Media Studies 9101: Overview of Research Methods

Fall 2022
Mondays 9:30am – 12:30pm
FNB 4130

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Office hours: Mondays 1:00 – 2:00pm

This course is designed to prepare graduate students to undertake their own independent research in media studies and introduce them to the scholarship of FIMS' faculty members. Together, we will explore the role of theory in research, the use of library resources, the development of a research problem, research design, and research ethics. We will review a range of methodological approaches to research, including quantitative methods, qualitative methods, mixed-methods, archival research and historical analysis, decolonizing research methodologies, social media research, critical race methodologies, feminist and intersectional methodologies, community-based research, participatory action research, arts-based research, research-creation, and knowledge mobilization.

Land Acknowledgement
We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Chonnonton nations, on lands connected with the London Township and Sombra Treaties of 1796, the Longwoods Treaty of 1822, and the Dish with One Spoon Covenant Wampum.

Learning Outcomes and Course Objectives
- Understand the role of theory in research.
- Be able to identify appropriate research problems and questions.
- Be familiar with a range of research methods appropriate for media studies research, including qualitative, quantitative, and mixed-methods approaches.
- Be familiar with methods of decolonizing research practice.
- Be able to critically examine and discuss research.
- Be familiar with the structure of a thesis proposal.

Enrollment Restrictions
Enrollment in this course is limited to graduate students in Media Studies.

Health/Wellness Services
Students who are in emotional/mental distress should refer to MentalHealth@Western
http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain
help.

Accessible Education Western (AEW)
Western is committed to achieving barrier-free accessibility for all its members, including
graduate students. As part of this commitment, Western provides a variety of services devoted
to promoting, advocating, and accommodating persons with disabilities in their respective
graduate program. Graduate students with disabilities (for example, chronic illnesses, mental
health conditions, mobility impairments) are strongly encouraged to register with **Accessible
Education Western (AEW)**, a confidential service designed to support graduate and
undergraduate students through their academic program. With the appropriate
documentation, the student will work with both **AEW** and their graduate programs (normally
their Graduate Chair and/or Course instructor) to ensure that appropriate academic
accommodations to program requirements are arranged. These accommodations include
individual counselling, alternative formatted literature, accessible campus transportation,
learning strategy instruction, writing exams and assistive technology instruction.

Email Communication with the Instructor
The instructor will generally respond to email messages within 24-48 hours on weekdays and
will not access email on weekends.

Course Materials
Students can access the three textbooks through Western Libraries or they can opt to purchase
their own copies through Western Bookstore or an off-campus bookseller if it useful for future
research. Student could consider sharing text books and kindle/e-Book versions are also
available. All other articles are available through Western Libraries and links to these articles
will be posted to the class OWL site.
- John W. Creswell and J. David Creswell. *Research Design: Qualitative, Quantitative, and
  Mixed Methods Approaches, Fifth Edition*. New York: Sage, 2018.
- Linda Tuhiwai Smith. *Decolonizing Methodologies: Research and Indigenous Peoples,
  Third Edition.* London: Zed Books, 2021.
- Luke Sloan and Anabel Quan-Haase. *The SAGE Handbook of Social Media Research
  Methods.* New York: Sage, 2017.
- Journal articles and book chapters available on OWL and/or Western Libraries.

Methods of Evaluation
- **Participation and Weekly Online Postings (20%):** Students are expected to attend all
  classes, complete all the assigned readings, contribute to the OWL message board, and
  come to class ready to participate in discussions. Participation is worth 20% of the total
  grade, which the instructor will assess based on attendance, preparedness,
  contributions to the seminar meetings, **successful completion of the tri-council ethics
  training certificate (by Sept 26)** , and **completion of a minimum of 6 weekly posts (250-**

500 words) on our OWL message board. The weekly posts should examine *one* of the FIMS faculty articles assigned for that week (all articles in BLUE) in relation to the method(s) under discussion. Students should also be prepared to share these reflections during our class meetings.

- **Two Seminar Presentations (15% each):** Each student will deliver one seminar presentation (30 minutes + questions) to the group based on a weekly methods reading. Students will sign up for their seminar topics on the first day of class.

- **Proposal Draft, due Nov 7 (15%):** MA students will prepare the first draft (500 words) of their Independent Research Project or Independent Research-Creation Project proposal (due Nov 15). Ph.D. students can choose between writing an OGS Plan of Study (500 words), a SSHRC Fellowship research proposal (1000 words), an abstract/proposal for a journal article or book chapter (500 words), or an abstract/proposal for a conference paper (500 words). All proposals should clearly articulate the research problem, methodology, scholarly context (including citations), and contribution to knowledge.

- **Final Paper or Research-Creation Project, due Dec 12 (35%):** Students have three options for the final paper: 1. Write a 4000-word research paper that critically explores one of the methodological approaches we've studied in the course; 2. Write a 4000-word research paper that applies a methodology to a case study or example; or 3. Create a research-creation project accompanied by a 1500-word paper reflecting the project's research problem and methodology. All three options cannot involve human subjects unless the student has ethics approval. Please submit the paper in the OWL drop box.

- **Completion of Western's Virtual Qualitative Research Module Series (Optional):** Students may choose to complete some or all of SGPS's new online modules focused on research methods, particularly those related to their proposed research projects. Students who undertake some or all of the modules can submit evidence of completion to the Instructor for her consideration in the evaluation of course participation. Students can access the modules on OWL using this link: https://grad.uwo.ca/administration/qualitativemodule.html

Statement on Academic Offenses:
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Late Penalty:
Late assignments are penalized 2% per day for the first 5 days and 5% per day thereafter.

Reading Schedule

Mon Sept 12: Introductions
ZOOM MEETING https://westernuniversity.zoom.us/j/97036946491
- Introductions
- Overview of course syllabus
- Seminar sign-up

Mon Sept 19: IRP IDEA WORKSHOP
- Please come prepared with a 5 minute overview of your IRP topic, including your core research question, method, and theoretical framework – several professors will be present to provide feedback

Mon Sept 26: Using Library Resources, Archives, and Research Ethics
- Guest speakers from Western Libraries and the Office of Research Ethics, TBA
- Laura Millar. "Introduction" and "Chapter 4: The Uses of Archives." In *Archives: Principles and Practices, 2nd Edition.* London: Facet Publishing, 2017.
- Margaret Kovach, "Doing Indigenous Research in a Good Way – Ethics and Reciprocity," *Indigenous Methodologies: Characteristics, Conversations, and Contexts*. Toronto: University of Toronto Press, 2009.
- Assignment: Complete Training Certificate: Government of Canada Panel on Research Ethics TCPS 2 - CORE Tutorial: https://tcps2core.ca/welcome and submit the certificate on OWL.
- Melissa Adler. "Labeling Obscenity: The Delta Collection." In *Cruising the Library: Perversities in the Organization of Knowledge.* New York: Fordham University Press, 2017.
- Thomas Streeter. "The Internet as a structure of feeling: 1992-1996," *Internet Histories: Digital Technology, Culture and Society Vol. 1.1-2* (2017): 79-89.
- Daniel Robinson, "Imperial Tobacco, Market, and Canadian Teens, 1960-1988." In Kyle Asquith, ed. *Consumer Culture and Canadian Society*. Oxford: Oxford University Press, 2018: 53-70.
- Jacquelyn Burkell and Priscilla Regan, "Expression in the Virtual Public: Social Justice Considerations in Harvesting Youth Online Discussions for Research Purposes." *Studies in Social Justice Vol 15.3* (2021): 397-413.

Mon Oct 3: Selecting an Research Approach, Using Theory, Developing a Research Problem
- Creswell and Creswell, Chapters 1-3
- Creswell and Creswell, Chapters 5-7
- Nick Dyer-Witheford. "Left populism and platform capitalism" *TripleC: Communication, Capitalism & Critique: Open Access Journal for a Global Sustainable Information Society* Vol 18.1 (2020): 116-131.
- Basil Chiasson. "Harold Pinter's 'More Precisely Political' Dramas, or a Post-1983 Economy of Affect," *Modern Drama* Vol 56.1 (Spring 2013): 80-101.
- Edward Comor and James Compton. "Journalistic Labour and Technological Fetishism," *The Political Economy of Communication* Vol. 3.2 (2015): 74-87.

- Matt Stahl. "American Idol and Narratives of Meritocracy." In *Unfree Masters: Popular Music and the Politics of Work.* Durham: Duke University Press, 2012: 36-63.
- Joanna Redden, Lina Dencik, and Harry Warne. "Datafied child welfare services: unpacking politics, economics, and power," *Policy Studies* Vol 41.5 (2020): 507-526.
- Keir Keightley, "Music for Middlebrows: Defining the Easy Listening Era, 1946-1966." *American Music* (Fall 2008): 309-335.
- Sam Trosow and Lisa Macklem. "What is fair dealing in copyright? Here's why it matters when moving classes online due to coronavirus." *The Conversation – Canada* (April 28, 2020): https://theconversation.com/what-is-fair-dealing-in-copyright-heres-why-it-matters-when-moving-classes-online-due-to-coronavirus-134510

Mon Oct 10: THANKSGIVING – NO CLASS

Mon Oct 17: Qualitative Methods
- Creswell and Creswell, Chapter 9
- Tim Blackmore, "Save Now [Y/N]? Machine Memory at War in Iain Banks' Look to Windward," *Bulletin of Science, Technology & Society* Vol 30.4 (2010): 259-273.
- Paulette Rothbauer and Nicole Dalmer, "Reading as a lifeline among aging readers: Findings from qualitative interview study with older adults," *Library & Information Science* 40.3-4 (2018): 165-172.
- Amanda Grzyb, "Unsettled Memory: Genocide Memorial Sites in Rwanda," *Brown Journal of World Affairs* 25.2 (2019): 185-198.

Mon Oct 24: Quantitative Methods and Mixed Methods
- Creswell and Creswell, Chapter 8
- Creswell and Creswell, Chapter 10
- Sofia Locklear, Collette Harris, Alyssa Yang, Kelsey Liu, Eliza Ramsey, Tyler Adamson, Adrian Dominguez, and Abigail Echo-Hawk, "Understanding Risk and Protective Factors Influencing Urban American Indian/Alaska Native Youth Graduation Expectations," *American Indian and Alaska Native Mental Health Resear*ch Vol 27.1 (January 2020): 44-63.
- Olunifesi Adekunle Suraj and Isola Ajiferuke. "Knowledge Management Practices in the Nigerian Telecommunications Industry," *Knowledge and Process Management Vol 20.1 (2013)*: 30-39.
- Romayne Smith Fullerton and Maggie Jones Patterson, "Chapter 1: Introduction." *Murder in Our Midst: Comparing Crime Coverage Ethics in an Age of Globalized News*. London: Oxford University Press, 2021: https://murderinourmidst.com/research/
- Pamela McKenzie, "How Do You Solve a Problem like the Whole User? The Construction of Worthy and Problematic Users in Online Discussion of the Public Library," *Journal of the Australian Library and Information Association* Vol. 68.4 (2019): 371-396.
- Heather Hill, "Ontario Public Libraries, Accessibility, and Justice: A Capability Approach." *Canadian Journal of Information and Library Sciences* (December 2011): 423-435.

Mon Oct 31: FALL READING WEEK – NO CLASS

MON Nov 7: Decolonizing Methodologies
- Linda Tuhiwai Smith, *Decolonizing Methodologies,* Chapters 1-4, 11-12
- Sally Kewayosh, *Smoke Break* (2005): http://sallykewayosh.com/2017/11/13/smoke-break
- Smith, Sarah E.K. and Carla Taunton. "Unsettling Canadian Heritage: Decolonial Aesthetics in Canadian Video and Performance Art," *Journal of Canadian Studies*, Vol. 52.1 (2018): 306-341.
- Susan Knabe, "Taking Pictures B(l)ack: The Work of Tracey Moffatt." In Wendy Gay Pearson and Susan Knabe, eds. *Reverse Shots: Indigenous Film and Media in an International Context* Kitchener: Wilfred Laurier University Press, 2014.

Wed Nov 14: Critical Race Theory, Feminist, and Intersectional Methodologies
- Adrienne Dixson, ArCasia James, and Brittany L. Frieson, "Taking It to the Streets: Critical Race Theory, Participatory Research and Social Justice." *Understanding Critical Race Research Methods and Methodologies*. New York: Routledge, 2018.
- Hillsburg, H. (2013). "Towards a methodology of intersectionality: An axiom-based approach." *Atlantis, 36.1:*3-11.
- Jane Bailey et al, "Getting at Equality: Research Methods Informed by the Lessons of Intersectionality." *International Journal of Qualitative Methods* 18: 1-13.
- Fikile Nxumalo and Marleen Tepeyolotl Villanueva, "Listening to water: Situated dialogues between Black, Indigenous, and Black-Indigenous feminisms." *Transdisciplinary Feminist Research: Innovations in Theory, Method, Practice*. New York: Routledge, 2020.
- Luke Stark, "Facial Recognition is the Plutonium of AI," *XRDS Vol 25.3* (2019): 50-55.
- Sasha Torres, "King TV", *Black, White and in Color: Television and Black Civil Rights*. Princeton, N.J.: Princeton University Press, 2003.
- Norma Coates, "The Demonization of Courtney Love." *'Bad' Mothers: The Politics of Blame in Twentieth-Century America.* Molly Ladd-Taylor and Lauri Umanski, eds. New York: NYU Press, 1998.

Wed Nov 21: Community-Based Research, Participatory Action Research, and Community-Engaged Pedagogies
- Steven High, "Interviewing Survivors," *Oral History at the Crossroads: Sharing Life Stories of Survival and Displacement*. Vancouver: UBC Press, 2015.
- Jacques Chevalier and Daniel Buckles, "The Ins and Outs of Participatory Action Research." *Participatory Action Research: Theory and Methods for Engaged Inquiry, 2nd Edition.* London: Routledge, 2019.
- Koni Benson and Rica Nagar. "Collaboration as resistance: Reconsidering the processes, products, and possibilities of feminist oral history and ethnography." *Gender, Place and Culture Vol 13.5* (2006): 581-592.
- Surviving Memory in Postwar El Salvador, *Memoria Viva: Photographs and Testimonies of Life in Mesa Grande and La Virtud Refugee Camps, 1980-1991* (2021)
- Surviving Memory in Postwar El Salvador project website: www.elsalvadormemory.org
- Juan Bello, *Norberto Amaya: Songwriter* (2018): https://vimeo.com/user122547706

- Ajit Pyati, "Contemplation as Educational Activism within Communication Studies." *Canadian Journal of Communication* Vol 42 (2017): 67-80.
- Smeltzer, Sandra. "Interrogating Course-Related Public Interest Internships in Communications." *TripleC: Communication, Capitalism & Critique: Open Access Journal for a Global Sustainable Information Society Vol* 13.2 (September 30, 2015): 509–25.

Wed Nov 28: Social Media Research
- Sloan & Quan-Haase, Chapters 22-38.
- Alison Hearn, "Confessions of a Radical Eclectic: Reality Television, Self-Branding, Social Media, and Autonomist Marxism," *Journal of Communication Inquiry* Vol 35.4 (2011): 313-321.
- Anabel Quan-Haase and Alyson L. Young, "Uses and Gratifications of Social Media: A Comparison of Facebook and Instant Messaging," *Bulletin of Science, Technology, & Society* Vol 30.5 (2010): 350-361.
- Alissa Centivany. "Values, ethics and participatory policymaking in online communities." *Proceedings of the Association for Information Science and Technology* 53.1 (December 2016): 1-10.
- Grant Campbell and Scott Cowan. "The Paradox of Privacy: Revisiting a Core Library Value in an Age of Big Data and Linked Networks." Library Trends 64.3 (2016): 492-511.

Wed Dec 5: Arts-Based Research, Research-Creation, and Knowledge Mobilization
- Owen Chapman and Kim Sawchuk, "Research-Creation: Intervention, Analysis and 'Family Resemblances'." *Canadian Journal of Communication 37.1* (2012): 5-26.
- Owen Chapman and Kim Sawchuk, "Creation-as-Research: Critical Making in Complex Environments." *RACAR: Canadian Art Review* 40.1 (2015): 49-52.
- Loveless, Natalie S. "Towards a Manifesto on Research-Creation." *RACAR: Canadian Art Review* 40.1 (2015): 52-54.
- Patricia Leavy, excerpt from *Art Meets Method: Arts-Based Research Practice.* New York: Guilford Press, 2015.
- Daniela Sneppova, *Samizdat: The Czech Art of Resistance*: http://artofresistance.ca/
- Sharon Sliwinski, *Guardians of Sleep:* https://www.museumofdreams.org/guardians-of-sleep
- Victoria Rubin, *News Verification Browser: Identifying Deliberate Misinformation with Text Analytics*: https://victoriarubin.fims.uwo.ca/news-verification/