

FIMS 9800Y-001 (Winter 2024)

Introduction to Doctoral-Level Scholarship

Thursdays, 9:00-11:50 am (every second week), *January 11 and 25, February 8, and 29 and March 14, 28*

Location: FNB 4130 (in-person)

Instructor: Melissa Adler, Associate Professor

email: madler7@uwo.ca

Office hours: Thursdays, 1:00-2:00, FNB 4136 or by appointment



Course Description

An introduction to the professional and intellectual challenges of doctoral work in the fields of information and media studies, including key skills (research, presentation, publication, peer review, ethics review, funding applications and thesis writing) and key resources (faculty and support personnel, library resources, university-wide communities and activities).

This course is a half credit weight course offered over two terms (fall and winter).

OBJECTIVES:

1. To expose students to the main areas of research in Information and Media Studies, and the Faculty members who work in those areas;
2. To introduce students to both the Faculty and the University-Wide resources for retrieving information suitable for doctoral-level research;
3. To introduce students to the traditions and practices of professional research dissemination, including research proposals, thesis writing, conference presentations, and submission for publication;
4. To introduce students to the techniques of presenting work for review: both peer review of scholarship, and ethics review of research practices involving human subjects;

5. To explore the challenges and career options facing FIMS doctoral students within a larger context of academic, professional, corporate, government, or public interest domains.

I have designed this course with the intention of experimenting with pedagogical methods. My hope is that we collectively gain some insights into different ways of teaching, learning, and knowing. Having a pass/fail course affords us some interesting opportunities to try different techniques, which you might find useful in your own teaching.

Enrollment Restrictions:

Enrollment in this course is restricted to graduate students in the Faculty of Information & Media Studies.

Course Materials

All reading materials will be available via OWL

Attendance: Students are expected to attend every class in the course. Students who need to miss a class for whatever reason should inform me beforehand if possible. Students who miss more than 2 classes may be in danger of failing the course.

Evaluation

The course is **pass/fail**, based on attendance and participation. Participation will involve the preparation of occasional assignments based on work done in other courses, a modest amount of reading, facilitation of discussion, reports back to the class on various aspects and issues raised during our discussion. Invited guests will be attending from week to week.

The following assignments/activities are required to pass the course:

- 1) **Discussion leader:** Each of you will choose a reading for the class. You will lead a discussion of that reading. Submit a think-piece (~500 words) and two to three questions for discussion ahead of class.
- 2) **Grad Conference**
- 3) **[Inspiring Minds](#) submission**
- 4) **Career roadmap (Draw/write)**
- 5) **Updated CV**

January 11—Fall recap, Agenda-setting, Conference update/planning, Writing proposals

January 25—Readings from the field

Selena:

Ettarh, Fobazi. "Vocational awe and librarianship: The lies we tell ourselves." *the Library with the Lead Pipe* 10 (2018).

Shengpei:

*Saha, Anamik. 2018. *Race and the Cultural Industries*. Malden, MA: Polity Press.

February 8—Readings from the field, Interdisciplinarity

Eden:

Pollack, Shoshana. 2009. “‘You Can’t Have It Both Ways’: Punishment and Treatment of Imprisoned Women.” *Journal of Progressive Human Services* 20 (2): 112–28.
<https://doi.org/10.1080/10428230903306344>.

or

*Goodmark, Leigh. 2023. *Imperfect Victims: Criminalized Survivors and the Promise of Abolition Feminism*. Oakland, California: University of California Press.

Hillary:

What’s in a name? The power of labels in disability identity, perception by Sonya Chechik, *Daily Cardinal*, 21 Nov. 2019,
<https://www.dailycardinal.com/projects/disability/disability-news/whats-in-a-name-the-power-of-labels-in-disability-identity-perception>
Why design should include everyone (Ted talk) by Sinéad Burke,
https://www.ted.com/talks/sinead_burke_why_design_should_include_everyone?language=en

February 29—Career roadmap, CVs—Student panel

March 14—Governance and Service—Guest speakers

March 28—EDIDIA

April 9-10—Conference

Health/Wellness Services

Students who are in emotional/mental distress should refer to Mental Health@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.

Statement on Academic Offences

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