



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**ART HISTORY, CLASSICS AND RELIGIOUS STUDIES**

**MUSEUM AND HERITAGE STUDIES**

**MHST513 RESEARCH METHODS  
30 POINTS**



**FULL YEAR 2015**



## Important dates

**Trimester dates:** 2 March to 15 November 2015

**Teaching dates:** 2 March to 16 October 2015

**Easter/Mid-trimester break:** 3–19 April 2015

**Mid-year break:** 2-12 July 2015

**Mid-trimester break 2/3:** 24 August to 6 September 2015

**Last assessment item due:** 30 September 2015

**Study period:** 19–23 October 2015

**Examination/Assessment Period:** 23 October to 14 November 2015

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)

## Class times and locations

Wednesday 1:10-3:00pm Old Kirk OK524

## Names and contact details

### Course coordinator

Lee Davidson

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Conal McCarthy

04 463 7470

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### Administrator/School Manager:

Annie Mercer

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## Communication of additional information

Additional communications will be via Blackboard and email, and notices will be posted in OK302.

Students should ensure that they are accessing messages sent via Blackboard to their VUW student email accounts.

## **Prescription**

This course introduces a variety of research methodologies, approaches, sources and theories which are employed in the study of cultural heritage. It provides an essential platform for those students planning to do dissertation or thesis research and writing.

## **Course learning objectives (CLOs)**

Students who pass this course should be able to:

1. understand the rationale behind the use of qualitative and quantitative research methods;
2. choose appropriate methods for particular research settings; and
3. understand the principles and practicalities of research management from a variety of perspectives.

By the end of the course each student will have completed a research proposal.

## **Teaching format**

The course is delivered through 20 two-hour discussion based seminars and 2 three-hour workshops.

## **Mandatory course requirements**

In addition to achieving an overall pass mark of 50%, students must:

1. complete all assignments
2. attend 90% of seminars/workshops

## **Workload**

As a general rule, each course requires a time commitment equivalent to a full working day (inclusive of teaching or seminar time) for every week of the academic year. The total workload for the course, including class time should be approximately 300 hours. This includes 46 hours of class time. Workload guides for assessment are outlined below.

## Course Content

### Introductory module

#### **Mar 4 Introduction to research methods**

Reading:

Sarantakos, S. (2005) 'Introduction', In *Social Research* (3<sup>rd</sup> Edition). pp13-27.

#### **Mar 11 Research ethics & perspectives**

Readings:

Wilkinson, T.M. (2001) 'The core ideas of research ethics', in *Research Ethics in Aotearoa New Zealand: Concepts, Practice, Critique*.

Extract from: Homan, R. (1991) *The Ethics of Social Research*. pp. 178-183.

Elliott, J. (2005) 'The researcher as narrator: Reflexivity in qualitative and quantitative research.' In *Using Narrative in Social Research*. pp. 152-170.

#### **Mar 18 Designing research / questions and objectives: An overview**

Readings:

Blaikie, N. (2009) 'Designing social research', In *Designing Social Research: The Logic of Anticipation*. pp.35-55.

Blaikie, N. (2009) 'Research questions and objectives', In *Designing Social Research: The Logic of Anticipation*. pp. 56-78.

#### **Mar 21 (Wananga) Researching with/by/for Māori**

Readings:

Walker, S., Eketone A., & Gibbs, A. (2006) 'An exploration of kaupapa Maori research, its principles, processes and applications', *International Journal of Social Research Methodology*, Vol. 9 (4): 331-344.

Cram, F. (1997) 'Developing partnerships in research: Pakeha researchers and Maori research', *Sites*, No. 35:44-63.

### Research methods module

#### **Mar 25 Introduction to visitor research in museums (with Stephen Owen, Visitor & Market Research, Te Papa) & discussion of research projects for the second assignment**

#### **Apr 1 Research methods for visitor studies**

Readings:

Hein, G. E. (1998) 'Studying visitors', In *Learning in the Museum*. pp.100-134.

#### **Apr 22 – May 27**

Classes during this period will focus on progressing your research methods projects, including coverage of the relevant methods (e.g. observations, questionnaires and surveys, interviews and focus groups) and the various

stages of the research process (e.g. research questions & objectives, research design, data collection, analysis, interpretation and presentation). The Set Text (see below) will be used as a resource for this work and further appropriate readings will be posted on Blackboard.

Note: May 20 & May 27 will be 3-hour workshops on research analysis, from 1.10-4pm.

**June 3 Group presentation of research projects (second assignment)**

**MID YEAR BREAK**

**July 15 Historical methods & archives**

Readings:

McCulloch, G. (2004) 'The joy of life: Doing documentary research', In *Documentary Research in Education, History and the Social Sciences*. pp. 29-50.

McDowell, W.H. (2002) 'Historical sources', In *Historical Research: A Guide*. pp. 54-76.

**July 22 Visit to National Library**

**July 29 Visit to Archives NZ & discussion of archival research project**

**Research proposal module**

**Aug 5 Introduction to the dissertation & the proposal**

Reading:

Punch, K.F. (2006) *Developing effective research proposals*. pp.9-17 & 38-42.

**Aug 12 1-2pm Proposals (part I)**

**2-3pm Library seminar**

**Aug 19 The Proposal (part II): research context**

Reading:

Hart, C. (1998) *Doing a literature review: Releasing the social science research imagination*. pp.172-198.

**MID TRIMESTER BREAK**

**Sep 9 The proposal (part III): research questions**

**Sep 16 The proposal (part IV): research design & methods**

**Sep 23 Student presentations and discussion of draft proposals**

**Sep 30 No class**

**Oct 7 Final class: Where next? Dissertation writing & supervision**

## Assessment

This course is internally assessed on the basis of four pieces of written work and a presentation. Preparation for these assignments will include practical exercises, a group project and reading of appropriate literature.

The word lengths, due dates and percentage of the final mark for each are as follows:

| Assessment items and workload per item |                                         |         | %   | CLO(s) | Due date |
|----------------------------------------|-----------------------------------------|---------|-----|--------|----------|
| 1                                      | Essay (1000 words)                      | 25 hrs  | 10% | 3      | 10 April |
| 2                                      | Presentation (20-30 mins)               | 25 hrs  | 10% | 1,2,3  | 3 June   |
| 3                                      | Written report (3000 words)             | 75 hrs  | 30% | 1,2,3  | 31 July  |
| 4                                      | Archival research exercise (1000 words) | 29 hrs  | 10% | 2,3    | 22 Aug   |
| 5                                      | Proposal (4000 words)                   | 100 hrs | 40% | 1,2,3  | 30 Sept  |

## Marking criteria

An assessment schedule will be prepared for each assignment and distributed to students indicating the criteria against which the assignment will be assessed and the marks which will be awarded for each element of the work.

## Submission and return of work

Submission will be via Blackboard. The assignments should be typed, with at least 1½ spacing, and uploaded as either a Word or PDF file.

All written assignments may be handed in for comment as initial drafts and resubmitted one further time only for final grading by 1 November at the latest. Assignments not received by the initial due date will not be eligible for resubmission.

## Extensions and penalties

### Extensions

Late assignments will only be accepted if a suitable reason is given well in advance of the due date. The only exception will be on medical grounds (including a medical certificate) or in other exceptional circumstances.

### Penalties

Any late work that does not meet the above requirements will have their mark reduced by 1% for each day it is overdue.

## A note on referencing styles

Strict adherence to a particular style is a very important part of academic writing that students are expected to master during the course of the year. It is expected that writing will be presented in Times New Roman font sized at 12 pt and spaced at one and a half. Text should be justified left and ragged on the right margin. Block quotes of more than 3 lines should be offset and single space. All essays should correspond to the Chicago style. If you prefer to use footnotes, use Chicago A. If you prefer in-text references, use Chicago B.

Please consult the online examples for references in footnotes, citations and bibliography under reference guides/online reference collection on the library website:

<http://www.chicagomanualofstyle.org/home.html>

For all other queries, consult the style guide in the reference section of the central library: *The Chicago Manual of Style*. 15th ed. Chicago: University of Chicago Press, 2003.

### **Sample references:**

#### **Book**

*Chicago A*

Footnote:

Wendy Doniger, *Splitting the Difference* (Chicago: University of Chicago Press, 1999), 65.

Subsequent footnotes:

Doniger, 1999, 76.

NB Ibid may be used only if the citation is exactly the same in every respect.

Bibliography:

Doniger, Wendy. *Splitting the Difference*. Chicago: University of Chicago Press, 1999.

*Chicago B*

In text reference:

(Doniger 1999, 65)

References:

Doniger, Wendy. 1999. *Splitting the difference*. Chicago: University of Chicago Press.

#### **Journal article:**

*Chicago A*

Footnote:

John Maynard Smith, "The Origin of Altruism," *Nature* 393 (1998): 639.

Bibliography:

Smith, John Maynard. "The Origin of Altruism." *Nature* 393 (1998): 639–40.

*Chicago B*

In text reference:

(Smith 1998, 639)

References:

Smith, John Maynard. 1998. The origin of altruism. *Nature* 393: 639–40.



## For help with writing

Please attend the very useful workshops run by the library, PGSA and Student Learning Support on aspects of research skills and writing. Do not hesitate to consult one of the advisors at SLS about your essays:

[http://www.victoria.ac.nz/st\\_services/slss/index.aspx](http://www.victoria.ac.nz/st_services/slss/index.aspx)

Consult the study hub for resources and tips:

[http://www.victoria.ac.nz/st\\_services/slss/studyhub.aspx](http://www.victoria.ac.nz/st_services/slss/studyhub.aspx)

## Materials and equipment and/or additional expenses

There is a noho marae at Hongoeka from 20-22 March. There will be a set charge for students to cover some of the expenses and students will need to give a koha.

## Practicum/placement/field trip/internship arrangements

The course includes field trips and other activities in museums and heritage organisations—see the schedule in the course content for details.

## Set texts

Denscombe, Martyn. *The Good Research Guide: For Small-Scale Social Research Projects*. Maidenhead, England: McGraw-Hill/Open University Press, 2010.

This can be bought from: [www.vicbooks.co.nz](http://www.vicbooks.co.nz).

## Recommended reading

Other recommended reading will be posted on Blackboard.

## Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

|                                     |
|-------------------------------------|
| Class Rep name and contact details: |
|-------------------------------------|

## Student feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)