



We acknowledge that we are on the traditional, ancestral and unceded territory of the hə́nq̓əmiḥə́m̓ speaking Musqueam people.

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

ARST 591 Archival Research and Scholarship – Course Syllabus (3)

Program: MAS

Year: Winter 2019-20, Term 1

Course Schedule: Wednesdays, 2:00-4:50pm

Location: TBD

Instructor: Dr. Jennifer Douglas

Office location: IKBLC 487

Office phone: 604-827-5905

Office hours: Tuesdays, 10:00am to noon, or by appointment

E-mail address: jen.douglas@ubc.ca

Learning Management Site:

<https://canvas.ubc.ca/courses/39322>

Course Goal: The purpose of this course is to introduce the theory and practice of the research methods used in archives and related information-based organizations. It provides a framework of structured problem solving that is used to analyze and implement the research activities and needs of your field. The emphasis is on those techniques and knowledge required to produce research as well as the informed consumption and interpretation of existing research and includes both quantitative and qualitative research.

This course recognizes that research is carried out in many different ways and contexts and is essential to moving the discipline and profession(s) forward. With the idea that every archivist and/or archival scholar should know how to think about, conduct and assess research in order to make good decisions, and develop new ideas and practices, this course aims to empower students to think and act with a research mindset. The course also recognizes that all research (like archives) is contextual. Research questions arise and research is conducted in particular contexts (institutional, cultural, social, personal, etc.). Contextual factors influence: the identification of research problems; the participation and behaviour of people (researchers and researched); systemic and structural constraints and opportunities; bias/perspective of researchers and researched; institutional expectations, etc. This course will prepare students to approach research in a self-reflexive and context-aware manner and will emphasize the ethical dimensions of all stages of the research process.

Course Objectives:

Upon completion of this course students will be able to:

1. Discuss the roles that research plays in records professions [1.4]
2. Discuss the importance of research method knowledge for records professionals [5.3]



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3. Describe the basic elements of social science research methods and their applications in records professions
4. Critique a published research study
5. Prepare a detailed research plan including problem identification and selection, research questions/hypotheses, literature review, methodological design, data collection and analysis techniques [4.1, 4.2]

In addition, students will be able to:

- Critically reflect upon the roles that research plays (and can play) in archival scholarship and in records professions [1.4]
- Articulate the moral and ethical responsibilities of the researcher and design research that acknowledges and attends to those responsibilities [5.1, 1.4]
- Adopt a self-reflexive stance and articulate how your own values, beliefs and experiences impact your approach to research

Course Topics:

- The role of research in the archival discipline and records professions
- The research process: theory and philosophy; inductive vs. deductive models and approaches; qualitative vs. quantitative methods; identification and evaluation of research problems and agendas; factors that encourage and inhibit research; data collection and analysis; etc.
- Fundamental social science and humanities research models and their application to specific methodological designs
- Research ethics
- Knowledge mobilization
- Self-reflexive research practice

Prerequisites: MAS and Dual students: completion of the MAS core.

Format of the course: The course will include short lectures by the instructor, class discussion, and in-class activities. Time to work on the term project will be incorporated into most classes.

Required and Recommended Reading:

Please refer to the ARST 591 Course Readings by Week handout, available in Canvas and passed out in class first day. All readings will be available through UBC Library's online catalogue or through the Library Online Course Reserves in Canvas.



Course Assignments:

Depending on the size of the class, some of these assignments may be completed in pairs or small groups.

Assignment Name	Due Date	Weight	Graduate Competencies
Article assessment	To be completed in-class, September 25	5%	4.1
Completion of TCPS tutorial	To be completed before class, October 9	5%	
Short presentation on a research method and peer feedback	October 23	15% (presentation) 5% (peer feedback)	2.1
Scaffolded research design 1. Mini literature review, research question and rationale 2. Methods protocol 3. Final presentation	1. October 16 2. November 10 3. November 20 or 27	1. 20% 2. 20% 3. 20%	4.1, 4.2, 5.1
Field notes (Time will be given in class to complete most of this assignment)	December 2	10%	1.4, 5.1

Course Schedule [week-by-week]:

Topic	Date
<p>Introduction to course</p> <p>What is research?</p> <p>In this class we will:</p> <ul style="list-style-type: none"> • Discuss the structure and contents of the course and familiarize ourselves with course objectives and expectations • Reflect on what 'counts as' research • Reflect on the uses of research • Reflect on the role(s) of the researcher • Reflect on how your values, beliefs and experiences affect what you think of as research and as good research • Reflect on why you want to do research • Learn about the functions of field notes and how to write them 	<p>WEEK 1: September 4</p>



<p>The role(s) of research in the archival discipline and records professions Research paradigms</p> <p>In this class we will:</p> <ul style="list-style-type: none">• Discuss how research has been used conducted in the archival discipline and in records professions• Start to think about what topics you are interested in researching• Discuss the differences in research epistemologies and approaches• Discuss the role of theory in research• Discuss different types of social research	<p>WEEK 2: September 11</p>
<p>Research design Research questions</p> <p>In this class we will:</p> <ul style="list-style-type: none">• Discuss the differences between qualitative and quantitative research design• Introduce research methods and methodologies• Explore the relationship between research design and methods• Identify the characteristics of a good research question• Begin to draft research questions to guide term projects• Reflect on how values, beliefs and experiences influence how you identify and draft your research question	<p>WEEK 3: September 18</p>
<p>Literature reviews Assessing published research</p> <p>In this class we will:</p> <ul style="list-style-type: none">• Discuss the purposes of a literature review• Identify the qualities of a good literature review• Conduct an initial literature search• Discuss how to assess published research• Assess a published research article• Reflect on how your beliefs, values and experiences affect your assessment of the research of others	<p>WEEK 4: September 25</p>
<p>Understanding the relationship between research questions and research design</p> <p>In this class we will:</p> <ul style="list-style-type: none">• Discuss how research design is dependent on context• Explore why particular approaches are suitable for particular questions• Identify the key features of different research methods• Brainstorm methods that can be used to answer your research question	<p>WEEK 5: October 2</p>



<ul style="list-style-type: none">• Reflect on how your values, beliefs, and experiences affect how you choose a research method and design your study	
<p>Research ethics</p> <p>In this class we will:</p> <ul style="list-style-type: none">• Discuss the TCPS tutorial• Consider who benefits from research and how• Consider how risk and vulnerability are understood by behavioural research ethics boards (BREB)• Identify what types of risk/vulnerability are not considered by BREBs• Discuss ideas of agency and vulnerability, with particular reference to two contexts: Indigenous research and research in online communities• Identify the ethical questions and issues that relate to your research question and design	WEEK 6: October 9
<p>Data analysis</p> <p>In this class we will:</p> <ul style="list-style-type: none">• Discuss and experiment with different methods of qualitative data coding• Consider the researcher as data to be analyzed: autoethnography, personal motivation and bias	WEEK 7: October 16
<p>Short presentations on research methods: ONLINE MODULE</p> <p>In this class, students will:</p> <ul style="list-style-type: none">• Present on a particular research method• Provide feedback to your peers	WEEK 8: October 23
<p>Knowledge mobilization and access</p> <p>In this class we will:</p> <ul style="list-style-type: none">• Discuss the responsibilities of researchers to make the results of their research accessible• Discuss different perspectives on access to research findings and participation in knowledge mobilization• Brainstorm a knowledge mobilization plan• Reflect on how your values, beliefs and experiences affect how you understand your responsibilities to make research accessible• Discuss the status of students' final presentations and address any questions	WEEK 9: October 30



NO CLASS – preparation for final presentations	WEEK 10: November 6
The relationship between research and the profession(s) In this class we will: <ul style="list-style-type: none">• Consider the responsibilities researchers have to advance the profession• Consider how the profession should inform research agendas• Identify the ways in which archival work is like research and discuss whether archival work should be governed by the same ethical guidelines as research• Consider the archives as a site of research• Brainstorm on an archival/records research agenda• Discuss the factors that enable and constrain research in the archival discipline and records professions	WEEK 11: November 13
Final presentations In this class you will: <ul style="list-style-type: none">• Present research problems and design• Discuss each others' presentations	WEEK 12: November 20
Final presentations Course wrap up In this class you will: <ul style="list-style-type: none">• Present your research problems and design• Discuss each others' presentations• Identify your personal research philosophy• Provide (as comfortable) feedback for future iterations of this course	WEEK 13: November 27

Attendance: Attendance is expected in all class meetings. If you know you are going to be absent please inform me beforehand if at all possible. Any penalties imposed for excessive absences are at the discretion of the instructor.

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). Late assignments. A penalty of 1% per day will be imposed on assignments that are not handed in by the due date. Papers that are still outstanding one week after the due date will not be accepted without prior arrangements for an extension. Extensions without penalty will only be granted in cases of illness (documented) or emergencies. Such extensions will not be granted for requests made on the due date for the assignment. Requests for extension for other reasons (i.e. other than a documented illness or emergency) will be considered, but are not guaranteed, and if granted, are subject to late penalties as agreed upon between the student and the instructor. This policy is to ensure fairness to all students.



Required Materials: There are no required materials that incur cost in this class. All readings (listed in the course reading handout) are open access or available through UBC Library's online course reserve.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

Centre for Accessibility: Centre for Accessibility works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Centre for Accessibility unit: [<https://students.ubc.ca/about-student-services/centre-for-accessibility>]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: <http://equity.ubc.ca/days-of-significance-calendar/>

Academic Integrity

Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: [<http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>]

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.