



LNDN RSCH 3650
Research Methods London
3 credits

CAPA LONDON PROGRAM

Faculty name	:	Dr. Ruchama Johnston-Bloom
E-mail	:	
Class times	:	TBD
Classroom location	:	TBD
Office Hours	:	TBD

Course Description

This course provides undergraduate students with the opportunity to undertake a research project in the context of their international education experience. Students opting for this course will be guided towards opportunities recommended by CAPA and determined by local resources and expertise. In most cases, CAPA will define potential projects generated by senior academic staff and faculty on site and suggest relevant sources: students will apply to do those projects. This would not preclude student proposals or projects suggested by home universities for individual or group study. Students will be introduced to core research concepts and will develop research skills through designing, executing, writing, and presenting their own research project within frameworks designed by CAPA. The topics that students will explore will be consistent with their majors and their own individual interests but will exploit the overseas experience.

A variety of research methods employed in geographical, historical, political, sociological, cultural studies and digital humanities will be introduced that may be applied to multidisciplinary topics, including qualitative and quantitative methods as well as mixed methods research as appropriate to students' research themes. In collaboration with their instructor, students will develop appropriate research methodologies that will engage with a range of local sources, as well as online resources. These will include archival documents such as official records, maps and personal accounts as well as basic ethnographic techniques such as questionnaires, interviews and oral histories. Students will also be introduced to contemporary social investigation and the use of artistic/fictional representations of place and environment, and the use of photographs and other multimedia sources as tools for analysis.

Course Aims

The very essence of international education is that of learning through experience, that is, learning by doing, observing, and reflecting. This course aims to enhance the student learning experience abroad by emphasizing independent learning and thinking, decision-making, and problem solving, through an in-depth engagement with local issues and topics of current concern. The course is designed for students contemplating postgraduate study or a career in fields which will involve research and analysis. In addition to providing the opportunity to undertake a research project and develop or enhance (depending on prior knowledge) their understanding of the fundamentals of research, the course aims to stimulate in-depth critical enquiry into the chosen thematic area. The course aims to give students a basic familiarity with key concepts and theories of fieldwork and methodologies in social, historical and cultural analysis; practical experience using quantitative and qualitative research methods and fieldwork techniques in constructing their own research projects, using a variety of sources; improved analytical, essay-writing and problem-solving skills.

Requirements and Prerequisites

This course is open to all students in the CAPA London Program. It will be of interest to students in both the humanities and social sciences, including geography, sociology, economics, political science, anthropology, history, art history and cultural and area studies, particularly those contemplating a career in historical or contemporary social research.

Learning Outcomes

At the end of this course, students will have the skills and knowledge to:

- a. Complete a research project, under supervision
- b. Exhibit a basic working knowledge of research skills, including those required for research design, execution, and report writing
- c. Demonstrate decision-making and problem solving skills associated with conducting independent research
- d. Speak clearly and confidently about their own research
- e. Gain expertise in a particular topic within their field of study
- f. Write in an appropriate formal register for academic work

Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

Class Methodology

This course blends seminars and practical workshops with experiential learning through guided and independent field research. Students will have the opportunity to discuss their research and receive guidance on appropriate literature review, sources, and the analysis and write-up of their own research project. Learning outcomes will be evaluated through project consultation, preparation and discussion, a research proposal, final research essay, and research presentation.

Scheduled classes will introduce key theoretical and methodological perspectives, introducing an aspect of the research process and applying this content to student projects. On successful completion of this segment of the course, each student will meet the instructor in scheduled tutorial hours to discuss choice of project, research and writing progress. At the end of the semester, a colloquium will take place at which students will present and discuss their research projects as posters and / or papers. Students must be self-motivated and organized in order successfully to complete this class, although close guidance in topic selection, research methodologies and write-up will be provided by the instructor.

Independent research projects might include thematic foci in globalization, urbanization, social dynamics and diversity, such as the history of philanthropy in London's East End; comparative studies in global health; the development of the medical marketplace in Bloomsbury; comparative studies in education: pedagogy, classroom management, curriculum studies; topics in human and civil rights; intersectionality of class, gender, sexuality and ethnicity in urban communities, such as postcolonialism and national identity; metrosexualities and LGBTQ communities; commuting and the housing market; homelessness in cities; as well as studies of the interplay of the built and social environments of the city: such as urban change and social identities or dynamics of urban decline and regeneration: topics might include the expansion of the 'City', waterfront redevelopment on the Thames; social polarization and gentrification; landscapes of privilege and exclusion; multiculturalism and the development of immigrant communities; impacts of global tourism, place-marketing strategies and the consumption of 'place'; heritage management and cultural industries; historic buildings and the politics of heritage, nostalgia and preservationism; local museums and community memory and identity; environmental change, sustainability and conservation; environmental activism; voting behaviour and political protest.

These examples are not intended to be prescriptive, but represent a very selective sample of potential project foci.

Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in fieldwork activities and research for this course is required. Students will actively explore the Global City in which they are currently living. Furthermore, they will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field component(s) are:

Initial field studies will be made to observe and practice research strategies, for example at selected local archives, and pilot key fieldwork techniques as indicated in the class schedule below.

Students are also strongly encouraged to participate in **co-curricular** program activities. See the termly *MyGlobalEd* schedule.

Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3

	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average /	C-	50-52	70-72	1.7
Poor	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7 - 1.0
Fail	F	<40	<60	0

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Class participation/Small group discussion	20%	all	Weekly
Oral Presentation of Research	15%	all	Week 12
Research Record	25%	all	Bi-weekly
Final Research Project	40%	all	
Research Proposal and Literature Review (10%)			Week 4
Research Paper (30%)			Week 14

Assignments

Class participation/Small group discussion (20%):

Initial scheduled classes will introduce key theoretical and methodological perspectives. Active participation in these seminars, workshops and field studies is an expected component of the course and will enhance students' understanding of the material for their research projects, paper, and presentation. Classroom sessions and field studies encourage discussion based on students' observations as well as insights from course materials. Students are expected to have completed the readings prior to each class and to contribute to discussion in an informed manner through relevant comments, questions, and analysis. Silent attendance of class will not result in a strong participation grade. It is students' responsibility to ensure on the day that they are included on the register for classes and field studies. Tutorial sessions will focus on students' specific research projects. Students should come prepared to each of these meetings, ready to discuss progress, findings, and emerging conclusions from data analysis. The precise content of these tutorials will vary depending on where a student is in the project cycle; however, the meeting is for the student's benefit which will depend on the level of preparation. Students should proactively advise their instructor of areas where they would like some guidance.

In addition to workshops and consultation time, it is expected that students will spend on average 1.5 - 2 days per week on this project undertaking and writing up their research.

Presentation (15%): wk 12

Dissemination is a critical component of any research. Students will present their individual projects and be subject to questions from staff, faculty and students. This will be a presentation of 10-12 minutes based on the research essay, plus five minutes allowed for questions from attending CAPA faculty, staff and students. This will be conducted as a mini research conference or colloquium. Grading is based on clarity of presentation, structure, depth of analysis and use of visual materials (where appropriate). Students will have the opportunity to incorporate feedback and suggestions into their final project write-up.

Research Record (25%): online, bi-weekly

Students will complete a research record as they progress through the course and their project, which will be submitted online via Canvas bi-weekly (500 words per entry). This assessment tool is meant to record the student's reasoning with regard to decisions made and challenges overcome and will demonstrate the student's understanding of the core concepts of research, as well as form the basis for scheduled tutorial discussions.

Final Research Project (40%):

a) Proposal and Literature Review: Due wk 4 (10%). Students will write a research proposal for approval. Students will be provided a proposal guide, setting out all the required components of the proposal. The research proposal should firstly set

out the research topic, the purpose and objectives of the research, key research questions, the role of theory, methodology (approach to analysis), proposed research methods and tools, and draft outline of the final research paper (major sections/headings). In addition, the proposal should contain a brief review of the literature relating to the research topic and situate the research in relation to the existing literature. A minimum of ten academic sources should be employed here.

b) Final written report (5,000 words): Due wk 14 (30%). The research essay will contain a detailed discussion and analysis of the research data. In addition, the conclusion will be a substantive section which addresses the research questions with clear, well-argued answers. Students will be provided with a guide and a 'research rubric'. The report guide will assist students in organizing their written report and laying out the required sections. A rubric will present the expectations for grading (e.g. number/type of references used, originality of research question, chain of evidence).

Assignments Policy

Students must complete all required components by the established deadlines. Late submission will incur a 5% per day penalty without the instructor's prior approval of extension and may result in a grade of F for the course. If all work is not submitted by the end of the program, students will receive an F for the course.

Course Materials

Required Reading:

- Berg B. & Lune H. (2014): *Qualitative Research Methods for the Social Sciences*. 8th Edition, Pearson Education, Harlow
Blunt, A., P. Gruffudd et al. (2003): *Cultural Geography in Practice*, Arnold, London
Flowerdew, R. & Martin, D. eds. (2005): *Methods in Human Geography: a guide for students doing a research project*, Pearson, Harlow
Rosaline, B. (2008): *Introducing Qualitative Research*, Sage Publications, London

Recommended Readings:

- Al Naib, S. K., ed. (1986): *Dockland: An illustrated historical survey of life and work in East London*, North East London Polytechnic / GLC, London
Axel, B.K., ed. (2002): *From the Margins: Historical Anthropology and Its Futures*, Duke UP, Durham, NC
Babbie E.R. (2012): *The Practice of Social Research*. 13th Edition. Wadsworth Publishing, Belmont CA
Babbie E.R. (2010): *The Basics of Social Research*. 5th Edition. Wadsworth Publishing, Belmont CA
Berg B. & Lune H. (2014): *Qualitative Research Methods for the Social Sciences*. 8th Edition, Pearson Education, Harlow
Berkoff, S. & Bell, L. (2012): *East End Photographs*, Dewi Lewis, London
Blaikie N. (2010): *Designing Social Research*. 2nd Edition, Polity, Cambridge
Butler, T. & C. Hamnett (2013): *Ethnicity, Class and Aspiration: Understanding London's New East End*, Policy Press, Bristol
Cameron-Cooper, G. (2005): *Walking London's Docks, Rivers and Canals*. London, New Holland
Creswell J. W. (2013): *Research Design. Qualitative, Quantitative, and Mixed Methods Approaches*. 4th Edition. Sage, Thousand Oaks, CA
Denzin N.K. & Lincoln Y.S., eds. (1998): *Collecting and Interpreting Qualitative Materials*, Sage, Thousand Oaks, CA
Eade, J. (1997): *Living in the Global City: Globalisation as Local Process*, Routledge, London
Eco, U. (2015): *How to Write a Thesis*, trans. C. M. Farina et. al., MIT Press, Boston, MA
Gardiner, E. & R. G. Musto, R.G. (2015): *The digital humanities : a primer for students and scholars*, Cambridge UP: Cambridge
Garrett, B. (2013): *Explore Everything: Place-hacking the City*, Verso, London
Gibbs G.R. (2008): *Analyzing Qualitative Data*. Sage Publications. London
Given L.M. (2008): *The SAGE Encyclopedia of Qualitative Research Methods*. Sage, London
Hayot, E. (2014): *The Elements of Academic Style: Writing for the Humanities*, Columbia University Press, New York, NY
Judah, B. (2016): *This is London: Life and Death in the World City*, London, Picador
Kirschenbaum, M. (2010): 'What Is Digital Humanities and What's It Doing in English Departments', *ADE Bulletin 150*, <http://mkirschenbaum.files.wordpress.com/2011/03/ade-final.pdf>
Lees, L., T. Slater & E. Wyly, eds. (2010): *The Gentrification Reader*, Routledge, London
Reardon D. (2006): *Doing Your Undergraduate Project*, Sage Publications, London
Rennie, F. & K. Smyth (2015): *How to Write a Research Dissertation*, University of The Highland and Islands (online), available at <http://www.etextbooks.ac.uk/dissertations/>
Taylor, C. (2011): *Londoners*, Granta Cambridge,
Taylor, R. (2001): *Walks Through History: Exploring the East End*, Breedon, Derby
Weingart, S. (2011): 'Demystifying Networks,' <http://www.scottbot.net/HIAL/index.html?p=6279.html>
Wolcott H.F. (2008): *Writing Up Qualitative Research*, 3rd Edition, Sage Publications, Thousand Oaks CA

Selected Web Resources

BBC Online London Archive: <http://www.bbc.co.uk/bbcfour/collections/p00synd3/london>

London Mapper: <http://www.londonmapper.org.uk/> a social atlas of London

London Metropolitan Archives: <https://www.cityoflondon.gov.uk/things-to-do/london-metropolitan-archives/Pages/default.aspx>

Museum of London website: <http://www.museumoflondon.org.uk/>

National Archives, Kew, London <http://www.nationalarchives.gov.uk/>

QSR International: *What is qualitative research?* <http://www.qsrinternational.com/what-is-qualitative-research.aspx>

Research Methods Knowledge Base <http://www.socialresearchmethods.net/kb/index.php>

The National Art Library, London <http://www.vam.ac.uk/nal/>

The Women's Library, LSE, London <http://www.lse.ac.uk/library/collections/featuredCollections/womensLibraryLSE.aspx>

The National Newspaper Library, London <http://www.bl.uk/collections/newspapers.html>

Weekly Course Schedule

The following timetable is indicative and may be varied provided that assessment tasks are completed on time. Student and instructor may agree on a different consultation schedule based on individual student progress, specific project timelines and requirements as needed.

Week 1: Introduction

Introduction to the course; topic structure. Introduction to research design. Initial discussion of research topic and questions; preparation for individual tutorials. Doing fieldwork; the politics and ethics of research in historical, cultural and social studies; issues of reflexivity and subjectivity

Reading:

Berg B. & H. Lune (2014): 'Designing Qualitative Research', Chapter 2 in *Qualitative Research Methods for The Social Sciences*. 8th Edition. Pearson Education, Harlow, pps. 19-60

Perneger, T. V. & P. M. Hudelson (2004): 'Writing a Research Article: advice for beginners', *International Journal for Quality in Health Care*, 16 (3): pp. 191-192

Independent work: draft research design

Week 2: Research Ethics and Methods

Workshop: Writing a research proposal. Research ethics, data collection methods (selected based on student project needs), and tools; developing a strategy and suitable instruments for dealing with any ethical issues. Role and purpose of literature review. Evaluating the quality of sources of information: web resources, scholarly journals, government reports, and books. Searching on databases: limiting the field with keywords and using Boolean searches

Reading:

Berg B. & H. Lune (2014): 'Ethical issues', Chapter 3, *Qualitative Research Methods for The Social Sciences*. 8th Edition, Pearson Education, pps. 61-104

Reardon, D. (2006): 'The Literature Review', Chapter 8, *Doing Your Undergraduate Project*. Sage, London, pps.149-178

Week 3: Using Texts and Archives

Workshop: Using newspapers; letters and diaries. Coping with archival and textual data

Reading:

Aitken, S.C. (2005): 'Textual analysis: reading culture and context', in **R. Flowerdew & D. Martin**, eds., *Methods in Human Geography: a guide for students doing a research project*, pp.233-249, Pearson, Harlow

Shurmer-Smith, P. (2002): 'Reading texts', in **P. Shurmer-Smith**, ed., *Doing Cultural Geography*, pp.113-120, SAGE, London

Hannam, K. (2002): 'Using archives', in **P. Shurmer-Smith**, ed., *Doing Cultural Geography*, pp.113-120, SAGE, London

Dirks, N.B. (2002): 'Annals of the Archive: Ethnographic Notes on the Sources of History', in **B.K. Axel**, ed., *From the Margins: Historical Anthropology and Its Futures*, pp. 47-65, Duke UP, Durham, NC.

Week 4: Oral History and Social Investigation

Workshop: research project progress; representing research, handling case studies and creating a final text. Using subjective histories; structured and semi-structured interviews and focus groups; polyphony and authority
Guest Speaker: TBD

Reading:

Johnston, L.T. (2003): 'Surveying sexualities: the possibilities and problems of questionnaires', in **A. Blunt, P. Gruffudd et al.**, *Cultural Geography in Practice*, pp.122-138, Arnold, London

Rosaline, B. (2008): 'Interviews', and 'Focus Groups', in *Introducing Qualitative Research*, pp. 113-148, Sage Publications, London

Valentine, G. (2005): 'Tell me about...: using interviews as a research methodology', in **R. Flowerdew & D. Martin**, eds., *Methods in Human Geography: a guide for students doing a research project*, pp.110-127, Pearson, Harlow

Proposal and Literature Review due in class

Week 5: Using Images: Art, Photographs, Films

Workshop: Making sense of representations; iconography and symbolism; visual narratives and media; practicing visual methodologies – field workshop.

Reading:

Aitken, S. C. & J. Craine (2005): 'Visual methodologies: what you see is not always what you get', in **R. Flowerdew & D. Martin**, eds., *Methods in Human Geography: a guide for students doing a research project*, pp.250-269, Pearson, Harlow

Gold, J.R. & G. Revill (2004): 'Studying environmental representations', in their *Representing the Environment*, pp.14-36, Routledge, London

Schwartz, J.M. (2003): 'Photographs from the edge of empire', in **A. Blunt, P. Gruffudd et al.**, *Cultural Geography in Practice*, pp.154-171, Arnold, London.

Da Costa, M.H.B.V. (2003): 'Cinematic cities: researching films as geographical texts', in **A. Blunt, P. Gruffudd et al.**, *Cultural Geography in Practice*, pp.191-201, Arnold, London.

Week 6: Digital Humanities

Workshop: In this session we will explore different approaches in the digital humanities, including digitization, data and text mining, spatial analysis and network analysis. We'll discuss how these approaches might enhance the research projects students are developing and students will practice some simple digital humanities techniques.

Reading:

Kirschenbaum, M. (2010): 'What Is Digital Humanities and What's It Doing in English Departments', *ADE Bulletin* 150, <http://mkirschenbaum.files.wordpress.com/2011/03/ade-final.pdf>

Gardiner, E. & R. G. Musto, R.G. (2015): 'Digital Tools', in *The digital humanities : a primer for students and scholars*, pp. 67-82, Cambridge UP: Cambridge

Weingart, S. (2011): 'Demystifying Networks,' <http://www.scottbot.net/HIAL/index.html?p=6279.html>

Week 7: Writing Up Research

Workshop: Different writing styles for presenting qualitative research; find your own voice; the process of writing up. Drawing conclusions and differentiating between findings and conclusions. Making recommendations for action or further research. Students will do some writing exercises based on their research using different styles and will also bring a sample of their writing to class for discussion and feedback. Citations and references.

Reading:

Boyle, P. (2005): 'Writing the report', in R. Flowerdew & D. Martin, eds., *Methods in Human Geography: a guide for students doing a research project*, Pearson, Harlow pps. 302-311

Wolcott H.F. (2008): 'Chapter 5: Tightening Up', *Writing Up Qualitative Research*, 3rd Edition, Sage Publications, Thousand Oaks CA, pps. 93-120

Week 8: Mid-term Break – no class

Weeks 9 -11: Independent Research Projects

(Scheduled weekly meetings with instructor). Students should be prepared to discuss their analysis and, if possible, tentative conclusions. The instructor will discuss the work with the student, test out the rigour of their analysis and suggest strategies for strengthening the analysis and conclusions.

Week 12: Independent Research Projects: Research Colloquium

Students present their ongoing research findings, analysis and conclusions and are examined orally by faculty and staff.

Weeks 13-14: Independent Work and Consultations

Final tutorials; research paper due Week 14

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and potentially a failure for the course.

Missing classes for medical reasons: If you need to miss a class for medical reasons or for a family emergency, **you must send an e-mail** to excused.absence@capa.org to let CAPA know at least one hour in advance of your class or meeting. Note that calling the CAPA Centre (0207 370 7389) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "0" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Use of electronic equipment in class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behaviour during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.