



Department of Educational Studies

EDST 572 (941) Research, Writing, and Representation

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Summer Term 2 July 4-21, 2017

Weekdays 1:30 – 4:00pm

Ponderosa Commons 1215

“Academic writing must be viewed as a social activity because producing it requires ongoing and sustained engagement with others, whether this be in body (through real conversations with others, written, and oral) or in spirit (through reading and thinking).”

Charlotte Cloutier, “How I Write: An Inquiry into the Writing Practices of Academics”

Course Description:

EDST 572 is a required course in the EDST MA program. We explore issues and problems associated with academic writing and the representation of knowledge in education as a field of scholarship, broadly defined. **A key purpose of the course is to engage in writing and revision aimed towards the completion of the MA program.** EDST 571 is a prerequisite for this course.

Key Questions We Explore:

What is effective academic writing? What are some of its myriad forms, and what form works best for me?

What are some critical challenges in representing the “voice” of (often marginalized) others in academic research and writing?

What can educational researchers learn from controversies surrounding mis/representation in writing and research?

What are your academic writing strengths and challenges and how can this course help improve your writing and reviewing skills?

Course Resources:

All course readings are posted on our course Connect site. You will find our course outline and readings linked either as .pdf files or as Library reserve materials. Each seminar meeting is organized around assigned readings intended to be accessible to all students.

Seminar Culture and Format

Students are expected to actively participate in every seminar and to take responsibility for their role in contributing to a collegial and respectful learning environment. **In a condensed summer term, students are expected to attend all EDST 572 classes, be on time to avoid disturbing a class in progress, and to read the assigned readings beforehand.** If you must miss a class, please advise me beforehand via an email message. If you miss more than one class, or are continually late to class, you may be required to make up the classes, be advised to drop the course, or risk a failing grade.

Our classes will involve two main activities: 1) discussions of our readings and 2) writing activities (typically, during the last hour of class). Students are encouraged to make progress on a writing task that advances their Masters program, in particular their thesis or thesis proposal.

Academic Integrity

The integrity of academic work depends on the honesty of all those who work in this environment and the observance of accepted conventions such as acknowledging the work of others through careful citation of all sources used in your work. Plagiarism—including self-plagiarism—and other forms of academic misconduct are treated as serious offences at UBC, whether committed by faculty, staff or students. You should be aware of the sections of the University Calendar that address academic integrity (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0>) and plagiarism (<http://www.calendar.ubc.ca/vancouver/?tree=3,54,111,959>).

UBC also has a useful Guide to Academic Integrity that explains what plagiarism is and how to avoid it (<http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>). If you have questions or concerns about any of these policies or conventions in relation to how they apply to the work you do in this course, please discuss them with me.

Academic Accommodations

If you have a letter from Access and Diversity (A&D) indicating that you have a disability or chronic illness that requires specific accommodations, please present the letter to me so that I can discuss the accommodations that you might need for class. To request academic accommodations due to a disability or chronic illness, you should first meet with an A&D advisor to determine what accommodations/services you are eligible for. You can find more information at: <http://students.ubc.ca/about/access>

You will not be penalized because of observances of your religious beliefs. Whenever possible, you will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is your responsibility to inform me of any intended absences for religious observances in advance.

Truth and Reconciliation

This course has been designed in light of the recommendations of Canada's Truth and Reconciliation Commission and Universities Canada's Principles on Indigenous Education. It attempts to explicitly engage with issues of racism and colonialism in the representation of Indigenous people and culture and to address ways that scholars must confront these abuses. For more information see:

Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada (2015).

http://www.trc.ca/websites/trcinstitution/File/2015/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf

Assignments in EDST 572 (Detailed information below):

Date	Assignment
July 7, 2017	Oral presentation of thesis writing project for this class (ungraded, 5 mins each)
July 13, 2017	First Draft of Thesis Writing Project to Mona and Peer for Review due (25%)
July 17, 2017	Peer Review of First Draft due (10%)
July 21, 2017	Second Draft of Thesis Writing Project to Mona and Peer for Review due (25%)
July 25, 2017	Peer Review of Second Draft due (10%)
July 28, 2017	Improved Draft of Thesis Writing Project due (30%)

PLEASE NOTE: ALL ASSIGNMENTS SHOULD BE WORD PROCESSED AND SUBMITTED IN DOC OR DOCX FORMAT, AND DOUBLE-SPACED. PLEASE DO NOT HAND IN ASSIGNMENTS IN PDF FORM.

A) Oral presentation of your Thesis Writing Project for this class (In class, ungraded). Friday, July 7, 2017 (5 mins)

Each of us will share the basic details of the thesis writing project pursued during this course. This is an **ungraded oral presentation** and should address the following questions:

- what writing project will you be working on in this class, E.g., your MA research proposal, a chapter or chapter portion of your MA thesis?
- what stage are you currently at in your thesis writing project, ie. you have a rough outline, you have begun to write, you have a completed draft, you still contemplating it?
- what is your goal in respect to this thesis writing project? ie., you want to get something started, something finished, continue with a project?
- are you facing any particular challenges or problems with this thesis writing project? ie., are you unsure of how to proceed? are you “stuck” or in a rut with your ideas?

B) First Draft of Thesis Writing Project to Mona and Peer Reviewer (25%). Due in class: Thursday, July 13. Minimum 5 pages; maximum 15 pages.

You will hand in your first draft to both Mona and your peer reviewer via email. Please note that while peers and Mona will offer feedback, only Mona will assign a grade. The basic requirement for this assignment is for you to demonstrate that you have made reasonable progress towards the preparation of your thesis writing project. While you should not simply hand in an outline, you need not submit a complete draft, or highly polished piece of writing. *Instead, submit your progress to date.*

You will be evaluated on the amount of progress towards your goal you have demonstrated; on the quality of the content; on the organization of the piece and its coherence (in accordance with the conventions of the genre, discipline, epistemological tradition that you are writing within); on style; and on formatting (follows appropriate UBC formatting for an MA thesis).

C) Peer review of First Draft (10%) Due in Class: July 17th. Minimum 2 pages; maximum 4 pages.

Your task is to prepare two to four pages of constructive feedback on the first draft of a colleague's paper. You will give this feedback to your colleague via email (with a copy to Mona) to use to improve their work. Your peer review should address general areas where the author has excelled and areas where improvement is possible. In deciding how to offer feedback, three questions are useful: What needs to be flagged? What needs to be praised? What needs clarification? You should address issues such as clarity, organization, argumentation, evidence, and style, and any other area where you feel your comments will be helpful. You may prepare your comments in any style you wish: a narrative, a set of annotations with page numbers, a bullet point list, in text track changes on their paper, etc., or a combination of these. Choose the format you think you communicate best in.

You will be evaluated on the clarity and quality of your feedback, your attention to detail, and your engagement with the work of your colleague (only Mona will assign a grade). The quality, not the quantity, of feedback is what is being evaluated in this assignment. Did you offer careful, critical, and respectful feedback that will help your colleague reach their writing goal?

D) Second Draft of Thesis Writing Project to Mona and Peer Reviewer (25%). Due in class: Friday, July 21. Minimum 10 pages; maximum 20 pages.

The requirements for your second draft are the same as the first draft, with an important additional considerations: 1) you must demonstrate that you have made reasonable progress beyond your accomplishments in your first draft and 2) you must demonstrate that you have made some effort to incorporate peer review comments into your second draft. This demonstrable progress could include significant additions to what you wrote for your first draft or, no new additions but a significant re-writing of your first draft. Once again, only Mona will assign a grade.

E) Peer review of Second Draft (10%). Tuesday, July 25. Minimum 2 pages; maximum 5 pages.

The requirements for your peer review of your colleague's second draft of their thesis writing project are the same as they were for the first review, with an additional consideration: please pay attention to whether (and how) your colleague made some effort to incorporate your first peer review comments into their second draft.

F) Improved Draft of your Thesis Writing Project (30%). Due by 4:00pm: Friday, July 28. Minimum 10 pages (not including bibliography); maximum 25 pages (not including bibliography).

The final assignment you submit should be a significantly improved draft of your thesis writing project. This is, however, not a highly polished piece. You will re-write this draft many more times yet before it becomes part of your thesis. Your submission, however, should approach or meet the writing goal(s) you had for this course regarding your MA thesis writing project.

You will be evaluated on the final assignment on how much you have progressed in your work from your first draft. You will also be evaluated on the quality of the content; on the organization of the piece and its coherence (in accordance with the conventions of the genre, discipline, epistemological tradition that you are writing within); on style; and on formatting (follows the appropriate UBC formatting for an MA thesis).

Class Schedule

WEEK 1

Conceptualizing Writing in the Context of Research

Tuesday, July 4, 2017

Introductions

Introduction to course, to each other, review syllabi and assignments, CONNECT site details

Read and prepare to discuss:

Crisis of Representation: The Joseph Boyden Controversy

<https://thewalrus.ca/why-is-joseph-boydens-indigenous-identity-being-questioned/>

<https://thewalrus.ca/the-boyden-controversy-is-not-about-bloodline/>

OPTIONAL for background:

<http://aptnnews.ca/2016/12/23/author-joseph-boydens-shape-shifting-indigenous-identity/>

Prepare for Our First Class:

- list of questions and themes for class discussion regarding writing and representation that arises out of your reading of the controversy surrounding Joseph Boyden and the meaning of writing, representation and question of “authenticity.”

Wednesday, July 5, 2017

Thinking about Writing - Process, Process, Process

Read and prepare to discuss:

1. Charlotte Cloutier, “How I Write: An Inquiry into the Writing Practices of Academics,” *Journal of Management Inquiry* 25, 1 (2015): 69-84

2. Review UBC G&PS Guides for Thesis Writing: The Writing Process

<https://www.grad.ubc.ca/handbook-graduate-supervision/writing-process>

Optional Reading:

Rachel Toor, “Bad Writing and Bad Thinking,” *The Chronicle of Higher Education* online (15 April 2010).

<http://www.chronicle.com/article/Bad-WritingBad-Thinking/65031>

Additional Resource: Blog - Project Scrib by Drs. Charlotte Cloutier and Viviane Sergi: <https://projectscrib.org/>

Thursday, July 6, 2017

Writing and Where the Author Fits In – Reflexivity*

Read and prepare to discuss:

1. Julia Coylar, "Becoming Writing, Becoming Writers," *Qualitative Inquiry* 15, 2 (February 2009): 421-436.
2. Wanda Pillow, "Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research," *International Journal of Qualitative Studies in Education*, 16, 2 (2003): 175-196.

* "...acquire the ingrained habit of viewing our own beliefs as we now view those held by others." (Gouldner, Alvin. 1970. *The Coming Crisis of Western Sociology*. New York: Basic Books.

Friday, July 7, 2017

Writing: Why and How?

Read and prepare to discuss:

1. Christopher Gray and Amanda Sinclair, "Writing Differently," *Organization* 13, 3 (2006): 443-453.
2. Laurel Richardson, "Writing: A Method of Inquiry," in Norman K. Denzin and Yvonna Lincoln, *Collecting and Interpreting Qualitative Materials*, 3rd Edition (Thousand Oaks, CA: Sage, 2005), pp. 345-371.

ASSIGNMENT #1 DUE: Oral Presentation of Thesis Writing Project (5 mins in class)

Week 2

Writing: Form, Function, and "Truth"

Monday, July 10, 2017

Narrativity

Read and prepare to discuss:

1. William J. Tierney, "Get Real: Representing Reality," *International Journal of Qualitative Studies in Education* 15, 4 (2002): 385-398.
2. Karri Holley and Julia Coylar, "Under Construction: How Narrative Elements Shape Qualitative Research," *Theory into Practice* 51 (2012): 114-121.

Work on draft of thesis writing project: Due Thursday

Tuesday, July 11, 2017

Testimonio

Read and prepare to discuss:

1. Arturo Arias, "Authoring Ethnicized Subjects: Rigoberta Menchú and the Performative Production of the Subaltern Self," *PMLA*, 116 (January 2001): 75-88

Optional Reading:

Gayatri Chakravorty, "Can the Subaltern Speak?" in C. Nelson and L. Grossberg (eds.), *Marxism and the Interpretation of Culture* (Basingstroke: MacMillan Education, 1988), pp. 271-313.

Work on draft of thesis writing project: Due Thursday

Wednesday July 12, 2017

Oral History, Memory, Representation – The Burden of the Author

Read and be prepared to discuss:

Pam Sugiman, "Passing Time, Moving Memories: Interpreting Wartime Narratives of Japanese Canadian Women," *Histoire Sociale/Social History* 37, 73 (2004): 51-79.

Optional Reading:

2. Sari Knopp Bilkin, "Trouble on Memory Lane: Adults and Self-Retrospection in Researching Youth," in Amy L. Best, ed., *Representing Youth: Methodological Issues in Critical Youth Studies* (New York: New York University Press, 2007), pp. 251-268.

Work on draft of thesis writing project: Due Thursday

Thursday, July 13, 2017

Representing Youth? Voice, Agency, and other Preoccupations

Read and be prepared to discuss:

1. Francesca Meloni, Karine Vanthuyne, and Cécile Rousseau, "Towards a Relational Ethics: Rethinking Ethics, Agency and Dependency in Research with Children and Youth," *Anthropological Theory* 15, 1 (2015): 106-123.

Optional Reading:

1. Andy Hargreaves, "Revisiting Voice," *Educational Researcher* 25, 1 (January- February 1996): 12-19.

2. Alison Cook-Sather, "Authorizing Students' Perspectives: Toward Trust, Dialogue and Change in Education," *Educational Researcher* 31, 4 (May 2002): 3-14

ASSIGNMENT #2 DUE: First Draft of Thesis Writing Project to Mona and your Peer Reviewer (25%)

Friday, July 14, 2017

Representing the "Other" and Researcher/Participant Stigma

Read and be prepared to discuss:

1. Michal Krumer-Nevo and Mirit Sidi, "Writing Against Othering," *Qualitative Inquiry* 18, 4 (2012): 299-309.
2. Janice M. Irvine, "The Other Sex Work: Stigma in Sexuality Research," *Social Currents* 2, 2 (2015): 115-125.

Work on Peer Review Assignment due Monday

WEEK 3

Writing and Representational Responsibilities

Monday, July 17, 2017 Indigeneity and Decolonization

Read and be prepared to discuss:

1. Judy Iseke-Barnes, "Living and Writing Indigenous Spiritual Resistance," *Journal of Intercultural Studies* 24,3 (2003): 211-238.

ASSIGNMENT #3 DUE: First Peer Review (10%) Due in Class

Optional Readings

1. Julie Cruikshank in collaboration with Angela Sidney, Kitty Smith, and Annie Ned, *Life Lived Like a Story*, (UBC Press: Vancouver, 2004, printed).
2. Michael Jacklin, " Making paper talk: writing indigenous oral life narratives," *Ariel* 39, 1-2 (January-April 2008): 47-69.
3. Marie Battiste, "Research Ethics for Protecting Indigenous Knowledge and Heritage: Institutional and Researcher Responsibilities," in Norman K. Denzin, Yvonna S. Lincoln, Linda Tuhiwai Smith, (eds.), *Handbook of Critical and Indigenous Methodologies* (Los Angeles: Sage, 2008), pp. 479-511.

Digest your peer review feedback and consult reviewer if required; work on second draft of thesis writing project: Due Friday

Tuesday, July 18, 2017

Queering Representation

Read and be prepared to discuss:

1. Róisín Ryan-Flood, "Queering Representation: Ethics and Visibility in Research," *Journal of Lesbian Studies* 13 (2009): 216-228.
2. Virginie Dutoya, "Defining the 'queers' in India: The politics of academic representation," 15, 2 (2016): 241-271.

Work on second draft of thesis writing project: Due Friday

Wednesday, July 19, 2017 Trans-representation and Resisting Analytic Erasure

Read and be prepared to discuss:

1. Jodi Kaufman, "Trans-representation," *Qualitative Inquiry* 16, 2 (2010): 104 – 115.

Optional Reading:

1. Alex Holtby, Kate Klein, Katie Cook, Rob Travers, "To be seen or not to be seen: Photovoice, queer and trans youth, and the politics of representation," *Action Research* 13, 4 (2015): 317-335.

Work on second draft of thesis writing project: Due Friday

Thursday, July 20, 2017 Research, Writing and Representation as Relational

Read and be prepared to discuss:

1. Alison Brophey and Helen Raptis, "Preparing to be Allies: Narratives of Non-Indigenous Researchers Working in Indigenous Contexts," *Alberta Journal of Educational Research* 62, 3 (Fall, 2016): 237-252.

Optional Reading:

1. Victoria Louise Newton, " 'It's good to be able to talk': an exploration of the complexities of participant and researcher relationships when conducting sensitive research," *Women's Studies International Forum* 61 (2017): 93-99.

Work on second draft of thesis writing project: Due Friday

Friday, July 21, 2017

Course Wrap Up – Where Does the Writing Go from Here?

ASSIGNMENT #4 DUE: Second Draft of Writing Project to Mona and Peer Reviewer (25%). Due in class

ASSIGNMENT # 5 DUE: TUESDAY JULY 25, 2017 Second Peer Review of Second Draft (10%)

ASSIGNMENT # 6 DUE: FRIDAY JULY 28, 2017 Improved Draft of Thesis Writing Project (30%)