



Faculty of Arts

ARTS470: Research in the Social Sciences and Humanities

Subject Outline: Autumn 2010

Credit Points	12
Pre-requisites	Admission to Honours/Masters
Face to Face teaching hours	3 per week

Subject Coordinator	Ben Maddison
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consultation times	

for Arts Enquiries	staff contact details
Arts Central	timetable
room 19.1050	assignment coversheets
Monday–Friday, 8.30am–5.30pm	handbooks
phone 4221 5328	assignment submission
www.uow.edu.au/arts	administrative forms
fac_arts@uow.edu.au	general information
NB: Arts Central is closed Tuesdays 10am-11am for a team meeting	

Week		Lecture	Tutorial/Workshop
Part I: Thinking Research Thinking Researcher			
1	4 March	L: The researching self (Ben Maddison)	
2	11 March	L: Research and Ethics (Kathleen Clapham/David Neil) T: Research and Ethics	
3	18 March	L: Ideas, creativity & research relationships (Wenche Ommundsen) T: Vivisection of a thesis	
Part II: Unruly Disciplines			
4	25 March	L: Constituting disciplines (Sarah Ferber) T: Constituting disciplines	
5	29 March	L: Disciplinary differences (Panel - Richard Howson/Matt Allen) T: Disciplinary differences	
	5 – 9 April	MID SESSION RECESS	
6	15 April	L: Conversations between disciplines: the structure of interdisciplinarity (Kate Bowles/Colleen McGloin)	
Part III: Knowing it and Proving it			
7	22 April	L: Argumentation and types of reasoning (Richard Menary) T: Making arguments work	
8	29 April	L: Concepts for critical research (Richard Howson/Patrick McGivern) T: Concepts for critical research	
9	6 May	L: The roles of theory (Ben Maddison) T: Theory in research	
10	13 May	Panel: Method and methodologies (Paul Sharrad/Frances Steel/Andrew Whelan) T: Method and methodologies	
Part IV: Into the Public Sphere			
11	20 May	L: Disseminating research: Conferences, publishing and other means (Kathleen Clapham)	
12	27 May	Work-in-Progress Preparation	
13	3 June	Work-in-Progress Preparation	
14	11 June	Work-in-Progress Conference	

Subject Description

The objective of the subject is to develop understanding of the central issues and themes that relate to undertaking research across the social sciences and humanities. The subject investigates the processes of researching and writing a thesis, by examining the nature and origins of disciplinary and interdisciplinary knowledge; the varieties of ways of thinking and arguing; the role of research methods and theories; and the connection between academic research and the wider community.

Class Contact Details

- Formal class times and locations are available from the University's home page. Please note that tutorial times on the timetable are provisional.
- Modes of delivery: 1 X 1 hour lecture per week; 1 X 2 hour tutorial per week
- Contact details for the subject co-ordinator can be found on the title page. Contact details for any other staff teaching the subject will be announced in Week 1.
- Consultation times will be announced in Week 1.
- Students should have enrolled in tutorials via SOLS before the start of session.
- Those with time tabling difficulties should see the Subject Co-ordinator.

Subject Requirements

- **Attendance requirements:**

This subject requires an 80% attendance at all classes unless this is unavoidable on medical or compassionate grounds and evidence of this is provided through SOLS. Attendance that falls below the 80% requirement, irrespective of the cause, may require you to complete additional written work to complete the subject. If in doubt, consult either the subject co-ordinator or your tutor.

In order to complete this subject it is necessary to complete every component of the assessment.

Failure to meet these requirements can lead to a technical fail in the subject.

Textbook and Subject Reader Information

There is no Textbook or Book of Readings for this subject. Tutorial Readings are accessed through the Subject website, e-readings or other electronic access, as indicated for each week.

The compulsory, recommended and additional readings are not intended to be exhaustive – students should use the Library catalogue and databases to locate additional resources.

Learning Outcomes / Graduate Qualities

On completing this subject, students will be able to critically evaluate;

express clearly in written and oral form views on issues raised in the subject;

demonstrate an awareness of different ways of approaching research;

demonstrate an appreciation of, and respect for cultural diversity and social difference.

Graduate Qualities addressed include a commitment to independent learning through intellectual development and critical analysis; enhancement of knowledge and be informed

about; enhanced ability to solve complex intellectual problems through the application of techniques of inquiry; self confidence in written and oral modes of expression; and an acknowledgement of individual responsibilities, obligations and ethical responsibilities entailed in critical scholarship.

Faculty Graduate Qualities

Informed - Have a sound knowledge of an area of a disciplinary study or interdisciplinary area of study offered by the Faculty of Arts through its majors with an understanding of its current issues, their contexts and developments over time.

Independent Learners - Engage with new ideas and ways of thinking, enquiry and critical analysis of issues and research through a sequence of subjects that culminates in the ability to reflect broadly on their field of study. Acknowledge the work and ideas of others.

Problem Solvers - Take on challenges and apply the relevant skills required to respond effectively to the central issues raised. Be flexible, thorough and innovative and aim for high standards.

Effective Communicators - Articulate ideas and convey them effectively using a variety of modes. Engage collaboratively with people in different settings. Recognise how culture can shape communication.

Responsible - Understand how decisions can affect others, and make ethically informed choices. Appreciate and respect diversity. Act with integrity as part of local, national, regional, global and professional communities.

The Faculty Graduate Qualities can be found on the following website:
<http://www.uow.edu.au/arts/current/FacultyGraduateQualities/index.html>

Assessment Tasks – in detail

1: Lexicon

due: Weekly – before class
weighting: 10%
length: various

Students will be provided with a list of key words that are frequently encountered in humanities and social science literature. Many of the words have multiple and contested meanings, sometimes varying according to their disciplinary conventions or who uses them. Students will be required to provide each week examples of usages of the terms specified for each week. Students are required to make entries on WebCT each week according to the guidelines provided with the list.

2: Active tutorial participation

due: weekly
weighting: 10%
length: various
Showing evidence of actively engaged in focussed reading of required texts and other material.

3: Major essay

due: *Draft* – to Arts Central 21 May, 4.00 p.m.
Final – to Arts Central 18 June 4.00 p.m.
weighting: 50%
length: Draft 1500 wds (20%); final 3-3500 wds (30%)

Major Essay (focused on subject material Parts I and III)
Instructions: choose ONE of the following topics.

1 Compare the ways in which academic writers in TWO disciplines establish 'truth effect'. Base your essay on at least four disciplinary-specific sources, two from each discipline. You should also use general sources that discuss epistemological and truth-knowing issues.

2 What are the roles of humanities and social sciences academic research/ers in Australian and world society?

3 'Theory is an unnecessary impediment invented to make academic research less accessible to non-academic readers.' Assess the validity of this claim by examining the roles of theory in intellectual inquiry and knowledge production. (Base your essay in academic work that explicitly uses theory; ask yourself whether the theory facilitates the knowledge that is produced, or whether the same/similar knowledge could be produced without the theory)

4 Should there be ethical limits to research in the social sciences and humanities? Support your argument with evidence, and reference to the existing literature on ethics and research.

Notes on the Major Essay

Draft. The draft should be a detailed 1500 word sketch that will lead to the final essay. It should be more than an 'essay plan', as it should clearly indicate the argument you intend to make in the final version of the essay; the intended structure (organization of material/argument); the sources to be used (not included in word count); and annotations of up to 500 words justifying why you have chosen to use five of the key references in your essay. Drafts submitted by the due date will be returned by 1 June.

Final essay. This should precisely respond to the question or topic you have selected. It should be in rigorous essay form, and use a credited system of referencing (usually the same one that your disciplinary specialisation uses). As part of the assessment will be based on how well you have responded to the feedback given from the draft, attach the marked original of the draft as the last section of your essay.

4: Textual analysis exercise

due: **Friday April 23rd, 2010**

weighting: **30%**

length: **1500 words**

Anonymous marking:

Please submit all work with your student number only. We will find your name once we have marked the paper, to personalise comments. This policy exists in the interests of equity.

Write on one of the following:

1. Academic journals

Choose three issues of one academic journal. (How to choose a journal will be discussed in class.) The three articles must be divided by at least ten years and can come any decade after 1900. You should also look at the first-ever issue of the first issue of the journal, which can also be one of your three. (Thus you could use one article from the 1960s; one from the 1980s and one from the 2000s, for example.)

Examine the contents page, any editorial introduction, the list of contributors

and at least the first article.

Give an account of the aims and preoccupations of the journal through time, as evidenced by the sample of three issues. For each journal issue you need to address such questions as: Which theories and methods are employed or discussed? What are the subjects under discussion? What method does the article use? Do the authors engage in debate? In what ways? What kind of technical language or jargon is present? Does it change across time? Where are the authors based (what country? which institution?) Identify any other points you find noteworthy.

Aim:

The purpose of this exercise is assist you to understand: the changing (or sometimes unchanging) preoccupations of academic journals; the ways in which knowledge is created and debated; and the ways in which each journal has its own particular place within wider disciplinary and interdisciplinary conversations.

Presentation:

The essay should be written in formal academic style, with an introduction which outlines the general questions to be addressed and your approach to them. If you wish to consider more than one journal, please see your tutor.

2. Academic truths and judgments

Study several texts (all references will be provided) in order to establish how the authors reach a truth or judgment (in the form of the problems set out at the start and a conclusion or discussion at the end of the paper). What academic protocols are being followed? I.e., How do they identify/create their dataset/textual focus/source base? In what ways do they their findings support or contest the research of others? How does style vary across the articles (e.g., is one more explicitly narrative in style and another more in the form of data analysis?)

Presentation:

The essay should be written in formal academic style, with an introduction outlining the nature of your materials, the questions to be addressed and your approach to them. It should then move to its analysis, either case by case, or theme by theme.

Aim:

The purpose of this exercise is assist you to understand the ways in which truth and knowledge are created, presented and debated.

5: Work-in-progress paper

due: Honours conference

weighting: 10%

The work-in-progress report should form the basis of your presentation of your research proposal at the Honours/Masters conference in wk 14.

Codes of Practice, Rules and Guidelines

The University has in place codes of practice, rules and guidelines that define a range of policy issues on both educational and student matters. Students must refer to the Faculty Handbook or online reference which contains a range of policies on educational issues and student matters. Some of the policies relevant to the Arts Faculty are listed below:

Academic Grievance Policy (Coursework & Honours Students):

<http://www.uow.edu.au/handbook/courserules/studacgrievpol.htm>

Acknowledgement Practice/Plagiarism: <http://www.uow.edu.au/handbook/courserules/plagiarism.html>

Code of Practice Teaching & Assessment: www.uow.edu.au/handbook/codesofprac/teaching_code.html

Code of Practice Honours: www.uow.edu.au/handbook/honourcode.html
Code of Practice Students: www.uow.edu.au/handbook/codesofprac/cop_students.html
Code of Practice Student Conduct: <http://www.uow.edu.au/handbook/generalrules/StudentConductRules.pdf>
Code of Practice – Practical Placements: http://www.uow.edu.au/handbook/codesofprac/cop_pracplace.html
Course Progress Policy: <http://www.uow.edu.au/about/policy/courseprogresspolicy.pdf>
EEO Policy: <http://staff.uow.edu.au/eed/eeopolicy.html>
Human Ethics Research Guidelines: www.uow.edu.au/research/rso/ethics/
Intellectual Property: <http://www.uow.edu.au/about/policy/ippolicy.pdf>
Non-Discriminatory Language Practice & Presentation: <http://staff.uow.edu.au/eed/nondiscrimlanguage.html>
Occupational Health and Safety: www.uow.edu.au/about/policy/ohs.html
Academic Consideration Policy: www.uow.edu.au/about/policy/studentacademicconsiderationpolicy.pdf
Intellectual Property Policy: <http://www.uow.edu.au/handbook/generalcourserules/UOW028651.html>
Student Conduct Rules and accompanying Procedures:
<http://www.uow.edu.au/handbook/generalrules/StudentConductRules.pdf>

Lecture: is in 20.5, Thursday 9.30-10.30.1 X one hour lecture per week is compulsory.

No lecture notes are available

Tutorials: Choose 1 x two hour tutorial, Thursday 10.30-12.30; 13.30-15.30. Attendance at tutorials is compulsory.

Tutorial Guide:

Part I *Thinking Research-Thinking Researcher*

Week 1 (begins 1 March) **The researching self** (Ben Maddison)

In researching and writing a Research thesis students are engaging in the active production of knowledge. This class will examine what it means to think of oneself as a knowledge-producer, as a way into explaining the rationale of the subject.

Discussion Questions

What does Mills tell us about his own intellectual practices? What can we conclude through his discussion about the identity and personal qualities that are used when engaging in research? What distinguishes research from other forms of knowing and thinking? What “self” do researchers have?

Tutorial Reading (Read before tutorial week 1)

1. C. Wright Mills, ‘On Intellectual Craftsmanship’ (Pdf on e-learning site)
2. R. Pierce, ‘Introduction’, *Research Methods in Politics* (Pdf on e-learning site)
3. ‘McMurray et. Al, ‘Preparing Your “Self” for Research’ (Pdf on e-learning site)

Week 2 (begins 8 March) **Research and ethics** (Kathleen Clapham/David Neil)

This week we examine ethical issues that can arise in undertaking research, how they are handled at the institutional level (e.g. ethics clearance procedures), and investigate broader ethical issues about whether all information and knowledge is and should be freely available.

Discussion

Scenarios illustrating ethics in practice.

- What is 'the ethical dilemma'?
- What is involved in resolving it?

What guidelines exist to assist researchers? What are the key issues in obtaining consent from research subjects? Is there an Indigenous specific research ethics? What is it and why has it come about? What is meant by the term 'micro ethics' (or the 'ethics of practice') and why is this important? Does all research imply ethical considerations?

Tutorial Reading

1. National Statement on Ethical Conduct in Human Research (2007)
<http://www.nhmrc.gov.au/publications/synopses/e72syn.htm> (sections 1, 2 & 5).

2. Smith, L. T. (2006) *The Indigenous people's project: Setting a new agenda. Decolonising Methodologies: Research and Indigenous Peoples*. Dunedin, NZ, Zed Books Ltd and University of Otago Press. 'Introduction' & Chapter 6. 'The Indigenous People's Project: Setting a New Agenda', pp.107-122. (Pdf on ARTS470 e-learning site)

Additional Reading

Ananda, P 2005. "Module 2: Informed consent", *Developing World Bioethics*, 5(1): 14 – 29. (Pdf on ARTS470 e-learning site)

Anderson, I. (1996) Ethics and health research in Aboriginal communities. In Daly, J. (Ed.) *Ethical intersections: health research, methods and researcher responsibility*. Sydney, Allen & Unwin.

Beauchamp, T (ed.) 1982. *Ethical issues in social science research*, Baltimore : Johns Hopkins University Press Library (This is an anthology that has relevant chapters on consent, harm to research subjects, privacy and confidentiality). [Short Loan]

Clarke, S 1999. "Justifying deception in social science research", *Journal of Applied Philosophy*, 16(2): 151 - 66. (Pdf on ARTS470 e-learning site)

D'Agostino, F 1995. "The ethics of social science research", *Journal of Applied Philosophy*, 12(1): 65 – 76. (Pdf on ARTS470 e-learning site)

Dunbar, T. & Scrimgeour, M. (2006) 'Ethics in Indigenous Research – Connecting with Community'. *Bioethical Inquiry*, 3, 179–185.

Gillam, L, Guillemin M, Bolitho A, & Rosenthal D (2009). 'Human Research Ethics in Practice: deliberative strategies, processes and perceptions', *Monash Bioethics Review*,

28(1): 07.1-07.17 (Pdf on ARTS470 e-learning site)

Guillemin, M. & Gillam, L. (2004) 'Ethics, Reflexivity, and "Ethically Important Moments" in Research' in *Qualitative Inquiry*, 10, 261-280. (on-line through library catalogue)

Hardcastle, L 2007. "Respecting women in research", *Aboriginal and Islander Health Worker Journal*, 31(4): 16-17. (Pdf on ARTS470 e-learning site)

Herrera, CD 2001. "Research ethics and the interpretive stance in fieldwork", *Philosophy of the Social Sciences*, 31(2): 239-246. (Pdf on ARTS470 e-learning site)

Israel, M 2006. *Research ethics for social scientists : between ethical conduct and regulatory compliance*, London : Sage Publications (Short Loan) Library: 300/143

Kelly, A & Halford WK 2007. "Responses to ethical challenges in conducting research with Australian adolescents", *Australian Journal of Psychology*, 59(1): 24 -33. (Pdf on ARTS470 e-learning site)

Peirce, R , 'Power in Research, Ethics, Data Protection and Bias', *Research Methods in Politics* (e-reading)

Punch, M. (1994) 'Politics and Ethics in Qualitative Research'. In DENZIN, N. K. & Lincoln, Y. S. (Eds.) *Handbook of Qualitative Research*. Thousand Oaks, California.

Roberts, L & Indermaur, D 2008. "The ethics of research with prisoners", *Current Issues in Criminal Justice*, 19(3): 309 – 26. (Pdf on ARTS470 e-learning site)

Shuklenk, U 2005. "Module 1: Introduction to research ethics", *Developing World Bioethics*, 5(1): 1 – 13. (Pdf on ARTS470 e-learning site)

Smith, L. T. (2006) *The Indigenous people's project: Setting a new agenda. Decolonising Methodologies: Research and Indigenous Peoples*. Dunedin, NZ, Zed Books Ltd and University of Otago Press.

Week 3 (begins 15 March) **Ideas, creativity & research relationships** (Wenche Ommundsen)

What to research, how to have an idea, and the importance of identifying a focussed research question are all crucial issues for initiating research. This session examines the difference between levels of generality (field, topic, question), and identifies a range of ways that effective research is initiated, including the role of creative processes, intuitive knowledge and research design in academic research. Researching and writing an Honours/Masters thesis involves developing and working within a whole range of new relationships. This session explores the nature of these relationships, and sets them within broad structures of research within the Faculty, University, Australia and globally.

Workshop: Vivisection of a thesis

A thesis is a complex document, and each of its parts plays an important role in the total package. What does a thesis look like? What is the role of the Introduction? What was the argument of the thesis you read? How convincing was it? What evidence did the author use? What was the balance between primary and secondary material? How did s/he analyse the material? What do you think of the conclusion? How extensive was the bibliography? What relationships were necessary for the researcher to produce the final product? What insights into becoming a researcher do Potgeiter & Smit give us?

Reading

1. D. A. Leonard & W.C. Swap, *When Sparks Fly: Igniting Creativity in Groups*, Ch. 1 (Pdf).
2. F. Potgieter & B. Smit, 'Finding academic voice', *Qualitative Inquiry*, 2009: 15; 214 (online through library catalogue)
3. An Honours or Masters thesis in your discipline(s). Obtain from Faculty thesis library (Rm19:1030, keypad access code C1256), or equivalent at SCSH sites. Bring to class.
4. Bouma & Ling, 'Research as a Way of Knowing' (e-reading)

Additional Resources

Bouma, G *The Research Process*

Creswell, J.W. , *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*

Denscombe, M, *The Good Research Guide for Small-scale Social Research Projects*

Week 4 (Week beginning 22 March) **Constituting disciplines** (Sarah Ferber)

This session will examine the origin and evolution of disciplines. How, why and when did disciplines come about? It will also examine why disciplinary knowledge changes (crises, breaks, paradigm shifts), and identify the key developments (e.g. all the 'post's; language & semiotics, narrativization) that have created contemporary scholarship. Knowledge is organised, not random and chaotic. This session identifies the structured nature of knowledge, and examines the role of 'canonical' and counter-canonical texts in shaping dominant arguments and themes within disciplines.

What is a discipline? When and why did disciplines come into existence? Why does disciplinary knowledge change over time? Why isn't there only one discipline?

Tutorial Reading

1. Tony Becher, 'Academic Disciplines' (e-reading)
2. J. Hoyrup, 'The German University reform and the humanities' [extract from Hoyrup, *Human sciences; reappraising the humanities through history and philosophy* (2000)] (e-reading)
3. B. Kuklik, 'The Nineteenth century' [extract from Callahan et al, *Applying the humanities* (1985)] (e-reading)
4. D. Callahan, 'Bioethics as a discipline', [extract from 'The emergence of bioethics as discipline and discourse', in *A History of Bioethics as Discipline and Discourse* pp.17-22.(e-reading)

Additional Reading

During, 'Going global',

Coffin et al, 'Writing for different disciplines' (e-reading)

G. Delanty, 'The Foundations of Social Theory: Origins and Trajectories' (e-reading)

J. Frow, 'Beyond the Disciplines: Cultural Studies' (e-reading)

Fuery & Mansfield, 'Introduction' (e-reading)

S. Hall, 'Cultural Studies: two paradigms', *Media, Culture and Society*, 1980,2, 57-72 (e-reading)

Week 5 (Week beginning 29 March) **Disciplinary differences** (Richard Howson, Matt Allen)
This session identifies key theoretical, methodological and empirical differences between disciplines.

Discussion Questions

To be announced

Tutorial Reading

1. D. Garrow & E. Shove, 'Artefacts between disciplines. The toothbrush and the axe.', *Archaeological Dialogues* 14 (2), 117-131. (access through Library online)

2. To be announced

Additional Reading

M. Burawoy, 'Provincializing the Social Sciences' (e-reading)

Week 6 (Week beginning 12 April) **Conversations between disciplines: the structure of interdisciplinarity** (Kate Bowles/Collen McGloin)

Disciplinary boundaries are regularly crossed, first by scholars whose reference points include sources that are primary to disciplines other than their own, and secondly by collaborative and/or interdisciplinary research that combines approaches from two or more positions in order to explore topics of shared concern. Some fields describe themselves as interdisciplinary while beginning to develop their own specialist literature and theoretical frameworks, seeming to become more disciplinary in the process. This lecture examines the practice and problems associated with professing interdisciplinary expertise, and considers conversational rather than transgressive models for appreciating this potential.

Discussion questions: What is your understanding of the term "interdisciplinarity"? Can we practise rigorous interdisciplinarity? If so, how?

Tutorial Reading

1. Frodeman, R & Mitcham, C, 'New Directions in Interdisciplinarity: Broad, Deep, and Critical', *Bulletin of Science, Technology & Society* 2007; 27;506, (online through library)

2. Nakata, M. 2006, 'Australian Indigenous studies: A question of discipline', *The Australian Journal of Anthropology*, vol. 17, no.11, pp. 265-275. (online through library)

Additional Reading

Foucault, M. 1995, *The Order of Things*, Vintage, New York, Ch 10: 'The human sciences'

Kincheloe, J.L, 'Describing the Bricolage: Conceptualizing a New Rigor in Qualitative Research', *Qualitative Inquiry*, 2001; 7; 679 (online through Sage)

Kincheloe, J.L, 'On to the Next Level: Continuing the Conceptualization of the Bricolage', *Qualitative Inquiry*, 2005; 11;323 (online through Sage)

Part III *Knowing it and proving it*

Week 7 (Week beginning 19 April) **Argumentation and types of reasoning** (Richard Menary)

This session examines the basic intellectual principles entailed in undertaking research and constructing intellectually-credible arguments. It explains the differences between inductive and deductive reasoning, and examines the strengths and weaknesses of positivistic and empiricist approaches to knowledge.

Discussion Questions

What are the basic differences between deductive and inductive reasoning? What is positivism and empiricism? How do you build a sound argument?

Required Reading

- 1: W. Salmon, 'The Scope of Logic' (e-readings) [also chapter 1 of *Logic* (1963) Prentice-Hall]
- 2: I. Hacking, 'Positivism' (e-reading) [also chapter 3 of *Representing and Intervening* (1983) Cambridge University Press]

Additional Reading

Argument and Logic

R. Fogelin (1978) *Understanding Arguments* Harcourt-Brace

W. Salmon (1963) *Logic* Prentice-Hall

P. Tomassi (1999) *Logic* Routledge

A. Weston (1992) *A Rulebook For Arguments* Hackett

Critical Thinking

A. Fisher (2001) *Critical Thinking: An Introduction* Cambridge University Press

A. Thomson (2009) *Critical Reasoning* Routledge

(Logical) Positivism and Explanation

D. Gillies (1993) *Philosophy of Science in the Twentieth Century*

C. Hempel (1966) *Philosophy of Natural Science* Prentice-Hall

G. Lenzer (ed.) (1983) *Auguste Comte and Positivism: The Essential Writings* University of Chicago Press

E. Nagel (1960) *The Structure of Science* Hackett

Week 8 (begins 26 April) **Concepts for critical research** (Richard Howson/Patrick McGivern)
This session focuses on epistemology, ontology and teleology, to extend the week 7 discussion. It investigates the fundamental questions 'How do we know what we know?' and 'How do we demonstrate the validity of what we know?'

Tutorial Reading

to be announced

Additional Reading

to be announced

Week 9 (begins 3 May) **The roles of theory** (Ben Maddison)

This session explores some of the issues that arise in working with theory: in identifying the theoretical influences that have shaped arguments in disciplinary and interdisciplinary literature, and in adopting/adapting appropriate theoretical frameworks for research and writing.

Discussion questions: What is theory? What roles does/can theory play in research? Do all researchers use theory?

Tutorial Reading

1. A. Sears, *A Good Book in Theory*, Ch 2 (e-reading)
2. O. Daddow, 'No Philosophy Please, We're Historians' (e-reading)

Additional Reading

- E. Hauptmann, 'Defining "Theory" in Postwar Political Science' (e-reading)
- R. Trigg, 'The Nature of Science' (e-reading)

Week 10 (begins 10 May) **Method and methodologies** (Paul Sharrad, Andrew Whelan, Frances Steel) This session identifies the implications of adopting particular research methods for the type of evidence produced. It emphasises the importance of using research methods appropriate to the research question being investigated.

Tutorial Readings

1. K. Bode, 'GRAPHICALLY GENDERED. A Quantitative Study of the Relationships between Australian Novels and Gender from the 1830s to the 1930s', *Australian Feminist Studies*, Vol.23, No.58, December 2008 (access through Library catalogue online)
2. Nicholas B. Dirks, 'Annals of the archive: ethnographic notes on the sources of history', in Brian Axel (ed.), *From the Margins: Historical Anthropology and its Futures* (Durham: Duke University Press, 2002), 47-63.) (Pdf on subject e-learning site)
3. <http://www.fanhistory.com/wiki/SurveyFail>;

Discussion questions

How did Bode's method lead to new insights about literature and gender in Australia?

What is an ethnographic method and why might historians and other researchers need one?

What does Surveyfail tell us about differences between disciplines, and about how presumptions and bias can be built into methodology, and critiqued in methodology?

Additional Reading

Anne Brewster, 'Aboriginal life-writing and globalisation: Doris Pilkington's *Follow the Rabbit-Proof Fence*, *Australian Humanites Review*, March 2002 (access through Library online)

Tucker, Jennifer, 'Entwined practices: engagements with photography in historical enquiry', *History and Theory*, 48, no. 4 (2009): 1-8.

White, Luise, 'Telling more: lies, secrets, and history,' *History and Theory*, 39, no. 4 (2000): 11-22.

Yow, Valerie, 'Do I like them too much?': effects of the oral history interview on the interviewer and vice versa', in Robert Perks and Alastair Thompson (eds), *The Oral History Reader* (New York: Routledge, 2006), 54-72.

<http://shaggirl.livejournal.com/190853.html>

<http://www.roughtheory.org/content/wearing-the-juice-a-case-study-in-research-implosion/>;

Part IV *Into the public sphere*

Week 11 (begins 17 May) **Disseminating Research: Conferences, publishing and other means** (Kathleen Clapham)

This session identifies a range of issues about how and why to communicate research to the wider academic and public sphere communities. It includes considerations of public policy research.

Tutorial Reading

1. S. Fish, 'Will the Humanities Save Us?' (access via opinionator.blogs.nytimes.com)
2. to be announced

Additional Reading

Week 12 (begins 24 May)

Work-in-progress preparation

Week 13 (begins 31 May)

Work-in-progress preparation

Week 14 (begins 7 June) **Honours/Masters Research conference**

Student work-in-progress papers presentation.

The conference will probably be Wednesday & Thursday this week.

Conventions Governing Written Work

Consult the relevant School and Program on the Faculty of Arts website for the appropriate referencing system used for this subject at www.uow.edu.au/arts

OR

<http://www.library.uow.edu.au/resourcesbytopic/UOW026631.html#electronic>

Presentation

- assessments must be laid out in 1.5 line spacing (minimum) or in double spacing
- use A4 paper
- leave a margin of no less than 4 cm
- strongly encouraged to print on both sides of the paper
- all assessments should be word processed
- all assessments must be page numbered, including bibliographies or works cited (not including coversheets or title pages).

Submission of Assignments: Wollongong Campus

Unless your tutor or lecturer asks you to do otherwise, submit all assignments by depositing them in one of the three School slots opposite the Enquiry Centre (19.1050 in the Arts building).

All assignments deposited in the School slots must have a cover sheet attached. Ensure that all sections are filled in including your tutor's name, the assignment question and sign the plagiarism declaration. Coversheets can be found above the bench opposite the Enquiry Centre. You can also download a coversheet from the Faculty's webpage at: www.uow.edu.au/arts/coversheets/index.html - Make sure you download both pages.

Receipts are not mandatory (you can just drop the assignment in the box if you wish), but if you want a receipt for your assignment, just fill out the bottom section of the coversheet and ask the person to whom you submit the piece of work to sign the form or date-stamp it for you.

Students must keep a copy of all work/assignments handed in.

Assignments sent by fax or e-mail will not be accepted unless by prior agreement between the lecturer and student.

Submission of Assignments: South Coast and Southern Highlands Campuses

Unless your tutor or lecturer asks you to do otherwise, submit all assignments following the procedures set out on your campus.

All assignments must have a cover sheet attached. Ensure that all sections are filled in including your tutor's name, the assignment question and sign the plagiarism declaration. You can download a coversheet from the Faculty's webpage at: www.uow.edu.au/arts/coversheets/index.html - Make sure you download both pages.

Students must keep a copy of all work/assignments handed in.

Assignments sent by fax or e-mail will not be accepted unless by prior agreement between the lecturer and student.

Return of Assignments: Wollongong Campus

The University's Code of Practice Teaching and Assessment requires that at least one assignment be assessed and returned before Week 9 of session.

Assignments submitted during session will be returned to you by your lecturer or tutor. The Enquiry Centre does not hold any assignments during session.

Assignments submitted at the end of session will be held at the Enquiry Centre until the end of Week 6 of the following session. After this time, assignments will be disposed of. Please take your student card with you when collecting your work. During this period, assignments can be collected: Monday-Friday between 11.30am-12.30pm and 3.30pm-4.30pm.

Academic Consideration

Students who miss a deadline, or fall below the minimum attendance requirements, or otherwise find their work in the subject affected by illness or serious misadventure should lodge a formal request for Academic Consideration via SOLS. The procedures for lodging a request are available at:

<http://www.uow.edu.au/about/policy/studentacademicconsiderationpolicy.pdf>

Penalty for late submission of work:

Late work (i.e. any work required for assessment that has not been given an extension) will be subject to a 10% penalty per day. The penalty is applied to the original mark awarded. Work submitted after seven calendar days will not be marked and will be given a mark of 0.

Plagiarism

Students are responsible for submitting original work for assessment, without plagiarising or cheating, abiding by the University's policy on plagiarism as set out in the University Handbook under Universities Policy Directory and in Faculty Handbooks and subject guides. Plagiarism has led to the expulsion from the University.

For full details about the University's plagiarism policy see:
www.uow.edu.au/handbook/courserules/plagiarism.html

Faculty Handbook

The Faculty issues a Handbook free of charge to all students enrolled in an Arts Subject. It contains information on the structure of the Faculty's degrees, the majors offered, the more important University policies and other matters that may affect your time as a student in the Faculty.

Grievance Procedures:

The term "academic grievance" refers to a complaint by a student concerning an act, omission or decision by a member of staff that adversely affects a student's academic experience. Some examples of a grievance include the following:

- failure to assess work in accordance with specified criteria;

- administrative error in the collating or recording of marks;
- failure to address requests for Special Consideration in accordance with the Special Consideration Policy;
- failure of a member of staff to adhere to General Course Rules or requirements of a relevant Code of Practice;
- failure to adhere to Faculty assessment or examination requirements.

The University and the Faculty of Arts have formal Student Academic Grievance Policies that are to be used **only after informal approaches** have been made to the relevant staff member. If the informal approach has an unsatisfactory outcome the student should follow the procedure outlined in the Faculty of Arts Student Grievance Form.

This form can be downloaded from the UOW website or a copy may be obtained from the Arts Central, Level 1, Building 19, Room 1050.

For more information: <http://www.uow.edu.au/arts/current/stgrievance>

Support Services

Both the Faculty and the University offer support services to its undergraduates.

Arts Central

Building 19 Room 1050
 phone: 02 4221 5328 fax: 02 4221 5341
 Mon – Fri: 8.30am to 5.30pm
 Email: fac_arts@uow.edu.au
www.uow.edu.au/arts

Sub Dean

to make an appointment to see the Sub Dean, contact the Sub Dean's Assistant, Mark Hutchings, at Arts Central:
 Location: 19.1050
 Email: mark_hutchings@uow.edu.au
 Ph: 4221 4838

Course Readers and Textbooks

UniShop – Building 11
 phone: 02 4221 8050 fax: 02 4221 8055
unishop.uow.edu.au

Student Administration

Student Central – Building 17
 phone: 02 4221 3927 fax: 02 4221 4322
 e-mail: askuow@uow.edu.au
www.uow.edu.au/student

Woolyungah Indigenous Centre – Building 30

phone: 02 4221 3776 fax: 02 4221 4244
www.uow.edu.au/wic/

University Library, including the Faculty Librarian

Building 16
 phone: 02 4221 3545
uba@uow.edu.au

Student Equity and Diversity Liaison Officer

Viv McIlroy - Room 19.1075
 Phone: 4221 3635
 The Student Equity & Diversity Liaison officer provides support when dealing with:
 - student welfare, both domestic & international;
 - EdStart (grants for financially disadvantaged students);
 - Liaison for the Disability program, Counselling, Learning Development, Careers etc.
 - Developing social networks for students within faculties.

Learning Assistance

Learning Development Resource Centre – 19.G102
 phone: 02 4221 3977
www.uow.edu.au/student/services/ld

Careers Service – Building 11

phone: 02 4221 3325
careers@uow.edu.au

Counselling Service – Building 11 (level 3)

phone: 02 4221 3445
StudentServices@uow.edu.au

