latest edition).

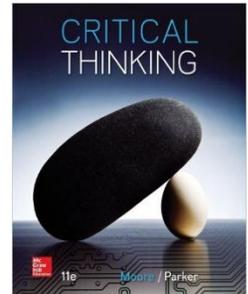
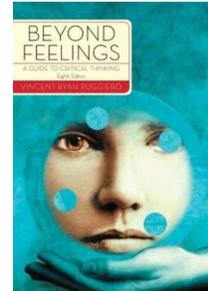
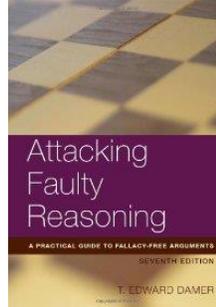


4. *The Globe and Mail*; *Calgary Herald*; *CBC's The National*; *CBC Radio* and other media outlets.

5. Disciplinary and interdisciplinary peer-reviewed journals, for example: *Cambridge Archaeological Journal*, *Canadian Geographer*, *Canadian Journal of Behavioural Science*, *Canadian Journal of Chemistry*, *Canadian Journal of Economics*, *Canadian Journal of Neurological Sciences*, *Canadian Journal of Urban Research*, *Canadian Journal of Zoology*, *Dialogue: Canadian Philosophical Review*, *History of Intellectual Culture*, *Interchange: A Quarterly Review of Education*, *International Journal of Applied Linguistics*, *International Journal of Research in Open and Distance Learning*, *Journal of the Canadian Historical Association*, *Journal of Ocean Technology*,

Journal of Small Business and Entrepreneurship, Informal Logic, Journal of Canadian Studies, Journal of Ethnic and Migration Studies, Labour/Le Travail, Review of Constitutional Studies, University of Toronto Law Journal, University of Toronto Quarterly: A Canadian Journal of the Humanities. Referring to works in peer-reviewed academic journals is required in this course.

6. Books on critical thinking and informal logic. Examples include: T. Edward Damer, *Attacking Faulty Reasoning: A Practical Guide to Fallacy-Free Arguments*, latest edition (Belmont, CA: Wadsworth Cengage Learning/Nelson Education Ltd.); Vincent and Ryan Ruggiero, *Beyond Feelings: A Guide to Critical Thinking*, latest edition (New York: McGraw-Hill); and Brooke Noel Moore and Richard Parker, *Critical Thinking*, latest edition (New York: McGraw-Hill).



A Guide to Critical Thinking, latest edition (New York: McGraw-Hill); and Brooke Noel Moore and Richard Parker, *Critical Thinking*, latest edition (New York: McGraw-Hill).

Schedule of Lectures and Readings

The schedule of lectures and readings is available for download on Desire2Learn, and will be discussed in the first week of class.

Copies of Class Lectures and PowerPoint Slides

Due to issues of copyright, and that the course deals with argumentative and interpretive content and approaches, copies of class lectures and PowerPoint Slides will not be available on D2L.

Assignments

Assignment	Weight	Due Date
Presentation and Leading of Discussion	20%	to be determined
Research Report	30%	Tuesday, 14 November, in class
Argument Paper	35%	Tuesday, 5 December, in class
Participation Mark	15%	Criteria for assessment of participation will be discussed in class

If all assignments are not completed in the course, the final grade will be assessed a "F."

Registrar-Scheduled Final Examination

This course does not have a registrar-scheduled final examination.

Grading Scale

This official objective grading scale will be used in this course. Note that this might differ from other scales used in some of your other courses.

Letter Grade	Percentage Grade	GPA	Description
A+	90-100%	4.0	Outstanding
A	85-89%	4.0	Excellent, superior performance, showing comprehensive understanding of subject matter
A-	80-84%	3.7	
B+	77-79%	3.3	
B	73-76%	3.0	Good, clearly above average performance with knowledge of subject matter generally complete
B-	70-72%	2.7	
C+	67-69%	2.3	
C	63-66%	2.0	Satisfactory, basic understanding of subject matter
C-	60-62%	1.7	Receipt of a grade point average of 1.70 may not be sufficient for entry into or graduation
D+	56-59%	1.3	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
D	50-55%	1.0	Minimal Pass, marginal performance
F	0-49%	0.0	Fail, unsatisfactory performance or failure to meet course requirements

For the official grade on any assignment or examination, a "F" is calculated as zero percent.

Evaluation	<p>All assignments will be based on the material covered in lectures, required readings, handouts, and in-class discussion and presentations. Demonstrated knowledge of the topics covered will be graded according to depth and breadth of analysis, perception, research, and expression of the material. An understandable and clearly-presented argument is always necessary. Following the research and writing guidelines discussed in "Constructing and Writing an Argument" and in an accepted formatting/style manual (APA, MLA, or Chicago/Turabian) are required for structuring and arguing all qualitative responses throughout the course.</p>
	<p>Evaluation will also take into consideration clarity of thought and presentation. The final mark on the assessed components of this course will be affected negatively by improper grammar and organization, lack of clarity, poor spelling and presentation, incomplete or faulty sentence and paragraph structures, use of ghost subjects/empty referents, lack of detail and substantiation in the argument, and lack of proper argumentation. All of these items are the <i>sine qua non</i> for expressing thoughts and analysis on concepts discussed in the study of the nature of research.</p>
Submission of Course Assignments	<p>The assignments are to be submitted in class on the due date. Students must keep a copy of each submitted assignment and be able to produce it immediately if requested. Unless otherwise arranged with the instructor, assignments are considered officially submitted only when they are received by the instructor in hardcopy form.</p>
Late Submissions	<p>If assignments are not submitted directly to the instructor, a (red) drop box for late submissions is available outside of the main office in the history department, SS656. On all assignments, please ensure that the your name, and the instructor's name and course number are indicated on the front page.</p>
	<p>To be fair to class members who submit on time, assignments submitted after the deadline will be penalized a loss of grade (e.g., B to a B-) for each day late. The box is emptied daily at 8:30am and 4:00pm, stamped with that day's date, and placed in the instructor's mailbox. Any assignments handed in after 4:00pm will be collected the following workday and stamped with that day's date. The papers are not time stamped. Course workload or computer problems are not acceptable reasons for late submissions. Late assignments due to health reasons must be accompanied by a stamped physician's note indicating the reason for the missed deadline. Assignments submitted after the stipulated time and day of submission will be graded but without written comments..</p>
Attendance, Participation, and Classroom Etiquette	<p>Attendance and participation are an extremely important and required component of this course. Participation includes the critical expression of knowledge and discussion of all assigned readings for each class, as well as demonstrated insight of the arguments pertinent to discussion and lecture topics. A handout that explains the participation mark is available on the course D2L.</p>
	<p>Kind adherence to classroom etiquette is vital. Talking in class while the lecture, presentations, and related discussions are conducted is unacceptable, and will reflect negatively on the participation mark. Among the main arguments for this is that it disrupts the intellectual culture of the class and disturbs your student colleagues. Food and (non-alcoholic) drink are allowed, cell phones must be turned off.</p>



**Use of
Internet
and
Electronic
Communication
Devices**

Please be courteous of those around you. The use of laptops/Ipads/Iphones for other than typing lecture notes can be distracting to your colleagues nearby. Note that several academic studies have concluded that using social media during lectures distracts the student from the knowledge being created and discussed to the detriment of learning experience and growth.



**Recording
or photo-
graphing
Lectures and
PowerPoint**

Due to copyright issues, and to promote the full academic freedom of class members that includes unimpeded intellectual and knowledge exchange, unless otherwise arranged with the instructor, audio or visual recording of in-class lectures and discussions as well as PowerPoint slides is not allowed. According to university regulations, unauthorized recording is a serious academic offense and is included in the university calendar under the definition of "Academic Misconduct." For more information, see the university calendar, Item E.6: *Recording of Lectures*.

Plagiarism

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in "The History Student's Handbook," plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Writing Support

Students are encouraged to use the Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Ethics

Whenever you perform research with human participants (i.e., surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans

and supervise your research. You cannot conduct interviews of any kind for the explicit purposes of research for this course unless you consult with the instructor first. For more information about your research ethics responsibilities, see the University of Calgary Research Ethics site: <http://arts.ucalgary.ca/research/for-researchers/ethics>

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the *Freedom of Information and Protection of Privacy Act* (FOIP). As one consequence, students must identify themselves on all assignments and the examination by placing their name on the front page and their ID number. For more information, see <http://www.ucalgary.ca/secretariat/privacy>

Copyright®

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books in the library reserve room. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Student Accommodations

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 .

Other Student Information and Resources

If you have a question, but not sure where to start, the Arts Student Centre is your information resource for everything in Arts. 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>

Course Assessments

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating

instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri).
Your responses make a difference — please participate in USRI.

Campus Security 403-220-5333

**Emergency
Evacuation
Assembly Points** <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk Safewalk: 403-220-5333; <http://www.ucalgary.ca/security/safewalk>