



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ 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

Winter 2021 Wednesdays, 14:00–16:50 PST

Instructor: Rebecka Sheffield (www.rebeckasheffield.com)

Email: rebecka@archivalobjects.com

Office: Virtual!

Office Hours: Wednesdays immediately following class or by appointment

Prerequisites

MAS and Dual students, completion of the MAS core

Curious PhD students

Course Format

This course is delivered entirely online and synchronously. Each class will include a short lecture by the instructor, class discussion, and in-class activities. Time to work on the term project and other assignments will be incorporated into most classes.

Course Goals

- What is archival studies? What kinds of questions do we ask? What questions will you ask?
- How do archivists and recordkeepers do research? What methods are common in archival studies? How are these methods used to create knowledge about records, archives, and memory?
- What kind of researcher are you? Are you a social scientist? A humanities scholar? A scientist? An interdisciplinary scholar?

These are the questions that we will ask in this course. As we explore archival studies as both a discipline and a profession, we will take a critical look at the theory and practice of research used in archives and related information-based organizations. We will consider how knowledge is created by, for, and about archivists and recordkeepers. We will also consider how archivists contribute to research conducted by others.

ARST 591 provides a framework of structured problem solving that can be used to analyze and implement research activities and address questions relevant to the discipline of archival studies. The emphasis will be on qualitative methods, data collection techniques, and approaches that are used to investigate questions and create new knowledge.



This course begins with an assumption that the research that informs archival studies is carried out in many different ways and contexts, borrowing from other disciplinary and interdisciplinary fields. The goal is to provide students with a suite of tools to help them conduct and assess research, to make evidence-based decisions, and to develop new ideas that can add to archival studies.

Research questions arise and research is conducted in particular contexts (institutional, cultural, social, personal, etc.). We will look at how these contexts influence the identification of a research problem; the participation and behaviour of people (researchers and participants); systemic and structural constraints and opportunities; biases, locations and perspectives of researchers and participants; and expectations for sharing and using knowledge.

Together we will engage in self-reflective and context aware learning to explore the ethical dimensions of each stage of the research process.

Course Objectives

Upon completion of this course, students will be able to:

- Discuss the roles that research plays in the archives and recordkeeping professions [1.4]
- Discuss the importance of research methodology for the archives and recordkeeping professions [5.3]
- Describe the basic elements of humanities and social science research methods and their applications in archival studies
- Critique a published research study
- Identify and discuss ethical issues related to research by, for and about the archivists and recordkeepers
- Describe the various responsibilities of the researcher and how these responsibilities influence the research design [5.1, 1.4]

In addition, students will:

- Develop their own research project, a detailed research plan, including problem identification and selection, research questions, literature review, methodological design, data collection and analysis techniques [4.1, 4.2]
- Critically reflect on the role that research plays (or can play) in archival studies as both a profession and discipline [1.4]
- Adopt a self-reflexive stance and articulate how social location, values and beliefs, and personal experiences influence research orientations and approaches.

Required and Recommended Reading

Required readings are listed below in the week-by-week schedule. All readings will be available through UBC Library's online catalogue or through the Library Online Course Reserves in Canvas. Please note that additional case studies (i.e. published archival research articles) may be assigned in various weeks to help ground and guide our discussions of different topics. These will be circulated at least one week in advance of the relevant class.



Attendance

Borrowing from Professor Douglas, I hope everyone can attend all synchronous meetings, but I also understand that this semester is highly unusual and that some or many of you are trying to attend class around caregiving and other responsibilities and stresses. If you know in advance that you can't attend a class, please try to let me know. If you can't let me know in advance, please make sure to be in touch so that I can ensure you receive any missed materials and understand concepts or methods discussed in class.

Weekly Schedule

Week 1:	Introduction
Week 2:	Archival Research
Week 3:	Research Design I: Developing a Research Topic and Designing Questions
Week 4:	Research Design II: Conducting a Lit Review and Engaging in Ethical Research
Week 5:	Humanities Approaches
Week 6:	Social Science Approaches
Week 7:	Research Design III: Data Analysis and Research Mobilization
Week 8:	Critical Archival Studies
Week 9:	Researching Communities
Week 10:	Research and Practice I
Week 11:	Research and Practice II
Week 12:	Student Presentations
Week 13:	Student Presentations and Course Wrap-Up

See **Appendix A** for further information about the weekly schedule, including guiding questions, planned activities, and required and recommended readings.

Assignments

	Weight	Due Date
Methods Presentation	15%	Week 5 or 6
Research Design Term Project		
Lit Review + Research Questions	20%	Week 8
Methods Protocol	20%	Week 10
Presentation of Design	20%	Week 12 or 13
Field Notes	15%	Week 13
Participation	10%	Throughout the course

See **Appendix B** for a full description of each assignment noted above.

All assignments will be marked using the evaluative criteria given on the [iSchool web site](#).



All assignments for this course should be turned in on Canvas by 11:55 pm on the specified due date. My routine practice is to grade and provide feedback on all assignments within one week after the due date, or before the next assignment is due.

Late Assignments

If you find yourself in need of an extension for an assignment, please contact me as soon as possible by email or in office hours to make arrangements. While I am willing to consider extensions, and especially because we are all experiencing the effects of the Covid19 global pandemic in different ways, please remember that assignment deadlines are there in part to help you manage your time; consideration of your overall workload and ability to complete the term should be part of any of your thinking about an extension.

If you are struggling to get an assignment complete, please contact me. I would be happy to provide additional support or connect you to the support that you need. I want you to succeed in this course and will endeavour to help in any way possible to make that happen.

A Note on Reference Style

Archival studies is a trans- and interdisciplinary area of study. As such, there is no default referencing style associated with the field. Students in this class are free to choose an accepted reference style (i.e., don't make one up on the fly!) of their choice, as long as this is used accurately and consistently in assignments. Preferred styles include APA, MLA and Chicago.

Supporting 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

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.

Contacting the Instructor

Students should never hesitate to contact me whenever they have any concerns about the course or about their own performance. Not only will this help me assist students as needed, it will also provide valuable feedback as to how the course might be improved in the future.

Please note that I check email very frequently, but I do not always have capacity to return emails during my typical business hours (Monday-Friday, 8:00am-4:00pm EST or 5:00am-1:00pm PST). I will endeavour to return your email within 24 hours. If I have not responded after 24 hours, you are welcome to re-send your message.



Appendix A: Detailed Weekly Schedule

Week 1: Introduction to Archives Research and Scholarship		
Guiding Questions	Activities	Readings
<p>What is research?</p> <p>Why do we research?</p> <p>What 'counts' as research? Why?</p> <p>What is the role of the researcher?</p> <p>What are common research orientations or disciplines?</p> <p>How does theory inform research?</p>	<p>Review syllabus and course expectations</p> <p>Start field notes: How do you see the world?</p>	<p>Required Reading</p> <p>Maharaj, Nandini. "Using Field Notes to Facilitate Critical Reflection," <i>Reflective Practice: International and Multidisciplinary Perspectives</i> 17, no. 2 (2016): 114-124.</p> <p>Doctoral students (and those interested in writing a thesis or dissertation) should watch Laura Valadez-Martinez's TEDx Talk, Things About a PhD Nobody Told You About: https://www.youtube.com/watch?v=CAKsQf77nHU</p>
Week 2: Archival Research		
Guiding Questions	Activities	Readings
<p>What is archival studies?</p> <p>Why and how do we study archives and recordkeeping?</p> <p>What disciplinary approaches are common in archival studies?</p> <p>How do archivists and recordkeeping professionals use research?</p> <p>Who are archival scholars?</p> <p>How does archival theory inform practice?</p> <p>Where/how to professionals share or access research?</p>	<p>Generate ideas for your own research term project</p> <p>Field notes: What draws you to archival studies? How do you want to contribute to the study of archives and recordkeeping?</p>	<p>Required Reading</p> <p>Gilliland, Anne J. "Archival and Recordkeeping Traditions in the Multiverse and their Importance," pp 31-73, in <i>Research in the Archival Multiverse</i>, eds. Anne J. Gilliland, Sue McKemmish and Andrew J. Lau (Monash, 2017): https://library.oapen.org/handle/20.500.12657/31429</p> <p>Caswell, Michelle L. "'The Archive' is not an Archives: On Acknowledging the Intellectual Contributions of Archival Studies." <i>Reconstruction</i> 16, no. 1 (2016): https://escholarship.org/content/qt7bn4v1fk/qt7bn4v1fk.pdf</p> <p>Recommended Reading</p> <p>Eastwood, Terry. "Archival Research: The University of British Columbia Experience." <i>American Archivist</i> 63, no. 2 (Fall/Winter 2000): 243-257.</p> <p>Couture, Carol, and Daniel Doucharme. "Research in Archival Science: A Status Report." <i>Archivaria</i> (2005): 41-67.</p> <p>Banks, Brenda, Paul Conway, Nancy Lenoil, and Michael Suarez. "The View from Here: Perspectives</p>



		<p>on Educating About Archives (Session 306).” <i>The American Archivist</i> 74, no. Supplement 1 (2011): 1-32.</p> <p>Nesmith, Tom. “Archives from the Bottom Up: Social History and Archival Scholarship.” <i>Archivaria</i> 14 (January 1982), 5-26.</p>
<p>Week 3: Research Design I: Developing a Research Topic and Designing Questions</p>		
<p>Guiding Questions</p>	<p>Activities</p>	<p>Readings</p>
<p>Why design research?</p> <p>What is research design? How does context influence design? How does design influence the process?</p> <p>What are types of research design? e.g., descriptive, correlational, experimental, review, meta-analytic</p> <p>What is the relationship between research design and research methods?</p> <p>When are qualitative methods used? When are quantitative methods used?</p> <p>What is a research question? How are research questions structured? What makes a good research question?</p> <p>How does the researcher’s own social location, biases, values and beliefs influence the research process?</p> <p>What does research triangulation mean and how does it make stronger research design?</p>	<p>Select method to present on week 5 or 6</p> <p>Field notes: What kinds of questions will guide your term project?</p>	<p>Required Reading</p> <p>Agee, Jane. “Developing Qualitative Research Questions: A Reflective Process.” <i>International Journal of Qualitative Studies in Education</i> 22, no. 4 (2009): 431-447.</p> <p>Watch Michael Quinn Patton’s Introduction to Research Design for Scholar-Practitioners. Center for Research Quality: https://www.youtube.com/watch?v=GYywR7SA03E</p> <p>Recommended Reading</p> <p>Creswell, John W. and J. David Creswell. <i>Research Design: Qualitative, Quantitative and Mixed Methods Approaches</i>, 5th ed. Thousand Oaks: Sage, 2017.</p> <p>Creswell, John W. and Cheryl N. Poth. <i>Qualitative Inquiry and Research Design</i>, 4th ed. Thousand Oaks: Sage, 2018.</p>



Week 4: Research Design II: Conducting a Literature Review and Engaging in Ethical Research		
Guiding Questions	Activities	Readings
<p>How do you conduct a review of relevant literature?</p> <p>What makes a good literature review?</p> <p>How to assess a research article?</p> <p>What is ethical research? Do ethics change based on the context or scope of the research?</p> <p>Who benefits from research and how?</p> <p>What are research risks and vulnerabilities? What is agency in the context of research? Who has agency and who doesn't?</p> <p>What is an ethics review? What is the Tri-Council?</p>	<p>Field Notes: Identify ethical questions and issues that relate to your research question and design</p>	<p>Required Reading</p> <p>Explore the University of Arizona Library's LibGuide on Conducting a Literature Review: https://new.library.arizona.edu/research/write-cite/lit-review</p> <p>Explore the Tri-Council Policy Statement (Ethics) CORE Tutorial: https://tcps2core.ca/welcome</p> <p>Review three different literature reviews (no need for deep reading, just get a sense of how the authors present their reviews of relevant literature):</p> <ol style="list-style-type: none"> 1. Pollard, Riva A. "The Appraisal of Personal Papers: A Critical Literature Review." <i>Archivaria</i> 52 (February, 2002): 136-50. 2. Craig, Barbara. "Selected Themes in the Literature on Memory and their Pertinence to Archives." <i>The American Archivist</i> 65, no. 2 (2002): 276-289. 3. Jacobsen, Trond, Ricardo L. Punzalan, and Margaret Hedstrom. "Invoking 'Collective Memory': Mapping the Emergence of a Concept in Archival Science." <i>Archival Science</i> 13 (2013): 217-252. <p>Recommended Reading</p> <p>Ballamingie, Patricia, and Sherrill Johnson. "The Vulnerable Researcher: Some Unanticipated Challenges of Doctoral Fieldwork." <i>Qualitative Report</i> 16, no. 3 (2011): 711-729. https://files.eric.ed.gov/fulltext/EJ926321.pdf</p> <p>Gillies, Val and Alldred, Pam (2012) "The Ethics of Intention: Research as a Political Tool," pp. 43-60 in (eds.), <i>Ethics in Qualitative Research</i>. 2nd ed. Thousand Oaks: Sage.</p> <p>Association of Internet Researchers (AOIR) (2012) Ethical Decision-Making and Internet Research https://aoir.org/reports/ethics2.pdf</p>



Week 5: Humanities Approaches		
Guiding Questions	Activities	Readings
<p>How do humanities scholars conduct research?</p> <p>How have archivists and recordkeeping professionals used humanities approaches to study the archives?</p> <p>What is the relationship between memory studies and archival studies?</p> <p>What is the difference between archival studies and archive studies?</p>	<p>Short presentations on research methods due (humanities)</p> <p>Field notes: Do any of the methods presented in this class or by fellow students speak to you? Can they help answer your question(s) in the ways that you want them answered?</p>	<p>Required Reading</p> <p>Explore Edith Cowan University’s LibGuide on Research Methodologies for Creative Arts and Humanities: https://ecu.au.libguides.com/research-methodologies-creative-arts-humanities</p> <p>Explore UBC’s Digital Humanities LibGuide: https://guides.library.ubc.ca/dh</p> <p>Cullen, Jim. <i>Essaying the Past: How to Read, Write, and Think about History</i> 3rd ed. Wiley Blackwell, 2017. pp. 7-34.</p> <p>Recommended Reading</p> <p>Erl, Astrid. “The Invention of Cultural Memory: A Short History of Memory Studies.” In <i>Memory in Culture</i>, pp. 13-37. Palgrave Macmillan, London, 2011.</p> <p>Gaillet, Lynee Lewis. “(Per) Forming Archival Research Methodologies.” <i>College Composition and Communication</i> 64, no. 1 (2012): 35-58.</p> <p>Mcdowell, Bill. <i>Historical Research: A Guide for Writers of Dissertations, Theses, Articles and Books</i>. Routledge, 2013.</p> <p>Watch the 2019 ACLS Annual Meeting of the American Council of Learned Societies. (https://www.youtube.com/watch?v=vZyd6NgzTa0). Three panelists discuss how they have used humanities research methods to create knowledge:</p> <ol style="list-style-type: none"> 1. Héctor Beltrán, Code Word: Hacking Imaginaries Across the Borderlands (Ethnography, hackathon as a research site) 2. KJ Rawson, The Digital Transgender Archives (Historiography, archives that collect trans historical materials) 3. Caroline Wigginton, Indigenuity: Native Craftwork and the Material of Early American Books (Craft studies, bookmaking, book history, literary studies) <p>Kee, Kevin. <i>Pastplay: Teaching and Learning History with Technology</i>. University of Michigan Press, 2014.</p> <p>Brennan, Claire. "Digital Humanities, Digital Methods, Digital History, and Digital Outputs: History Writing and the Digital Revolution." <i>History</i></p>



		<p>Compass 16, no. 10 (2018): https://doi.org/10.1111/hic3.12492</p> <p>Milligan, Ian. <i>History in the Age of Abundance?: How the Web is Transforming Historical Research</i>. McGill-Queen's University Press, 2019.</p>
Week 6: Social Sciences Approaches		
Guiding Questions	Activities	Readings
<p>How do social scientists conduct research?</p> <p>How have archivists and recordkeeping professionals used social science approaches to study the archives?</p> <p>What is mixed methods? When is mixed methods a beneficial approach?</p>	<p>Short presentations on research methods due (social sciences)</p> <p>Field notes: Which methods presented in this class or by fellow students speak to you? Can they help answer your question(s) in the ways that you want them answered?</p>	<p>Required Reading</p> <p>Luker, Kristin. <i>Salsa Dancing into the Social Sciences</i>. Harvard University Press, 2009, pp. 22-39.</p> <p>Explore the Duquesne University Qualitative Research Methods LibGuide: https://guides.library.duq.edu/c.php?g=836228&p=5971938</p> <p>Recommended Reading</p> <p>Molly Ott's Introduction to Social Science Research. https://www.youtube.com/watch?v=IjofS0JYIT8</p> <p>John Creswell: John Creswell: Stories of Research to Reality: How the Social Sciences Change the World: https://www.youtube.com/watch?v=lkMeOYW-r5Q</p> <p>Grad Coach's What Is Research Methodology In A Dissertation Or Thesis? https://www.youtube.com/watch?v=TEqYnV6KWfY</p>
Week 7: Research Design III: Data Analysis and Research Mobilization		
Guiding Questions	Activities	Readings
<p>How are data/findings analyzed?</p> <p>How does the method influence the analysis?</p> <p>What are common analysis techniques?</p> <p>What are findings and how are they validated and shared?</p> <p>How and why is the researcher responsible for making the results of the research available?</p> <p>What are common mobilization strategies?</p>	<p>Brainstorm a knowledge mobilization plan</p> <p>Field notes: How will you analyze your data? Will you use any assistive technologies (e.g., NVivo, Qualtrac, etc.)? How will you share your findings with others? Who is your audience?</p>	<p>Required Readings</p> <p>Social Sciences and Humanities Research Council, Guidelines for Effective Knowledge Mobilization http://www.sshrc-crsh.gc.ca/funding-financement/policies-politiques/knowledge_mobilisation-mobilisation_des_connaissances-eng.aspx</p> <p>Johnny Saldaña and Matt Omasta, "Introduction: Analyzing Life," in <i>Qualitative Research: Analyzing Life</i> (London: Sage, 2018), 3-28.</p> <p>Recommended Readings</p> <p>Billard, Thomas J. "Out of the Tower and Into the Field: Fieldwork as Public Scholarship in the Face of Social Injustice." <i>International Journal of Communication</i> 13 (2019): 3512-3528.</p>



<p>How is mobilization influenced by the context of research?</p> <p>Why is it important to plan out mobilization strategies as part of research design?</p>	<p>What are the benefits and limitations of this mobilization plan?</p>	<p>Boilevin, Louise, et al. 101: A Manifesto for Ethical Research in the Downtown Eastside, June 27, 2019, https://docs.google.com/document/d/1M2D6_XAVN178UjxKJpsmBn2N1OR1b9t7uj6A7y9P3no/mobilebasic</p> <p>DeCuir-Gumby, Jessica T, Patricia L. Marshall and Allison W. McCulloch, "Developing and Using a Codebook for the Analysis of Interview Data: An Example from a Professional Development Research Project," <i>Field Methods</i> 23, no. 2 (2011): 136-155.</p> <p>Mauthner, Natasha S. and Andrea Doucet, "Reflexive Accounts and Accounts of Reflexivity in Data Analysis," <i>Sociology</i> 37, no. 3 (2003): 413-431.</p> <p>Bors, Douglas. <i>Data Analysis for the Social Sciences: Integrating Theory and Practice</i>. Sage, 2018.</p>
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Week 8: Critical Archival Studies

Guiding Questions	Activities	Readings
<p>What is critical theory? What is critical archival studies?</p> <p>How have critical theories been applied to the study of archives?</p> <p>How have archival theorists used critical race theory, queer theory, critical disability theory/crip theory, post-colonial studies, and other critical approaches to study archives and recordkeeping?</p> <p>How might craft studies provide insight into archives and recordkeeping practices (and memory work)?</p>	<p>Literature review, questions and rationale due</p> <p>Field notes: How can your research incorporate critical theory? What kinds of critical theory would be useful to inform your research design, answer your research questions or assist with analysis?</p>	<p>Required Reading</p> <p>Dunbar, Anthony W. "Introducing Critical Race Theory to Archival Discourse: Getting the Conversation Started." <i>Archival Science</i> 6, no. 1 (2006): 109-129.</p> <p>Caswell, Michelle, Ricardo Punzalan, and T-Kay Sangwand. "Critical Archival Studies." <i>Memory</i> 2 (2002): 1-19.</p> <p>Recommended Reading</p> <p>Hardiman, Rachel. "En mal d'archive: Postmodernist Theory and Recordkeeping." <i>Journal of the Society of Archivists</i> 30, no. 1 (2009): 27-44.</p> <p>Warren, Kellee E. "We Need These Bodies, But Not Their Knowledge: Black Women in the Archival Science Professions and their Connection to the Archives of Enslaved Black Women in the French Antilles." <i>Library Trends</i> 64, no. 4 (2016): 776-794.</p> <p>Brilmyer Gracen M. "It Could Have Been Us in a Different Moment. It Still Is Us in Many Ways": Community Identification and the Violence of Archival Representation of Disability." in Sundqvist A., Berget G., Nolin J., Skjerdingsstad K. (eds) <i>Sustainable Digital Communities. iConference 2020. Lecture Notes in Computer Science</i>, vol 12051 (2020). Springer. https://doi.org/10.1007/978-3-030-43687-2_38</p>



		Sheffield, Rebecka Taves. "Archival Optimism, or, how to Sustain a Community Archives." in <i>Community Archives, Community Spaces: Heritage, Memory and Identity</i> . Andrew Flinn and Jeannette Bastian (Eds.). Facet, 2019: 1-20.
Week 9: Researching Communities		
Guiding Questions	Activities	Readings
<p>Why do archivists and recordkeepers study communities? How can this research be conducted ethically and appropriately?</p> <p>What is the relationship between the Western concept of research and colonization?</p> <p>What can archival researchers do to centre Indigenous people in research activities as partners, not subjects?</p> <p>Is collections development colonizing? How can archivists avoid repeating colonizing methodologies in work to build collections?</p> <p>What is Community-based participatory research (CBPR) and how is this relevant to archival studies?</p> <p>How can CBPR be used by archivists and recordkeeping professionals?</p> <p>What is the relationship between CBPR approaches and community archives theory?</p>	<p>Field notes: Who are the participants in your research (if any)? What communities will you involve in your research? How will you ensure that your research will centre their needs and respect their interests? If your research does not directly involve human participants, can you think of people or communities that will be impacted by your research? How and why will they be impacted?</p>	<p>Required Reading</p> <p>Linda Tuhiwai Smith, "Introduction" in <i>Decolonizing Methodologies: Research and Indigenous Peoples</i> (New York: Zed Books, 2012), 1-19.</p> <p>Israel, Barbara A., Amy J. Schulz, Edith A. Parker, Adam B. Becker, Alex J. Allen, J. Ricardo Guzman, and Richard Lichtenstein. "Critical Issues in Developing and Following CBPR Principles." in <i>Community-based Participatory Research for Health</i>. John Wiley & Sons, 2017. pp. 31-46.</p> <p>Recommended Reading</p> <p>Tuck, Eve and K. Wayne Yang. "R-Words: Refusing Research" in D. Paris and M. T. Winn (eds.) <i>Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Communities</i>. Thousand Oakes, CA: Sage Publications, 2017: pp. 223-247. https://static1.squarespace.com/static/557744ffe4b013bae3b7af63/t/557f2ee5e4b0220eff4ae4b5/1434398437409/Tuck+and+Yang+R+W+Words_Refusing+Research.pdf</p> <p>Alcoff, Linda. "The Problem of Speaking for Others." <i>Cultural Critique</i> 20 (Winter, 1991-1992): 5-32. http://conflictmatters.eu/conference-2017/wp-content/uploads/2017/10/The-Problem-of-Speaking-for-others.pdf</p> <p>Watch "Decolonizing Methodologies: A Discussion with Linda Tuhiwai Smith and Eve Tuck." The Graduate Center, CUNY. April 29, 2013. https://www.youtube.com/watch?v=rIZXQC27tvq</p> <p>Hart, M. A. "Indigenous Worldviews, Knowledge, and Research: The Development of an Indigenous Research Paradigm" (February 2010). <i>Journal of Indigenous Voices in Social Work</i> 1, no. 1 (February 2010): 1-16.</p> <p>Michelle A. Hamilton, "Anyone Not on the List Might as Well be Dead': Aboriginal Peoples and the Censuses of Canada, 1851-1916," <i>Journal of the</i></p>



		<p><i>Canadian Historical Association</i> 18, no. 1 (January 2007), 57-79.</p> <p>Denzin, N. K., Lincoln, Y. S., & Smith, L. T. <i>Handbook of Critical and Indigenous Methodologies</i>. Thousand Oaks, CA: SAGE Publications, 2008.</p> <p>Watch Pedagogy of the Decolonizing with Quetzala Carson. TEDx Talks. August 25, 2017. https://www.youtube.com/watch?v=IN17Os8JA8</p>
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Week 10: Part I: Research and Practice

Guiding Questions	Activities	Readings
<p>Why is policy important for archives? For archivists and recordkeeping professionals?</p> <p>How does good research and analysis contribute to good policy development?</p> <p>What is the relationship between research and the development of archival standards or best practices?</p> <p>How and why do archivists research collections and their provenance to support appraisal?</p> <p>How does research support outreach and educational activities?</p> <p>What role can research play in the development of collections and/or collecting strategies?</p>	<p>Methods protocol due</p> <p>Field notes: How will your research resonate with other practitioners? How will it influence practice? Could your findings influence policy?</p>	<p>Required Readings</p> <p>Explore the UNESCO Persist Program website, particularly resources related to digital preservation policy: https://unescopersist.org</p> <p>Wright, Kirsten. "Archival Interventions and the Language We Use." <i>Archival Science</i> 19, no. 4 (2019): 331-348.</p> <p>Ishmael, Hannah JM. "Reclaiming History: Arthur Schomburg." <i>Archives and Manuscripts</i> 46, no. 3 (2018): 269-288.</p> <p>Recommended Readings</p> <p>Ngoepe, Mpho, and Segomotso Masegonyana Keakopa. "An Assessment of the State of National Archival and Records Systems in the ESARBICA Region." <i>Records Management Journal</i> 21, no. 2 (2011): https://www.emerald.com/insight/content/doi/10.1108/09565691111152071/full/html</p> <p>Robyns, Marcus. "The Archivist as Educator: Integrating Critical Thinking Skills into Historical Research Methods Instruction." <i>The American Archivist</i> 64, no. 2 (2001): 363-384.</p> <p>Roussain, James. "Pedagogue in the Archive: Reorienting the Archivist As Educator." <i>Archivaria</i> 90 (November 2020): 70-111.</p>

Week 11: Part II: Research and Practice

Guiding Questions	Activities	Readings
<p>Is archival research a professional practice or a scholarly discipline?</p>	<p>Guest lecture with a practitioner-scholar</p>	<p>Required Readings</p> <p>Roussain, James. "Pedagogue in the Archive: Reorienting the Archivist As Educator." <i>Archivaria</i> 90 (November 2020): 70-111.</p>



<p>What is the relationship between archival researchers and the profession?</p> <p>How do archival practices inform scholarship? How does scholarship inform practices?</p> <p>What are notable research agendas? Where or how do these agendas support or fail archivists and recordkeepers in the field?</p> <p>How can new professionals integrate good research skills into their practice?</p>	<p>Field note: What do you think about the relationship between archival researcher and the profession? If you plan to work as a practitioner, how will you participate in or use research in your practice? If your goal is to become an academic, how will you ensure your research is meaningful to practitioners?</p>	<p>White, Kelvin L., and Anne J. Gilliland. "Promoting Reflexivity and Inclusivity in Archival Education, Research, and Practice." <i>The Library Quarterly</i> 80, no. 3 (2010): 231-248.</p> <p>Recommended Readings</p> <p>Robyns, Marcus. "The Archivist as Educator: Integrating Critical Thinking Skills into Historical Research Methods Instruction." <i>The American Archivist</i> 64, no. 2 (2001): 363-384.</p>
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Week 12	Student Presentations	Field notes: Final reflection on your research design. Will you take the project forward and pursue the research? How has this course informed your thinking about research and research design? Will you take the project forward and pursue the research?
Week 13	Student Presentations	Field notes due



Appendix B: Assignments

Methods Presentation (15%)

For this assignment, students are asked to record a short (aim for 10 minutes) presentation on a research method or data collection technique to be **selected in Week 3**.

Humanities (Week 5)	Social Sciences (Week 6)
Historiography or historical research Oral history or life histories Communications and media studies Grounded theory Critical discourse analysis Textual analysis / document analysis Arts-based action research or Arts-based education research Ethnography or autoethnography Action research Narrative analysis ... or another?	Case study or multiple case study Survey research Structured interviews Unstructured interview Focus Groups Experimental research Participant observation Longitudinal research Social network analysis Focus groups Institutional ethnography Mixed methods... or another?

Presentations should include:

- (1) A brief overview of the method, including
 - a. What disciplines typically use this method
 - b. What kinds of research questions it can answer
 - c. What are known limitations and benefits
- (2) An example of how this method has been used (preferably in archival studies)
 - a. Describe an article, monograph or research project that uses this method
 - b. Provide a citation to this research

Presentations can be recorded using a technology of your choice. For example, students may record themselves using a phone, laptop or other device using an audio or video capture software.

My recommendation is to use Zoom. Anyone can sign up for a free account and schedule a meeting with yourself. Once in the meeting, you can hit record and present to an empty room. You may even share your screen to show a slide deck or other presentation material. Once you stop the recording, the file will convert and save to your desktop. You can then review the Mp4 and edit if necessary.

Students are required to upload and/or share their presentations with the class on either **Week 5 (humanities approaches) or Week 6 (social sciences approaches)**.



Research Design Term Project

The major project for this course asks each student to design a research project that explores a topic of their interest.

Students are not required to actually conduct the research, but develop the necessarily components of a project that could be undertaken at a later date and outside the context of this course. Graduate-level students might consider using this research design to inform a major research paper or a thesis. Doctoral students might use this term project as an opportunity to think through the some of the necessary components of a dissertation proposal.

This project involves three separate components described below.

Part I: Literature Review and Research Questions (20%)

For this part of the term projects, students will propose an original research problem, ask one or more research questions and explore relevant literature. This document should:

- (1) Describe your research topic or problem. What do you want to study? To ensure that this is an original research problem, ask yourself:
 - Am I focusing on recent advancements, concerns or events?
 - Am I focusing on specific examples or particular contexts?
 - Am I going to go against the grain? Am I going to present counter-arguments that are over-looked or dismissed?
 - Will I examine a phenomenon that is not well understood or well documented?
- (2) Pose your research question(s) or problem statement. Remember, good questions are exploratory, descriptive, or explanatory. If your questions are too general, not testable, or vague and ambiguous, you will not be able to answer them.
- (3) Write a literature review that introduces relevant theories and findings, references published scholarship on your given topic, and/or introduces key scholars who study in this area or field of study. This literature review should:
 - Be analytical and not simply a report on the literature (i.e., this is not an annotated bibliography).
 - Include full citations using the reference format of your choice.

Depending on your writing style, you may use subtitles to distinguish between the three sections outlined above.

This document should be no more than 5,000 words (roughly 10 pages) excluding references and is **due on Week 8**.

Part II: Methods Protocol (20%)

A methods protocol is essentially a step-by-step description of how the research will be conducted. For this part of the term project, students will produce a methods protocol document that describes the following:

- (1) The methods or data collection techniques that will be used to conduct the research
- (2) The benefits and limitations of this method or data collection techniques
- (3) The rationale for choosing these methods or data collection techniques



- (4) Any ethical concerns that should be considered and mitigated in the research design
- (5) How research data will be analyzed

This document should be no more than 5,000 words (roughly 10 pages) excluding references and is **due on Week 10**.

Part III: Presentation of Design (20%)

Some folks do TEDTalks; others dance out their dissertations. In this final part of the term project, you will also have an opportunity to present your research design to an excited audience of your peers.

Students should prepare a 10-minute presentation about their research project. This presentation should introduce the research topics, questions or problem statement and the methodological approach. This 10 minutes will go by quickly, so make sure to focus on key information and practice so that you do not go over time.

Students are encouraged to give constructive and generous feedback to classmates. There will be limited time to offer comments during class or on a shared document that will be set up for this purpose.

Students will present either **Week 12 or Week 13**.

Field Notes (15%)

Keeping good notes is a crucial part of the research journey. Students will start a field notebook in Week 1 and continue this practice throughout the course. When possible, there will be time during class to respond to weekly prompts and record observations or thinking about the research project.

There are different ways that researchers keep notes. Some use paper notebooks; others use digital technologies. For this course, students will start a Google doc in Week 1 that can be added to throughout the course. At the end of the course, students can submit the URL for the doc. If the notes are complete, the full 15% will be given.

The field notes are due on **Week 13**.

Participation (10%)

This class will only be enjoyable if we all come together in good faith and with an expectation of generosity for ourselves and our peers. I expect to give all students a full participation mark, assuming that you are attending classes, participating in class discussions (or on shared documents) and offering critical, but kind feedback to your peers.