# ARTS3875

Decolonising Research Methods

Term One  //  2019

# Course Overview

## Staff Contact Details

### Convenors

| Name | Email | Availability | Location | Phone |
|------|-------|-------------|----------|-------|
| Mythily Meher | m.meher@unsw.edu.au | Thursdays 2-3pm (or by appointment) | Room 121, Morven Brown | |

## School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

email: soss@unsw.edu.au

phone: 02 9385 1807

# Course Details

## Credit Points 6

## Summary of the Course

Subject Area: *Sociology and Anthropology*
This course can also be studied in the following specialisation: Australian Studies

In this course you will reflect on the practice of key social research methods for investigating culture and society. You will address the relationship between methods and methodology and recognise the importance of understanding the historical, theoretical and philosophical contexts from which particular research methods have emerged. Social researchers do not apply a set of neutral techniques to the issues they investigate, but rather research is part of a dynamic, engagement with social and cultural worlds with often deep connections to colonial thought and power. A heightened sense of the strategies used in researching culture and society enhances reflexivity among social researchers: that is, the capacity to reflect upon who we are, what we are doing; and the ethics of accountability. You will find that central to this course is the proposition that social research is a form of intervention in the social and cultural world, which may have major consequences on people's lives. So too you will develop an understanding of your 'subjective positioning' and will come to find ways to decolonise your practice both through methods and methodologies. To do this you will engage with a wide source of information and knowledge and address decolonising principles and praxis.

## Course Learning Outcomes

1. Appreciate cultural diversity and complexity
2. Analyse and manage the ethical dilemmas posed by a research task
3. Communicate creative thought and research
4. Identify the benefits of learning through sharing knowledge
5. Communicate effectively in written and/or oral modes
6. Appreciate the nexus between theory, method and methodology

## Teaching Strategies

This course will be delivered in a 3 hour seminar format, which allows for engaging dialogue to develop between students and the lecturer. The seminar is designed to encourage students to reflect on their own positionality and any experiences they have had with social research, increasing their critical self-awareness and disciplinary awareness. Throughout the semester teaching strategies will include content delivery, free and open discussion, reflections on praxis and doing social research and problem based learning packages.

# Assessment

## Assessment Tasks

| Assessment task | Weight | Due Date | Student Learning Outcomes Assessed |
|---|---|---|---|
| Reflexive Essay | 20% | 15/03/2019 11:59 PM | 1,2,6 |
| Group Presentaton | 20% | Not Applicable | 2,3,4,5 |
| Final Essay | 60% | 08/05/2019 11:59 PM | 1,3,5 |

## Assessment Details

### Assessment 1: Reflexive Essay

**Start date:**

**Length:** 1200 words

**Details:** Students are required to write a 1200 word reflexive essay which interacts with a key source on cross cultural encounters. They must reflexively engage with what this might mean for them as researchers. Written feedback will be provided in class.

**Additional details:**

This assessment asks you to reflect critically on the significance, for the social science and humanities, of Linda Tuhiwai Smith's *Decolonizing Methodologies: Research and Indigenous People* (2012).

Further details for this assignment will be released in class in Week 1.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### Assessment 2: Group Presentaton

**Start date:** Not Applicable

**Length:** 40 minutes

**Details:** Students will participate in a group presentation in one week of classes. They will work collectively and receive a group mark for this task. Feedback is given verbally after the presentation and the mark for this assessment task is given in writing to the student at the end of the semester.

**Additional details:**

For this collaborative assessment task, you will work in small groups and will present in class time. You will be asked to prepare a panel discussion that 'opens up' that week's readings, raising and engaging broader critical questions raised by the week's focus, and to chair a broader class discussion.

We will assign groups and hand out more detailed instructions in class in Week 1.

**Turnitin setting:** This is not a Turnitin assignment

**Assessment 3: Final Essay**

**Start date:** Not Applicable

**Length:** 3500

**Details:** Students are required to write a 3500 word length essay portfolio, and engage with the relevant set and wider course literature to produce an academic argument and reflection. 2,500-word essay based on seminar content, and maximum of 1,000-words creative methodology reflection.This is the final piece of assessment for the course.Written feedback is given to students two weeks after assessment is submitted.

**Additional details:**

For the 2,500 word final essay, you will choose a species of Indigenous Australian flora OR fauna and analyse how this species is understood from a Western knowledge/scientific perspective AND from an Indigenous knowledge/scientific perspective. How are these understandings different and/or similar? What does comparing these perspectives and findings reveal about ways of knowing? How does this fit within the course's wider theme of knowledge as power, as socially constructed, and as differently valued?

For the creative methodology reflection exercise, you are to engage with the longform short fiction 'Water', from Ellen van Neerven's *Heat and Light* (2014). Your 1,000 word analysis of this text is to reflect on how van Neerven's futuristic imagining sheds light on contemporary social realities, and offers insights to social research practice.

Further details will be released on Moodle and in class.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## Acknowledgement

UNSW Australia's Kensington campus, on which the School of Social Sciences is housed, is built on the land of Indigenous Australians. We pay our respects to the Bedegal people of the Eora nation who are the Indigenous Owners of this land.We acknowledge all Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

# Course Schedule

View class timetable

## Timetable

| Date | Type | Content |
|---|---|---|
| Week 1: 18 February - 24 February | Seminar | **Introduction: Why and How We Decolonise Research** |
| | Reading | George, L (2018) 'Stirring up silence: What does decolonising anthropology in Aotearoa New Zealand really mean?' *Commoning Ethnography* 1(1): 1-6.<br><br>Connell, R (2007) 'Empire and the creation of a social science' in *Southern theory: The dynamics of knowledge in social science*. Allen and Unwin, Sydney: pp 3-25. |
| | Homework | Dear students: please finish the learning statement you started in today's seminar and email it to me, the convenor, no later than 5pm, Sunday 24th February. |
| Week 2: 25 February - 3 March | Seminar | **Methods & Methodologies for Interpreting the Social** |
| | Reading | Geertz, C (1973) 'Thick description: Toward an interpretive theory of culture' in *The Interpretation of Cultures*. Basic Books, New York: pp 3-32.<br><br>Tuhiwai Smith, L (2002) 'Introduction' and 'Colonizing methodologies' in *Decolonizing Methodologies: Research and Indigenous Peoples*. Zed Press, London, pp. 1-18. |
| Week 3: 4 March - 10 March | Seminar | **Ethics of Research and Writing** |
| | Reading | Simpson, A (2007) 'On ethnographic refusal: Indigineity, 'voice' and colonial citizenship'. *Junctures: The Journal for Thematic Dialogue* 9:67-80. |

| | | Scheper-Hughes, N (1995) 'The primacy of the ethical: Propositions for a militant anthropology' *Current Anthropology* 36(3): 409-40. |
|---|---|---|
| Week 4: 11 March - 17 March | Seminar | **Ways of Knowing** |
| | Reading | Ford, P. L. (2010) *Aboriginal Knowledge Narratives and Country: Marri Kunkimba Putj Putj Marrideyan*. Post Pressed, Mount Gravatt (excerpts)<br><br>Rose, DB (2005) 'An Indigenous philosophical ecology: situating the human' *The Australian Journal of Anthropology* 16(3): 294-305.<br><br>Trigger, D (2008) 'Indigeneity, ferality & what 'belongs' in the Australian bush: Aboriginal responses to 'introduced' animals & plants in a settler-descendant society' *JRAI* 14: 628-646<br><br>**ADDITIONAL READING**<br><br>Grosfoguel, R (2007) 'The epistemic decolonial Turn' *Cultural Studies 21*(2-3): 211-23. |
| Week 5: 18 March - 24 March | Seminar | **Reflexivity: Politics of Location, Autoethnography and Critical Self-awareness** |
| | Reading | Finlay, L and Gough, B (2003) 'The reflexive journey: mapping multiple routes' and 'Deconstructing Reflexivity', in *Reflexivity: A practical guide for researchers in the health and social sciences*. Blackwell Publishing, Oxford: pp.3-20 & 21-36.<br><br>Jacobs-Huey, L. (2002) 'The natives are gazing and talking back: reviewing the problematics of positionality, voice and accountability among 'Native' anthropologists'. *American Anthropologist* 104(3): 791-804. |
| Week 6: 25 March - 31 March | Seminar | **Risk and Silence** |
| | Reading | Berry, M J., Chávez Argüelles, C, Cordis, S, Ihmoud, S and Velásquez Estrada, E (2017) 'Toward a Fugitive Anthropology: Gender, Race, and Violence in the Field' *Cultural Anthropology* 32(4): 537–565.<br><br>Blackman, S (2007) 'Hidden Ethnography': Crossing Emotional Borders in Qualitative Accounts of Young People's Lives. *Sociology* 41(4): 699-716. |
| | Fieldwork | After class this week, students will carry out an ethnographic observation activity, in their own time, in order to reflect on ideas about reflexivity from the last seminar. You will be expected to sit and observe a social situation for 1 hour. (You are not |

|  |  | to directly engage those within this scene in any type of interview or discussion about the exercise—this is strictly observation only.)

From this observation, you are to produce three distinct texts to post to Moodle.

1. Write up your raw fieldnotes.
2. From these, write a 'thick description' of what you observed.
3. And, write a brief reflection of what it felt like, what challenges were inherent with this method, how you came to understand (or not understand) the social. There is no need to include academic references but you must reflect on what you saw, what you know, what you don't know, and reflexively engage with this technique as a method for understanding people and their cultural and social lives.

Each student must submit their short texts to Moodle AND comment on the observations of two other students before 5pm, Monday 1st April, 2019. |
| :-- | :-- | :-- |
| Week 7: 1 April - 7 April | Seminar | **Creativity and Creative Methods** |
|  | Reading | Hokari, M. (2011) *Gurinji Journey: A Japanese Historian in the Outback*. Sydney: UNSW Press. Excerpts: pp.12-22; 30-63 and 243-264

Soyini Madison, D. (2005) 'It's time to write: Writing as performance' in *Critical Ethnography: Methods, ethics and performance*. Sage Publications, California, pp.181-198.

**ADDITIONAL READING**

Lepselter, S (2016) *The Resonance of Unseen Things: Poetics, Power, Captivity, and UFOs in the American Uncanny*. University of Michigan Press |
| Week 8: 8 April - 14 April | Seminar | **Oral History, Testimony and Intersubjective Understanding, part i** |
|  | Reading | Goodall, H. (1994) 'Colonialism and catastrophe: Contested memories of nuclear testing and measles epidemic at Ernabella' in K Darian-Smith and P Hamilton (eds) *Memory and History in Twentieth Century Australia*. Oxford University Press, Melbourne: pp 55-76.

Blee, K (1993) 'Evidence, empathy, ethics: Lessons from the oral history of the Klan'. *Journal of* |

| | | |
|---|---|---|
| | | *American History* 80(2): 596-606. |
| | Project | After class this week, students are to carry out and transcribe a short interview, and bring 5 copies of their transcript to next week's seminar.<br><br>Further details will be provided in Week 7. |
| Week 9: 15 April - 21 April | Seminar | **Oral History, Testimony and Intersubjective Understanding, part ii** |
| | Reading | Samuel, R (1971) 'Perils of the transcript'. *Oral History* 1(2): 199-22.<br><br>Jones R (2004) 'Blended voices: Crafting a narrative from oral history interviews. *The Oral History Review* 31(1): 23-43. |
| Week 10: 22 April - 28 April | Seminar | **NB: 22/04/2019 is Easter Monday public holiday; 25/04/2019 is Anzac Day** |
| Week 11: 29 April - 1 May | Seminar | **Community and Responsibility in Research** |
| | Reading | Lanzrotta, T (2018). *Reaching Out, Looking In: On Research, Refusal, and Responsibility*. Retrieved January 14, 2019, from Somatosphere Web site: http://somatosphere.net/2018/03/reaching-out-looking-in.html<br><br>Tallbear, K. (2014) 'Standing With and Speaking as Faith: A Feminist-Indigenous Approach to Inquiry'. *Journal of Research Practice* 10(2): Article N17. |

# Resources

## Prescribed Resources

Book – *Heat and Light* (2014) by Ellen van Neerven

## Recommended Resources

## Course Evaluation and Development

# Submission of Assessment Tasks

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

# Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise

## Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

## Image Credit

Synergies in Sound 2016

## CRICOS

CRICOS Provider Code: 00098G