

Faculty of Arts
& Social Sciences

Lancaster
University



FASS Research Training Programme

Modules Handbook for Staff and Students 2019-20

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General Notes

- If a module is only available to students in specific years of study, you should only register for it if you are in the correct year.
- If a module is offered both by attendance and by distance learning, you should register *either* to attend it *or* to take it by distance learning, not both. Please note that the distance learning modules are provided for part-time and away students in the first instance, and they will be given precedence on these modules.
- If a module has two or more different cohorts, you should only register for one of these.
- If you have taken a module once, you will not be able to repeat it in a later year.
- If you decide at a later date that you want to add new modules and/or withdraw from modules, please email fass-rtp@lancaster.ac.uk to let us know.

This RTP Modules Handbook should be read in conjunction with the *RTP General Handbook for Staff and Students*.

To register, please complete the RTP registration form (available from the [RTP website](#)), and email it to fass-rtp@lancaster.ac.uk.

Registration will be done a term at a time, on the appropriate form for the term in question. Registration for Michaelmas Term will open towards the end of the Summer Vacation, for Lent Term towards the end of Michaelmas Term, and for Summer Term towards the end of Lent Term.

Timetables

You can find the location of the various buildings in which modules take place on the online [campus map](#) and details of term and vacation weeks on the online [Calendar](#).

All year

Blended learning:

Modules	Weeks
FASS638d: Qualitative Data Analysis with ATLAS.ti (distance learning)	Weeks 3-30
FASS639d: Qualitative Data Analysis with NVivo 11 (distance learning)	Weeks 3-30

Online modules:

Modules	Weeks
FASS516d: Thesis Writing (First Year Students only) (distance learning)	Weeks 3-30
FASS611d: Ethnography (a self-learning resource)	Weeks 1-30
FASS625: Ethics in Arts and Social Science Research – a self-learning resource	Weeks 1-30

Timetable for Michaelmas Term 2019 (weeks 1-10)

Monday 7 October – Friday 13 December 2019

Day	Time	Course	Week	Location
Monday	10.00-12.00	FASS502: Introduction to the Library and Literature Searching	2	LICA A40 Computer Lab 2
Monday	2.00-5.00	FASS634: Introduction to Engaging with Decision Makers in Government and Parliament	8-9	Charles Carter A19
Tuesday	10.00-12.00	FASS506M: Designing, Undertaking and Surviving Doctoral Research – Cohort 1	2	Charles Carter A18
Tuesday	1.00-3.00	FASS506M: Designing, Undertaking and Surviving Doctoral Research – Cohort 1	2	Bowland North Seminar Room 23
Tuesday	9.00-12.00	FASS508: Quantitative Research Methods: Introduction	3-4	ASH House PC Zone 3
Tuesday	3.00-5.00	FASS618: The PhD Viva: Tragedy or Triumph? (Final Year Students only)	10	Roundhouse B02
Tuesday	12.00-3.00	FASS645: Making Research Count: Engaging with Quantitative Data	6-10	Fylde Lecture Theatre A17
Tuesday	4.00-6.00	FASS649: Postcolonial Studies Across the Arts and Social Sciences	2, 4, 6, 8, 10	Fylde C34
Wednesday	1.00-3.00	FASS506C: Designing, Undertaking and Surviving Doctoral Research – Cohort 3	7	Bowland North Seminar Room 20
Wednesday	11.00-1.00	FASS510: Qualitative Research Methods	1, 3, 6-10	Welcome Centre Lecture Theatre 1 A34
Wednesday	11.00-1.00	FASS510: Qualitative Research Methods	2	Cavendish Colloquium
Wednesday	1.00-3.00	FASS510: Qualitative Research Methods	4-5	Management School Lecture Theatre 07
Wednesday	1.00-3.00	FASS522M: Ethics Approval: How to Write a Successful Application to the Research Ethics Committee – Cohort 1	8, 10	Charles Carter A18
Thursday	10.00-12.00	FASS506C: Designing, Undertaking and Surviving Doctoral Research – Cohort 3	7	Bowland North Seminar Room 06
Thursday	10.00-1.00 and 3.00-5.00	FASS516M: Thesis Writing (First Year Students only) – Cohort 1	3	Charles Carter A19
Friday	10.00-1.00	FASS516M: Thesis Writing (First Year Students only) – Cohort 1	3	Bowland North Seminar Room 06
Friday	3.00-5.00	FASS516M: Thesis Writing (First Year Students only) – Cohort 1	3	Bowland North Seminar Room 02
Friday	12.00-3.00	FASS645: Making Research Count: Engaging with Quantitative Data	1-5	Management School Lecture Theatre 09

Online modules:

Module	Weeks
FASS508d: Quantitative Research Methods 1 (distance)	Weeks 3-8

To be announced

Module
FASS642A/B: PhD Writing Groups (Second and Third Year Students only) – Cohorts 1 and 2

Timetable for Lent Term 2020 (weeks 11-20)

Monday 13 January – Friday 20 March 2020

Day	Time	Course	Week	Location
Monday		[none]		
Tuesday	10.00-12.00 and 1.00-3.00	FASS506L: Designing, Undertaking and Surviving Doctoral Research – Cohort 2	12	Bowland North Seminar Room 02
Tuesday	3.00-5.00	FASS522L: Ethics Approval: How to Write a Successful Application to the Research Ethics Committee - Cohort 2	18, 20	Charles Carter A18
Wednesday	11.00-1.00	FASS512: Quantitative Research Methods 2	11-20	Bowland North A064 Computer Lab
Wednesday	10.00-1.00	FASS619: Advanced Thesis Writing (Second Year Students only): Refocusing the Thesis	18	Bowland North Seminar Room 02
Wednesday	3.00-5.00	FASS619: Advanced Thesis Writing (Second Year Students only): Refocusing the Thesis	18	Bowland North Seminar Room 23
Wednesday	10.00-1.00	FASS620: Advanced Thesis Writing (Final Year Students only): Towards Completion	20	Welcome Centre Lecture Theatre 4 A22
Wednesday	3.00-5.00	FASS620: Advanced Thesis Writing (Final Year Students only): Towards Completion	20	Bowland North Seminar Room 02
Wednesday	1.00-2.00	FASS626: Feminist Literary and Cultural Theory	11-15	Cavendish Colloquium
Wednesday	10.00-1.00	FASS644: Participatory Research - Achieving Impact	13	Charles Carter A16
Wednesday	2.00-5.00	FASS644: Participatory Research - Achieving Impact	13	Bowland North Seminar Room 23
Wednesday	3.00-5.00	FASS644: Participatory Research - Achieving Impact	17	Bowland North Seminar Room 23
Wednesday	9.00-11.00	FASS646: Critical Theory for Postgraduate Research	11	County South D72
Wednesday	9.00-11.00	FASS646: Critical Theory for Postgraduate Research	12-13	George Fox Lecture Theatre 4
Wednesday	9.00-11.00	FASS646: Critical Theory for Postgraduate Research	14-15	Bowland North Seminar Room 02
Wednesday	9.00-11.00	FASS646: Critical Theory for Postgraduate Research	16-17	Charles Carter A19
Wednesday	9.00-11.00	FASS646: Critical Theory for Postgraduate Research	18	Faraday Seminar Room 3
Wednesday	9.00-11.00	FASS646: Critical Theory for Postgraduate Research	19-20	George Fox Lecture Theatre 4
Thursday	10.00-1.00	FASS516L: Thesis Writing (First Year Students only) – Cohort 2	11	Charles Carter A18

Day	Time	Course	Week	Location
Thursday	3.00-5.00	FASS516L: Thesis Writing (First Year Students only) – Cohort 2	11	Management School Lecture Theatre 10
Thursday	10.00-1.00	FASS519: Presenting Conference Papers	13-14	Management School Lecture Theatre 09
Friday	10.00-1.00	FASS516L: Thesis Writing (First Year Students only) – Cohort 2	11	Bowland North Seminar Room 23
Friday	3.00-5.00	FASS516L: Thesis Writing (First Year Students only) – Cohort 2	11	Charles Carter A15

Online modules:

Modules	Weeks
FASS512d: Quantitative Research Methods 2 (distance)	Weeks 11-20
FASS519d: Presenting Conference Papers (distance learning)	Weeks 16-20
FASS619d: Advanced Thesis Writing (Second Year Students only): Refocusing the Thesis (distance learning)	Weeks 16-20
FASS620d: Advanced Thesis Writing (Final Year Students only): Towards Completion (distance learning)	Weeks 16-20
FASS644d: Participatory Research – Achieving Impact (distance learning)	Weeks 13-17

To be announced

Module
FASS642C/D: PhD Writing Groups (Second and Third Year Students only) – Cohorts 3 and 4

Timetable for Summer Term 2020 (weeks 21-30)

Monday 20 April - Friday 26 June 2020

Day	Time	Course	Week	Location
Monday	10.00-12.00 & 1.30-4.00	FASS513: Approaches to Qualitative Analysis: A Workshop for Second and Third Year PGRs only	27	Faraday Seminar Room 3
Monday	11.00-1.00	FASS651: Course Design and Quality Assurance in Higher Education	22, 24	Bowland North Seminar Room 20
Tuesday	9.00-12.00	FASS513: Approaches to Qualitative Analysis: A Workshop for Second and Third Year PGRs only	27	ASH House PC Zone 1
Tuesday	1.00-4.00	FASS513: Approaches to Qualitative Analysis: A Workshop for Second and Third Year PGRs only	27	Faraday Seminar Room 3
Tuesday	10.00-1.00 & 2.00-4.00	FASS627: Spatial Theory	26-27	Bowland North Seminar Room 23
Tuesday	10.00-1.00	FASS629: Textual Practice	28	Bowland North Seminar Room 23
Tuesday	2.00-4.00	FASS637: Qualitative Research Interviews – Methods and Practice	26-27	Welcome Centre Lecture Theatre 4 A22
Wednesday	9.00-11.00	FASS507: Introduction to the Philosophy of the Social Sciences	21-30	Management School Lecture Theatre 09
Wednesday	10.00-12.00 & 1.30-4.00	FASS513: Approaches to Qualitative Analysis: A Workshop for Second and Third Year PGRs only	27	Faraday Seminar Room 3
Wednesday	6.00-7.00	FASS641: Career Planning for FASS PGR Students	22-23	[webinars]
Wednesday	2.00-4.00	FASS641: Career Planning for FASS PGR Students	24, 25, 27, 28	Bowland North Seminar Room 20
Wednesday	2.00-3.00	FASS641: Career Planning for FASS PGR Students	26	[webinar]
Thursday	10.00-12.00 & 1.30-4.00	FASS513: Approaches to Qualitative Analysis: A Workshop for Second and Third Year PGRs only	27	Faraday Seminar Room 3
Thursday	10.00-1.00	FASS521: Writing for Publication (Second/Third/Final Year Students only)	21	Management School Lecture Theatre 09
Thursday	3.00-5.00	FASS521: Writing for Publication (Second/Third/Final Year Students only)	21	George Fox Lecture Theatre 02
Thursday	9.30-12.30 & 1.30-4.30	FASS647: Risky Research: Ethics, Reflexivity, and Risk	25	County Main Seminar Room 01
Friday	10.00-1.00	FASS521: Writing for Publication (Second/Third/Final Year Students only)	21	Management School Lecture Theatre 09
Friday	3.00-5.00	FASS521: Writing for Publication (Second/Third/Final Year Students only)	21	George Fox Lecture Theatre 02

Day	Time	Course	Week	Location
Friday	10.00-1.00	FASS628: Interdisciplinarity	25	Bowland North Seminar Room 23

Online modules:

Module	Weeks
FASS507d: Introduction to the Philosophy of the Social Sciences (distance learning)	21-30
FASS521d: Writing for Publication (Second/Third/Final Year Students only) (distance learning)	21-24

To be announced

Module
FASS604: The Analysis of Culture
FASS642E/F: PhD Writing Groups (Second and Third Year Students only) – Cohorts 5 and 6

Modules available all year

FASS516d Thesis Writing (First Year Students only) (distance)

Convenor: Lynne Pearce, English Literature and Creative Writing

Week 3 – Week 30

Online distance learning

Minimum quota: 6

1st year full-time students, and 1st/2nd year part-time students

This course is an online version of FASS516 (see pages ** and **) and reproduces the course content and learning objectives of the campus-based (face-to-face) course as much as possible. In addition, students are encouraged to put their profiles up on the site and speak to other students. However, inasmuch as the course has been designed as an on-line resource to 'dip into' at any time, there is no monitored on-line interaction as such. Professor Lynne Pearce (L.Pearce@lancaster.ac.uk) will nevertheless be available to offer support and feedback throughout the year. The course includes sessions on: types of writing; writing locations; the literature review; from notes to drafts; and audiences (please see the campus version of the course for further details). There are many practical examples of good and bad practice posted on the site. **PLEASE SEE THE COURSE OUTLINE FOR FASS516 FOR FULL DETAILS.**

Please note that this module/online resource will be made available via a Moodle site in October 2019, in the third week of Michaelmas Term, and will be available throughout the academic year.

FASS611d Ethnography (a self-learning resource)

Convenor: Basil Germond, PPR

Weeks 1-30

Online distance learning

Minimum quota: 5

This module is a self-learning resource, which offers an introduction to the theory and practice of ethnography. It will consider the history of ethnography and the principles that underpin it. It will look at different ways in which ethnography is used by researchers from disciplines such as anthropology, education, sociology and others. The second part of the module will focus on participant observation, widely regarded as the core method used by ethnographers. Issues such as access, building rapport, reflexivity, field notes and the ethnographer's position in the field will be discussed.

FASS625 Ethics in Arts and Social Science Research – a self-learning resource

Convenor: Karolina Follis, PPR

All year

Online distance learning

Minimum quota: 6

This self-learning resource is designed to introduce PhD students to some of the key ethical issues that researchers experience and deal with in the process of designing and undertaking their studies. The resource is primarily addressed to students who are studying away from Lancaster and/or who are enrolled part-time and who therefore cannot attend FASS522.

The resource also explains the procedures to gain ethical approval for PhD research at Lancaster University and provides guidance with the application. It includes an example of an ethics application, including an information sheet and consent form.

This is a self-learning resource, so what you find on the Moodle site are materials for you to use for self-study. These include three recorded presentations by the Chair of the FASS LUMS Research Ethics Committee on key aspects of ethics in relation to research and on the ethics application procedure in FASS and LUMS. The resource includes examples of information sheets and consent forms and an introduction to the process of gaining ethics approval required by Lancaster University.

Educational aims

- To introduce students to key ethical issues in relation to research in the arts and social sciences
- To offer students an opportunity to learn from a 'real' example: an ethics application form from a recent research project
- To provide information and guidance on the ethics approval process in the Faculty

Introductory readings:

Flynn, Reinicke, L. and Goldsmith, Ronald E. 2012. *Case Studies for Ethics in Academic Research in the Social Sciences*. Los Angeles: Sage

Miller, T., Birch, M., Mauthner, M. and Jesop, J. 2012. *Ethics in qualitative research*. Los Angeles: Sage.

FASS638d Qualitative Data Analysis with ATLAS.ti (distance learning)

Convenor: Steve Wright, Faculty of Health Research

Week 3-Week 30

Self-directed learning, blended learning workshops

Minimum quota: 5

NOTE: Individual Workshops will have limited places with sign-up within the course

This ongoing course focusses on supporting your project and developing skills to use ATLAS.ti for analysing qualitative data and support literature reviews.

ATLAS.ti is a leading Computer Assisted Qualitative Data Analysis Software (CAQDAS) package internationally. It is available free to Lancaster University students on Windows and Mac as well as via a cloud version and on mobile platforms (iOS and Android).

The module has flexible entry and delivery – you can start when you want or need to at any time in the academic year. All materials and consultations are available either on campus or via webinar with remote support and screen sharing.

Course Delivery:

The core of the module is to provide bespoke one-to-one consultation to understand, discuss, develop and support the particular methodological, data-driven needs of your individual project.

Additional opportunities for learning include examples and case studies.

Introductory taught workshops will be scheduled and run based on demand – on campus and streamed online.

Enrolment is available throughout the year.

NOTE: The course is designed to complement taught ATLAS.ti workshops (available free to FASS students) which run through the FHM and LUMS Research Training Programmes.

Educational aims

The core aim is to develop effective use of ATLAS.ti to support the particular methodological and data-driven needs of your project.

This will include:

- Integrating literature and empirical data together in a project.
- Effectively managing and organising research data.
- Operationalising research questions and analysis tasks and understanding how to effectively use software to develop in-depth analysis.
- Keeping ongoing records of your decisions, the development of your analytic approach and the effects of these on your research.
- Understanding the key components of ATLAS.ti and ways to use these to effectively develop and visualise your data.
- Writing up your analysis and using software reports to create rich empirical evidence to use in your thesis

Course Books:

Woolf, N., & Silver, Christina. (2018). *Qualitative analysis using ATLAS.ti : The five-level QDA method*(Developing qualitative inquiry). New York, New York ; London, [England]: Routledge.

Friese, S. (2019). *Qualitative data analysis with Atlas.ti* (Third ed.). London: Sage.

Introductory Reading:

Gibbs, G. R. (2013). Using Software in Qualitative Analysis. In U. Flick (Ed.), *SAGE Handbook of Qualitative Data Analysis* (pp. 277-294): SAGE Publications Ltd.

Silver, C., & Lewins, A. (2014). The Nature of Software Support for Research Projects *Using software in qualitative research : a step-by-step guide* (2nd ed. ed., pp. 35-60). Los Angeles: SAGE.

Woods, M., Macklin, R., & Lewis, G. K. (2015). Researcher reflexivity: exploring the impacts of CAQDAS use. *International Journal of Social Research Methodology*, 1-19. doi:10.1080/13645579.2015.1023964

FASS639d Qualitative Data Analysis with NVivo 12 (distance learning)

Convenor: Steve Wright, Faculty of Health Research

Week 3-Week 30

Self-directed learning, blended learning workshops

Minimum quota: 5

NOTE: Individual Workshops will have limited places with sign-up within the course

This ongoing course focusses on supporting your project and developing skills to use NVivo for analysing qualitative data and support literature reviews.

NVivo is the market-leading Computer Assisted Qualitative Data Analysis Software (CAQDAS) package in the UK. Available free to Lancaster University students on Windows and Mac.

The module has flexible entry and delivery – you can start when you want or need to at any time in the academic year. All materials and consultations are available either on campus or via webinar with remote support and screen sharing.

Course Delivery:

The core of the module is to provide bespoke one-to-one consultation to understand, discuss, develop and support the particular methodological, data-driven needs of your individual project.

Additional opportunities for learning include examples and case studies.

Introductory taught workshops will be scheduled and run based on demand – on campus and streamed online.

Enrolment is available throughout the year.

NOTE: The course is designed to complement taught NVivo workshops (available free to FASS students) which run through the FHM and LUMS Research Training Programmes.

Educational aims

The core aim is to develop effective use of NVivo to support the particular methodological and data-driven needs of your project.

This will include:

- Integrating literature and empirical data together in a project.
- Effectively managing and organising research data.
- Operationalising research questions and analysis tasks and understanding how to effectively use software to develop in-depth analysis.
- Keeping ongoing records of your decisions, the development of your analytic approach and the effects of these on your research
- Writing up your analysis and using software reports to create rich empirical evidence to use in your thesis

Course Books:

Woolf, N., & Silver, Christina. (2018). *Qualitative analysis using NVivo : The five-level QDA method*(Developing qualitative inquiry). New York, New York ; London, [England]: Routledge.

Jackson, K., & Bazeley, Patricia. (2019). *Qualitative data analysis with NVivo* (Third ed.). London: Sage.

Introductory Reading:

Gibbs, G. R. (2013). Using Software in Qualitative Analysis. In U. Flick (Ed.), *SAGE Handbook of Qualitative Data Analysis* (pp. 277-294): SAGE Publications Ltd.

Silver, C., & Lewins, A. (2014). The Nature of Software Support for Research Projects *Using software in qualitative research : a step-by-step guide* (2nd ed. ed., pp. 35-60). Los Angeles: SAGE.

Woods, M., Macklin, R., & Lewis, G. K. (2015). Researcher reflexivity: exploring the impacts of CAQDAS use. *International Journal of Social Research Methodology*, 1-19. doi:10.1080/13645579.2015.1023964

Michaelmas Term modules

FASS502 Introduction to the Library and Literature Searching

Convenor: Paul Newnham, Library

1 x 2 hour session, Week 2, Michaelmas Term 2019 (14 October)

Monday, 10.00-12.00, LICA A40 Computer Lab

Minimum quota: 6

Outline syllabus

This workshop will focus on the key Library services and resources available to research students including OneSearch – the Library’s discovery tool – and key bibliographic databases in Social Sciences and Arts and Humanities. Students will have the opportunity to practice using these resources and to execute scoping searches relating to their own research interests.

Education Aims

To introduce participants to the techniques required to search the Library catalogue and other databases for relevant information

Learning Outcomes

Participants should be able to understand and apply search techniques to:

- Find specific books or journal articles, in both print and digital formats
- Find books or articles on a specific topic
- Use bibliographic databases to find full text articles and citations

FASS506M Designing, Undertaking and Surviving Doctoral Research

Convenor: Basil Germond, PPR

2 x 2 hour sessions, Week 2, Michaelmas Term 2019 (15 October)

Tuesday, 10.00-12.00, Charles Carter A18 and 1.00-3.00, Bowland North Seminar Room 23

Minimum quota: 6

This short module is offered in three cohorts, two in Michaelmas Term and one in Lent Term – you should register for only one of these.

Aims and objectives

This short module is intended for all new research students in FASS, irrespective of the department to which you belong. It offers a general introduction to PhD study in the Faculty of Arts and Social Sciences and will provide an overview of the main stages of doing a PhD in the Faculty.

As part of the module, you will have the opportunity to share and discuss with other PhD students your expectations for the PhD, your concerns and hopes. Together, we will think through the process of doing a PhD, how best to organise your work and how to deal with difficulties that may arise. The emphasis of the module is on sharing experiences and expectations. To achieve this, two PhD students who are about to finish or have just passed their viva will share their experiences with students during the afternoon session.

Outline syllabus

- Introduction to PhD study in the Faculty of Arts and Social Sciences
- Processes, procedures and practices – an overview of PhD study year-by-year
- What problems might PhD students come across and how could they be solved. ‘Oldies’ share their experiences
- Making the most of your supervision

Introductory readings

- Dunleavy, P. (2010), *Authoring a PhD: How to Plan, Draft, Write and Finish a Doctoral Thesis or Dissertation*. 2nd edition. London: Palgrave.
- Matthiesen, J. and Binder, M. 2009. *How to Survive Your Doctorate. What Others Don't Tell You*. Maidenhead: McGraw-Hill.
- MARP. 2018. [Manual of Academic Regulations and Procedures](#).
- Murray, R. 2002. *How To Write A Thesis*. Maidenhead: Open University Press.
- Murray, R. 2009. *How to Survive Your Viva*. Maidenhead: Open University Press.
- Neuman, W. L. 2012. *Basics of Social Research: Qualitative and Quantitative Approaches*. Upper Saddle River: Pearson.
- Peelo, M. T. 2010. *Understanding Supervision and the PhD*. London: Continuum.
- Petre, M. and Rugg, G. 2010. *The Unwritten Rules of PhD Research*. Maidenhead: Open University Press.
- Phillips, E. M. and Pugh, D. S. 2010. *How to Get a PhD: A Handbook for Students and Their Supervisors*. Maidenhead: Open University Press.
- Potter, S. ed. 2006. *Doing Postgraduate Research*. London: Sage Publications.
- QAA. 2015. [Characteristics Statement: Doctoral Degree](#): QAA.
- Rugg, G. and Petre, M. 2004. *The Unwritten Rules of PhD*. Research. Maidenhead: Open University Press.
- Thomson, P. and Walker, M. 2010. *The Routledge Doctoral Student's Companion: Getting to Grips with Research in Education and the Social Sciences*. Abingdon: Routledge.
- Trafford, V. and Leshem, S. 2008. *Stepping Stones to Achieving your Doctorate by Focusing on your Viva from the Start*. Maidenhead: Open University Press.
- [Vitae RDF Framework](#).
- Williams, K., Bethell, E., Lawton, J., Parfitt, C., Richardson, M., Rowe, V. 2010. *Planning your PhD*. Basingstoke: Palgrave Macmillan.

FASS506C Designing, Undertaking and Surviving Doctoral Research

Convenor: Basil Germond, PPR

2 x 2 hour sessions, Week 7, Michaelmas Term 2019 (20-21 November)

Wednesday: 1.00-3.00, Bowland North Seminar Room 20

Thursday: 10.00-1.00, Bowland North Seminar Room 06

Minimum quota: 6

This short module is offered in three cohorts, two in Michaelmas Term and one in Lent Term – you should register for only one of these.

Aims and objectives

This short module is intended for all new research students in FASS, irrespective of the department to which you belong. It offers a general introduction to PhD study in the Faculty of Arts and Social Sciences and will provide an overview of the main stages of doing a PhD in the Faculty.

As part of the module, you will have the opportunity to share and discuss with other PhD students your expectations for the PhD, your concerns and hopes. Together, we will think through the process of doing a PhD, how best to organise your work and how to deal with difficulties that may arise. The emphasis of the module is on sharing experiences and expectations. To achieve this, two PhD students who are about to finish or have just passed their viva will share their experiences with students during the afternoon session.

Outline syllabus

- Introduction to PhD study in the Faculty of Arts and Social Sciences
- Processes, procedures and practices – an overview of PhD study year-by-year
- What problems might PhD students come across and how could they be solved. ‘Oldies’ share their experiences
- Making the most of your supervision

Introductory readings

- Dunleavy, P. (2010), *Authoring a PhD: How to Plan, Draft, Write and Finish a Doctoral Thesis or Dissertation*. 2nd edition. London: Palgrave.
- Matthiesen, J. and Binder, M. 2009. *How to Survive Your Doctorate. What Others Don't Tell You*. Maidenhead: McGraw-Hill.
- MARP. 2018. [Manual of Academic Regulations and Procedures](#).
- Murray, R. 2002. *How To Write A Thesis*. Maidenhead: Open University Press.
- Murray, R. 2009. *How to Survive Your Viva*. Maidenhead: Open University Press.
- Neuman, W. L. 2012. *Basics of Social Research: Qualitative and Quantitative Approaches*. Upper Saddle River: Pearson.
- Peelo, M. T. 2010. *Understanding Supervision and the PhD*. London: Continuum.
- Petre, M. and Rugg, G. 2010. *The Unwritten Rules of PhD Research*. Maidenhead: Open University Press.
- Phillips, E. M. and Pugh, D. S. 2010. *How to Get a PhD: A Handbook for Students and Their Supervisors*. Maidenhead: Open University Press.
- Potter, S. ed. 2006. *Doing Postgraduate Research*. London: Sage Publications.
- QAA. 2015. [Characteristics Statement: Doctoral Degree](#): QAA.
- Rugg, G. and Petre, M. 2004. *The Unwritten Rules of PhD*. Research. Maidenhead: Open University Press.
- Thomson, P. and Walker, M. 2010. *The Routledge Doctoral Student's Companion: Getting to Grips with Research in Education and the Social Sciences*. Abingdon: Routledge.
- Trafford, V. and Leshem, S. 2008. *Stepping Stones to Achieving your Doctorate by Focusing on your Viva from the Start*. Maidenhead: Open University Press.
- [Vitae RDF Framework](#).
- Williams, K., Bethell, E., Lawton, J., Parfitt, C., Richardson, M., Rowe, V. 2010. *Planning your PhD*. Basingstoke: Palgrave Macmillan.

FASS508 Quantitative Research Methods Introduction

Convenor: Andrew Wilson, Linguistics

2 x 3 hour sessions, Weeks 3-4, Michaelmas Term 2019 (22 and 29 October)

Tuesdays, 9.00-12.00, ASH House PC Zone 3

Minimum quota: 6, Maximum quota: 25

Outline syllabus

- Uncertainty and probability.
- Random sampling and random variables. Different approaches to sampling. What is a "random" sample and why is it important for statistical inference?
- Variable types – discrete vs. continuous.
- Distributions – what they are and why they are important.
- Basic descriptive statistics – mean, median, mode, standard deviation, interquartile range.
- Credible intervals. The difference between probability and effect size. Credible intervals as limits of (un)certainty. Factors affecting the width of credible intervals.
- Simple hypothesis testing using credible intervals.

Aims and objectives

To provide a student-friendly face-to-face introduction to fundamental concepts in statistics, focussing more on conceptual understanding than on computation. The course is intended to provide sufficient background for progression onto FASS512 in Term 2.

To provide students with:

- a fundamental understanding of probability
- a basic understanding of random sampling and why it is important.
- an introduction to basic descriptive statistics
- a simple introduction to inferential statistics for one- and two-sample problems, based around the notion of credible intervals.

Learning outcomes

On successful completion of this module students will be able to:

- Understand what probability is.
- Distinguish between probability and effect size.
- Understand how and why researchers take random samples from larger populations.
- Have a general idea of what a distribution is.
- Understand what basic descriptive measures (means, medians, modes, standard deviations, and interquartile ranges) can tell us.
- Understand what a credible interval is and what it can tell us.
- Know how to use a credible interval to test simple one- and two-sample hypotheses.

Background reading

No preparatory reading is necessary for this short introductory course. However, the following is a useful complement:

Hand, D. (2008), *Statistics: A Very Short Introduction*. Oxford, Oxford University Press.

NB Apart from delivery mode, the syllabuses for FASS508 (face-to-face and FASS508d (online distance learning) are basically identical, so you should only need to take one of these. Either will provide the background necessary to prepare you for FASS512: Quantitative Research Methods 2.

FASS508d Quantitative Research Methods 1 (distance learning)

Convenor: Andrew Wilson, Linguistics

6 x 1 hour sessions, Weeks 3-8, Michaelmas Term 2019 (21 October – 29 November)

Minimum quota: 6

Outline syllabus

- Uncertainty and probability.
- Random sampling and random variables. Different approaches to sampling. What is a "random" sample and why is it important for statistical inference?
- Variable types – discrete vs. continuous.
- Distributions – what they are and why they are important.
- Basic descriptive statistics – mean, median, mode, standard deviation, interquartile range.
- Credible intervals. The difference between probability and effect size. Credible intervals as limits of (un)certainty. Factors affecting the width of credible intervals.
- Simple hypothesis testing using credible intervals – the single mean, single proportion, difference between two means, and difference between two proportions.

Aims and objectives

To provide students with:

- a fundamental understanding of probability
- a basic understanding of random sampling and why it is important.
- an introduction to basic descriptive statistics
- a simple introduction to inferential statistics for one- and two-sample problems, based around the notion of credible intervals.
- To teach students how to perform the relevant calculations using a spreadsheet (Microsoft Excel or Open Office Calc).

Learning outcomes

On successful completion of this module students will be able to:

- Understand what probability is.
- Distinguish between probability and effect size.
- Understand how and why researchers take random samples from larger populations.
- Have a general idea of what a distribution is.
- Understand what basic descriptive measures (means, medians, modes, standard deviations, and interquartile ranges) can tell us.
- Understand what a credible interval is and what it can tell us.
- Know how to use a credible interval to test simple one- and two-sample hypotheses.
- Carry out the above calculations using a spreadsheet (Microsoft Excel or Open Office Calc).

Background reading

No preparatory reading is necessary for this short introductory course. However, the following is a useful complement:

Hand, D. (2008), *Statistics: A Very Short Introduction*. Oxford, Oxford University Press.

NB Apart from delivery mode, the syllabuses for FASS508 (face-to-face and FASS508d (online distance learning) are basically identical, so you should only need to take one of these. Either will provide the background necessary to prepare you for FASS512: Quantitative Research Methods 2.

FASS510 Qualitative Research Methods

Convenor: Basil Germond, PPR

Other staff involved: Thaddeus Muller, Law; Steve Wright, FHM; Luke Collins, Linguistics; Hazel Morbey, Health Research

10 x 2 hour sessions, Weeks 1-10, Michaelmas Term 2019 (9, 16, 23, 30 October; 6, 13, 20, 27 November; 4, 11 December)

Wednesdays, 11.00-1.00

Weeks 1, 3, 6-10: 11.00-1.00, Welcome Centre Lecture Theatre 1 A34

Week 2: 11.00-1.00, Cavendish Colloquium

Weeks 4-5: 1.00-3.00, Management School Lecture Theatre 07

Minimum quota: 6, Maximum quota: 60

Assessment: 5,000 word essay - only for MA students who are taking the module for credit

Content & Ethos

This module comprises a series of sessions introducing you to a range of themes, concepts and issues associated with qualitative research in the arts, humanities and social sciences. The three opening sessions are introductory in nature and lay the groundwork for the particular methods that follow. Although this module is designed as a coherent whole, you are able to treat the different parts as otherwise standalone sections (noting that the two interview sessions should be treated as a single section). **Masters** students are expected to attend *every* session, while **PhD** students must attend five sessions or more to have this module recorded on their academic transcript.

Educational Aims

This module is aimed at MA and PhD students who are planning to use or wish to learn more about qualitative research methodologies, along with the themes, concepts and issues associated with their employment. To this end, the sessions aim to provide an introduction to and overview of the range of approaches and attendant epistemological issues associated with the use of qualitative research methods in the arts, humanities and social sciences.

Indicative Syllabus

- Introduction to Qualitative Research
- Qualitative Research: Design and Process
- Literature review and sampling in Qualitative Research
- Generating data: Fieldwork and participant observation
- Generating data: Focus Group Research
- Engaging data: the use of 'documents'
- Data analysis + Introduction to Using Computer Software for Qualitative Data Analysis
- Interviewing in Qualitative Research – I [Part One of FASS637]*
- Interviewing in Qualitative Research – II [Part Two of FASS637]*
- Content and corpus analysis in humanities and social sciences

*These sessions are delivered again in Summer Term as FASS637: Qualitative Research Interviews. Students attending these sessions as part of FASS510 should **not** enrol on FASS637.

Learning outcomes

On successful completion of this module students will be able to:

- demonstrate familiarity with key methodological issues and challenges concerning qualitative research in the arts, humanities and social sciences
- critically appreciate the strengths and limitations of a range of different qualitative research methods in the arts, humanities and social sciences
- understand how broader research questions, theories and debates relate to qualitative research methods in the arts, humanities and social sciences
- articulate in writing and orally the character, implications and rationale of the methods they use in their own research

Places on the sessions are limited to 60. We will allocate places in the following order of priority: Masters students taking all sessions as an assessed element of their degree; FASS students; students who need to take specific sessions this year (for example because they will not be at Lancaster next year); first-year students; order of date of receipt of application. We will also consider your attendance record at previous RTP modules. If you are unsuccessful in getting on the sessions this year we will, however, give you priority for next year

Places on this module are limited and in high demand. You MUST inform the RTP Administrator as soon as possible if you no longer wish to take this module so that your place can be offered to another student.

Indicative Bibliography

Bryman, A. 2015. *Social Research Methods*. 5th Ed. Oxford: Oxford University Press.
Davies, C. A. 2008. *Reflexive Ethnography*, 2nd Ed. London, Routledge.
Fetterman, D.M. 2010. *Ethnography: Step-By-Step*. 3rd Ed. Los Angeles: Sage.
Hennink, M., Bailey, A. & Hutter, I. 2010. *Qualitative Research Methods*. London: Sage.
King, N. and Horrocks, C. 2010. *Interviewing in Qualitative Research*. Los Angeles: Sage.
Paulus, T.M., Lester, J.N. and Dempster, P.G. 2014. *Digital Tools for Qualitative Research*. London: Sage.
Robson, C. 2015. *Real World Research*. 4th Ed. John Wiley & Sons.
Saldana, J. 2011. *Fundamentals of Qualitative Research*. Oxford, Oxford University Press.
Tracy, S.J. 2013. *Qualitative Research Methods*. Chichester: Wiley-Blackwell.

FASS516M Thesis Writing (First Year Students only) – Cohort 1

Convenor: Lynne Pearce, English Literature and Creative Writing

2 x 3 hour sessions and 2 x 2 hour sessions

Week 3, Michaelmas Term 2019 (24 & 25 October)

Thursday: 10.00-1.00 and 3.00-5.00, Charles Carter A19

Friday: 10.00-1.00 Bowland North Seminar Room 06, 3.00-5.00 Bowland North Seminar Room 02

Minimum quota: 6, Maximum quota: 25

1st year full-time students, and 1st/2nd year part-time students

This module is offered in two cohorts, one in Michaelmas Term and the other in Lent Term – you should register for *either* Cohort 1 *or* Cohort 2, not both.

This module is workshop-based, and is aimed at students at the beginning of the thesis writing process. Because of the workshop based / interactive format, **places are limited to 25 in each cohort**. Places will be allocated in the following order of priority: FASS students; students who need to take the module this year; order of date of receipt of application. Students' attendance record at previous RTP modules will also be taken into consideration. Unsuccessful applicants will be placed on a waiting list; alternatively, they may register for the online version of the module. **As places on the module are limited, please inform the RTP Administrator as soon as possible if you no longer wish to take it, so that your place can be offered to another student.**

Lynne Pearce offers a number of modules / short courses on thesis writing for students at different stages of their PhD studies. This module is for first year students who have just begun their doctoral studies and will focus, in particular, on skills, strategies and routines that will be helpful in making writing an integral part of your research from the moment you begin. The module is delivered as a workshop in order that participants can read and discuss examples of academic writing (downloadable from the VLE in advance of the sessions) and participate in a number of exercises designed to help them think about their own practices. Each cohort of the module will be delivered over two consecutive days in order to facilitate group work and homework exercises and also to enable new students from across the Faculty get to know each other. **[Please note, however, that the emphasis of these workshops is on *writing activity per se*: not 'research skills' and methodology in a more general sense – these topics are dealt with in other RTP modules.]** The outline for the four sessions is as follows:

1. Students will introduce themselves and their research and be invited to share their experiences / difficulties as academic writers. The session will consider the different types of writing that you may typically be undertaking during doctoral research as well as strategies for getting started (e.g., 'freewriting' and 'generative writing') and the crucial importance of defining research questions / hypotheses early on in the PhD. We will also consider the importance of 'Routines for Writing' since research suggests that discovering the locations / routines that suit you as writer can be crucial to the success of a long-term research project. There are many different ways of building writing into your life as a PhD student and the crucial thing is to discover early on what works for you.
2. The second session will focus on 'the literature review' (i.e. how to 'survey the field' represented by your research area and present your own thesis within it). Although the literature review may take different forms across the Humanities and Social Sciences, it is expected that most PhDs will offer this sort of contextualization somewhere. During the workshop, we will look at examples of literature reviews from PhDs and in published works.
3. The third session will focus on one of the most difficult transitions for any academic writer: 'from notes to drafts'. This will be combined with a discussion that looks ahead to some of the problems commonly faced by PhD students during their (full-time equivalent) second year: a phenomenon commonly referred to as 'second year blues'! A 'real-life' case story will be used to explore how the writing process can all too easily go off-track ('notes' that never become 'drafts'!) and what is needed to overcome the 'writers' blocks' involved.
4. The fourth session will be on 'Audiences'. How many different 'audiences' does the PhD author have to cater for, and how can s/he juggle the different requirements and constraints involved in writing for several different categories of reader simultaneously? We will work with extracts from successful PhDs to see how other students have overcome this problem and participants will be invited to bring in samples of their own writing for discussion re style, address and empowerment.

NB: Please note that this course cannot address the individual needs of students who require help with their writing in terms of language use, grammar, expression or argument. If you feel that you need to develop these skills please make an appointment to see the Faculty's Learning Developer, Joanne Wood (joanne.wood@lancaster.ac.uk).

Recommended Reading:

Elbow, P. (1998), *Writing with Power*, 2nd Edn. Oxford, Oxford University Press

Murray, R. (2006), *How to Write A Thesis*, 2nd Edn. Maidenhead, Open University Press

Extracts from these books will also be available on the VLE site.

VLE / MOODLE site: IT IS VERY IMPORTANT THAT STUDENTS ATTENDING THIS MODULE PRINT OFF THE MATERIALS TO BE USED IN THE WORKSHOPS IN ADVANCE OF THE SESSIONS. THESE MATERIALS WILL BE AVAILABLE THROUGH THE ONLINE SITE, AND WE WILL PROVIDE YOU WITH ACCESS TO THE SITE AND / OR A LINK SHORTLY BEFORE THE SESSIONS BEGIN.

FASS522M Ethics Approval: How to Write a Successful Application to the Research Ethics Committee – Cohort 1

Convenor: Karolina Follis, PPR

2 x 2 hour sessions, Weeks 8 and 10, Michaelmas Term 2019 (27 November and 11 December)

Wednesdays, 1.00-3.00, Charles Carter A18

Minimum quota: 6

This module is offered in two cohorts, one in Michaelmas Term and one in Lent Term – you should register for only one of these.

Course description

This is a short hands-on course to help you get ethics approval for your research. The module starts with a brief introduction to some of the ethical issues researchers in social sciences and humanities have to deal with in the process of designing and undertaking their research. The main focus of the module will be to understand the ethics approval process at Lancaster University and to help participants write their ethics applications. Beginning in the first session, we will look at each participant's study and the ethical issues you will need to cover in your applications. Between the first and the second session, you will draft your application. In the second session, we will work on your applications together and discuss concerns and difficulties that may have arisen when writing the application.

In preparation for this module, please familiarize yourself with the ethics information available on the Faculty's [ethics page](#).

Please note that this module is designed for students who are in the process of applying for ethics review, who are willing to work on their application while taking the module and who are happy to share their draft applications with others in class.

Educational aims

- To raise awareness of ethical issues in arts and social research
- To help students with the ethics approval process

FASS618 The PhD Viva: Tragedy or Triumph? (Final Year Students only)

Convenor: Allyson Fiddler, Languages and Cultures

1 x 2 hour session, Week 10, Michaelmas Term 2019 (10 December)

Tuesday, 3.00-5.00, Roundhouse B02

Minimum quota: 6

This module is for students in their final year only.

Aims

This session aims to give students in their final year of PhD studies an opportunity to think about their upcoming viva, to discuss their expectations and concerns and to think about ways of preparing themselves for this event. In the session, we will cover experiences of the viva, from a variety of perspectives: as PhD student, supervisor and examiner. Based on these and on the input and needs of participants, we will discuss the practices of PhD vivas, thinking about conventions, rules and expectations and identifying potential pitfalls. Together, we will identify ways of making this event as pleasurable and successful as possible. As part of the session, we will watch a video showing parts of a viva. We will think about the kind of questions you may be asked in your viva and determine ways in which you can best prepare.

Learning outcomes

The session intends to help students prepare themselves for the viva. At the end of the session, students are expected to have gained a general understanding of what the viva entails, what rules it follows and how they might wish to conduct themselves during this important examination and further prepare for it.

FASS634 Introduction to Engaging with Decision Makers in Government and Parliament

Convenor: Rebecca Willis, Sociology

2 x 3 hour sessions, Weeks 8-9 Michaelmas Term 2019 (25 November; 2 December)

Mondays, 2.00-5.00, Charles Carter A19

Minimum quota: 6

Please bring a laptop (with internet access)

Are you working on research that could help government or politicians deal with the issues that they are facing? Could insights from your work improve that way that policy or law is made – perhaps in health, education, social care, business management or environment? Lots of research provides useful evidence and insights that could improve the quality of public policy – but there's no guarantee that it will be understood or used by those who need to know. This course will introduce you to the art of engaging with government and politicians, so that they can make the most of your research, and you can make sure it has the impact it deserves.

This workshop will demystify the policy process, helping you to understand how policymakers and politicians use research, and to develop simple strategies for increasing impact. You will learn:

- Why you should engage (and when you shouldn't)
- What parts of your research will be useful (and which won't)
- How you can engage: From formal consultation processes and secondments, to chats and blogs.

There will be a particular focus on quick, easy things that can be done without adding to your workload but hopefully adding a lot of satisfaction and CV points.

This is an interactive workshop, over two half-days, with a little bit of homework in between. Throughout, you will be working and discussing with others. You will also work on your own Impact Plan, so that you will leave with a clear idea of how you can engage.

The module is taught by [Rebecca Willis](#) who has worked in and with the European Parliament, Westminster, many central government departments and also in local government. She has lots of experience of influencing and advocating policy solutions in the environmental, social, economic and cultural field - often with success and sometimes unsuccessfully! She is also studying for a PhD at Lancaster (based in Sociology and Lancaster Environment Centre), so she has a good understanding of the pressures of academic research.

FASS642A/B: PhD Writing Groups (Second and Third Year Students only) – Cohorts 1/2

Convenors: Harriet Newnes and Joanne Wood, Learning Development

4 x 2 hour sessions

Cohorts 1 & 2: Michaelmas Term 2019

Cohorts 3 & 4: Lent Term 2020

Cohorts 5 & 6: Summer Term 2020

Timing and location: To be confirmed

Minimum quota: 6, Maximum quota: 6 per group

Please can you register your interest by signing up and we will assign you to a group. When you are offered a group, it is essential that you can commit to attending all four sessions.

Course Description

The Writing Groups provide a space for you to discuss short pieces of your PhD writing with peers and a facilitator. Acting as readers for each other's work, we will offer our impressions of the writing and consider suggestions for improvements, focusing on **style and accuracy**. Participants take part in four 2-hour meetings, typically once a week, with the same group of people. Though relaxed and supportive in atmosphere, the meetings are structured and require your full commitment: we ask you to attend all four workshops and to contribute both as reader and writer.

Together we create a supportive environment and our hope is that you will become better and more confident writers. You will gain:

- increased awareness of what makes writing more effective
- confidence in your 'voice' and ability to make good structural and stylistic decisions
- confidence in sharing constructive criticism with your peers (we hope you will continue beyond the course)

Writing Group meetings are particularly helpful to PhD students who are in their second year or third year, but are open to all: you will need to have some writing to contribute to the group.

Structure:

Session 1:

We set the scene in the first week by looking at some writing samples - identifying the features of the writing and establishing some ways of analysing and talking about writing. We ask you to share your experiences of writing (good and bad!).

Sessions 2, 3 and 4:

In the following weeks we ask you to read and discuss each other's writing. Each of you will be asked to bring along at least one sample of some writing you are working on.

FASS645 Making Research Count: Engaging with Quantitative Data

Convenor: Jasmine Fledderjohann, Sociology

10 x 3 hour sessions, Weeks 1-10, Michaelmas Term 2019 (11, 18, 25 October; 1, 8, 12, 19, 26 November; 3, 10 December)

Weeks 1-5: Fridays, 12.00-3.00, Management School Lecture Theatre 09

Weeks 6-10, Tuesdays, 12.00-3.00, Fylde Lecture Theatre 3 A17

Minimum quota: 6

Maximum quota: 12

Assessment: 1 x 5,000 word report - only for MA students who are taking the module for credit

This module provides foundational quantitative skills training and formative statistical literacy to postgraduate students across the arts, humanities and social sciences.

The module runs over a series of two-hour sessions each week for the first 3 weeks of Michaelmas term, with a dedicated office hour immediately after the formal two-hour teaching session. Please note, the office hour is **NOT** compulsory. This is meant to be a resource for you, but **you are only required to attend the first 2 hours of each teaching session.**

The office hour can be used for one-to-one discussion, small group discussions, or to continue discussions started during the formal sessions. The office hour will also provide a forum for one-to-one discussion about the module assessment.

Outline Schedule

Sessions	Topic	Readings
Session 1: 11 October	Module introduction	
Session 2: 18 October	Why/who are we measuring?	<i>Reimagining infertility</i> <i>20 years and still counting</i>
Session 3: 25 October	What/how are we measuring?	<i>Problems in the use of survey questions to measure public opinion</i> <i>Is the rate of violent crime increasing or decreasing?</i>
Session 4: 1 November	What did we find?	<i>Maternal education and child health</i> <i>Comments on Stack and Gundlach's "The Effect of Country Music on Suicide"</i>
Session 5: 8 November	Can we trust science?	<i>Why most published research findings are false</i> <i>Publication bias in the social sciences</i>
Session 6: 12 November	Finding data lab	<i>Naked statistics</i> , pp 1-14
Session 7: 19 November	Getting to know data lab	<i>Naked statistics</i> , pp 15-57
Session 8: 26 November	Recoding lab	<i>Naked statistics</i> , pp 58-256
Session 9: 3 December	Presentation workshop	Student presentations on project progress and plans
Session 10: 10 December	Stories from the field Troubleshooting lab	

Readings

Readings should be completed **prior** to the session for which they are listed in the module schedule above. There is one required book and one optional recommended text; the remainder of the required readings will be posted on Moodle. Additional suggested resources for independent study are listed in the Indicative Bibliography.

Required Books:

Wheelan, C. (2013). *Naked statistics: Stripping the dread from the data*. W.W. Norton & Co: New York.

Optional Reading:

Byrne, D. (2002). *Interpreting quantitative data*. SAGE Publications: London.

[Note: Because it is optional, I will not specify readings from this book in the course schedule. However, I strongly recommend that you aim to read the book before you begin working on your essay, if you are taking the module as an assessed element of your degree, as you will likely find it to be a helpful resource.]

Indicative Bibliography

Articles, Books and Reports

- Anderson, A. (2000) *Interpreting Data: A First Course in Statistics*. London, Chapman and Hall.
- Buckley, J., Brown, M., Thompson, S., Olsen, W. and Carter, J. (2015) 'Embedding quantitative skills into the social science curriculum: Case studies from Manchester' *International Journal of Social Research Methodology* 18(5): 495-510.
- Buss, D. (2015) 'Measurement imperatives and gender politics: An introduction' *Social Politics* 22(3): 381-389.
- Consuelo, C. and Stockl, H. (2014) 'Intimate partner homicides in 10 European countries: Statistical data and policy development in a cross-national perspective' *European Journal of Criminology* 11: 601-618.
- De Blij, H. (2012) *Why Geography Matters More than Ever*. Oxford, Oxford University Press. [Chapters 1 & 2 in particular]
- Department for Education (2016) [Children Looked After in England, including Adoptions](#). London, HM Government.
- Epstein, S. (2007) *Inclusion: The Politics of Difference in Medical Research*. Chicago, University of Chicago Press.
- Fisher, R.A. (1956) *Statistical Methods and Scientific Inferences*. New York, Hafner.
- Fledderjohann, J. and Roberts, C. (2018) 'Missing men, missing infertility: The enactment of sex/gender in surveys in low- and middle-income countries' *Population Horizons* 15(1): 15-36.
- Johnson, M. (2008) *A Typology of Domestic Violence: Intimate Terrorism, Violent Resistance and Situational Couple Violence*. Northeastern University Press.
- Louis, L. and Chapman, C. (28/03/2017) '[The 7 deadly sins of statistical misinterpretation and how to avoid them](#)' *The Conversation*
- Merry, S.E. (2011) 'Measuring the world: Indicators, human rights and global governance' *Current Anthropology* 52: S83-S95.
- Office for Statistics Regulations [Code of Practice for Official Statistics](#)
- Pawson, R. (2013) *The Science of Evaluation*. London, Sage Publishing Ltd.
- Pawson, R. and Tilly, N. (1997) *Realistic Evaluation*. Sage Publications Ltd.
- Pease, K. and Roach, J. (2017) 'How to morph experience into evidence' in Knuttson, J. and Tompso, L. (eds). *Advances in Evidence Based Policing*. London, Routledge: 84-97.
- Porter, T.M. (1995) *Trust in Numbers*. Princeton, Princeton University Press.
- Pridemore, W. (2008) 'A methodological addition: Poverty-homicide thesis' *Criminology* 46(1): 133-154.

- Rummel, R.J. (1995) 'Democracies are less warlike than other regimes' *European Journal of International Relations* 1: 457-479.
- Rugg, G. (2007) *Using Statistics: A Gentle Introduction*. Maidenhead, Open University Press.
- Silver, N. (2012) *The Signal and the Noise: The Art and Science of Prediction*. London, Penguin Books.
- Towers, J., Francis, B. and Walby, S. (2016) 'Measuring Trafficking EU28' in Walby, S., et al. Study on the Gender Dimension of Trafficking in Human Beings. Brussels, European Commission: 57-92.
- Utts, J. (2005) *Seeing Through Statistics*. Nelson, Brookes/Cole.
- Van Hoer, H. (2000) 'Crime statistics as constructs: The case of Swedish rape statistics' *European Journal of Criminal Policy and Research* 8: 77-89.
- Vogt, P. and Johnson, R.B. (2016) *The Sage Dictionary of Statistics and Methodology: A Nontechnical Guide for the Social Sciences*. London, Sage Publications Ltd.
- Walby, S., Towers, J. and Francis, B. (2015) 'Mainstreaming domestic and gender based violence into sociology and the criminology of violence' *The Sociological Review* 62(S2): 187-214.
- Walt, G., Shiffman, J., Schneider, J., Murray, S., Brugha, R. and Gilson, L. (2008) "'Doing" health policy analysis: Methodological and conceptual reflections and challenges' *Health Policy & Planning* 23(5): 308-317.
- Wild, C. and Pfannkuch, M. (1999) 'Statistical thinking in empirical enquiry' *International Statistical Review* 67(3): 223-265.
- Wild, C. and Pfannkuch, M. (1998) [What is Statistical Thinking?](#)
- Wilson, F.P. [Lies, Damn Lies and P Values](#)

Online Posts, Blogs, Organisations, etc

[The Conversation \(Statistics\)](#)

[ESRC Quantitative Methods Initiative](#)

[Eurostat](#)

[Lancaster University Library Data Conversations and Data Interviews](#)

Radio 4: [More or Less](#) programme – making sense of the statistics we are surrounded by everyday

[National Centre for Research Methods](#) (NCRM)

[Office for National Statistics](#) - The UK's largest independent producer of official statistics and the recognised national statistical institute of the UK

[UCLA Methods Training](#)

[UK Data Archive Service](#)

FASS649 Postcolonial Studies Across the Arts and Social Sciences

Convenor: John Strachan (History)

5 x 2 hour sessions, Weeks 2, 4, 6, 8, 10, Michaelmas Term 2019 (15, 29 October; 12, 26 November; 10 December)

Tuesdays, 4.00-6.00, Fylde C34

Minimum quota: 6, Maximum quota: 20

Educational Aims

The aims of the module are:

- to introduce participants to key thinkers, texts and concepts in the field of postcolonial studies
- to discuss a series of examples of disciplinary and cross-disciplinary applications of postcolonial studies across the arts and social sciences
- to explore the potential of postcolonial studies as a means of rethinking the relationships between disciplines in the arts and social sciences

Learning Outcomes

By the end of this module students will be able to:

- demonstrate detailed knowledge and understanding of the field of postcolonial studies and situate this in relation to different disciplines in the arts and social sciences
- use postcolonial concepts as a means of identifying patterns and connections between different disciplinary approaches in the arts and social sciences
- identify current and future trends in postcolonial studies within and beyond different disciplinary contexts

Indicative Syllabus

Disciplinary and Cross-disciplinary applications of Postcolonial Studies

Frantz Fanon - Theorising the Postcolonial

Edward Said - The Emergence of a Field

Gayatri Chakravorty Spivak - Language and Deconstruction

Pierre Bourdieu - The Materialist Turn

Postcolonial Practices: Literatures, Museums, Academies Postcolonialism and Contemporary Culture

Introductory Reading

Ashcroft, B, Griffiths, G and Tiffin, H, *The Empire Writes Back* (2nd ed.) (New York: Routledge, 2002)

Dalleo, R (ed.), *Bourdieu and Postcolonial Studies* (Liverpool: Liverpool UP, 2016)

Fanon, F, *Black Skin, White Masks* (New York: Grove, 1967)

Huggan, G, *The Postcolonial Exotic: Marketing the Margins* (New York, Routledge, 2001)

Lebovics, H, *Imperialism and the Corruption of Democracies* (Durham, N.C.: Duke University Press, 2006)

Memmi, A, *The Colonizer and The Colonized* (New York: Beacon, 1965)

Said, E, *Orientalism* (New York: Pantheon, 1978)

Wekker, G, *White Innocence: Paradoxes of Colonialism and Race* (Durham, N.C.: Duke University Press, 2016)

Young, R, *Postcolonialism: An Historical Introduction* (Oxford: Wiley-Blackwell, 2001)

Lent Term Modules

FASS506L Designing, Undertaking and Surviving Doctoral Research

Convenor: Basil Germond, PPR

2 x 2 hour sessions

Week 12, Lent Term 2020 (21 January)

Tuesday, 10.00-12.00 and 1.00-3.00, Bowland North Seminar Room 02

Minimum quota: 6

This short module is offered in two cohorts, one in Michaelmas Term and the other in Lent Term – you should register for *either* Cohort 1 or Cohort 2, not both.

Aims and objectives

This short module is intended for all new research students in FASS, irrespective of the department to which you belong. It offers a general introduction to PhD study in the Faculty of Arts and Social Sciences and will provide an overview of the main stages of doing a PhD in the Faculty.

As part of the module, you will have the opportunity to share and discuss with other PhD students your expectations for the PhD, your concerns and hopes. Together, we will think through the process of doing a PhD, how best to organise your work and how to deal with difficulties that may arise. The emphasis of the module is on sharing experiences and expectations. To achieve this, two PhD students who are about to finish or have just passed their viva will share their experiences with students during the afternoon session.

Outline syllabus

- Introduction to PhD study in the Faculty of Arts and Social Sciences
- Processes, procedures and practices – an overview of PhD study year-by-year
- What problems might PhD students come across and how could they be solved. ‘Oldies’ share their experiences
- Making the most of your supervision

Introductory readings

Dunleavy, P. (2010), *Authoring a PhD: How to Plan, Draft, Write and Finish a Doctoral Thesis or Dissertation*. 2nd edition. London: Palgrave.

Matthiesen, J. and Binder, M. 2009. *How to Survive Your Doctorate. What Others Don't Tell You*. Maidenhead: McGraw-Hill.

MARP. 2018. [Manual of Academic Regulations and Procedures](#).

Murray, R. 2002. *How To Write A Thesis*. Maidenhead: Open University Press.

Murray, R. 2009. *How to Survive Your Viva*. Maidenhead: Open University Press.

Neuman, W. L. 2012. *Basics of Social Research: Qualitative and Quantitative Approaches*. Upper Saddle River: Pearson.

Peelo, M. T. 2010. *Understanding Supervision and the PhD*. London: Continuum.

Petre, M. and Rugg, G. 2010. *The Unwritten Rules of PhD Research*. Maidenhead: Open University Press.

Phillips, E. M. and Pugh, D. S. 2010. *How to Get a PhD: A Handbook for Students and Their Supervisors*. Maidenhead: Open University Press.

Potter, S. ed. 2006. *Doing Postgraduate Research*. London: Sage Publications.

QAA. 2015. [Characteristics Statement: Doctoral Degree](#): QAA.

Rugg, G. and Petre, M. 2004. *The Unwritten Rules of PhD*. Research. Maidenhead: Open University Press.

- Thomson, P. and Walker, M. 2010. *The Routledge Doctoral Student's Companion: Getting to Grips with Research in Education and the Social Sciences*. Abingdon: Routledge.
- Trafford, V. and Leshem, S. 2008. *Stepping Stones to Achieving your Doctorate by Focusing on your Viva from the Start*. Maidenhead: Open University Press.
- [Vitae RDF Framework](#).
- Williams, K., Bethell, E., Lawton, J., Parfitt, C., Richardson, M., Rowe, V. 2010. *Planning your PhD*. Basingstoke: Palgrave Macmillan.

FASS512 Quantitative Research Methods 2

Convenor: Andrew Wilson, Linguistics

10 x 2 hour sessions, Weeks 11-20, Lent Term 2020 (15, 22, 29 January; 5, 12, 19, 26 February; 4, 11, 18 March)

Wednesdays, 11.00-1.00, Bowland North A064 Computer Lab

Minimum quota: 6

- Assessment: Three short assignments (2 x 1,500; 1 x 2,000) based on analysing and interpreting data from real studies in the social sciences and humanities. The assignments will assess students' ability to input and analyse a data set in "R", choose appropriate methods for the given data set, and interpret the output from "R", having applied the chosen methods correctly and with relevance to the specific questions of interest.
- Prerequisite: FASS508, FASS508d, or an equivalent introduction to statistics. Students not taking FASS508 or FASS508d in the preceding term should contact the convenor in advance, as additional preparatory reading may be required of them.

Outline syllabus

- Review of basic concepts in descriptive statistics. Summary measures of variables: mean, median, standard deviation, interquartile range, skew. Discrete and continuous variables. Data input and obtaining numerical summaries of data in "R".
- The visual display of data. Graphically exploring the distributions of single variables and the relationships between two or more variables. Bar charts, histograms, scatterplots, boxplots. The normal distribution. Using graphical techniques in "R".
- The basic laws of probability. Combining probabilities. Bayes's rule.
- Hypothesis testing. Credible intervals and their relationship to hypothesis tests. Frequentist versus Bayesian perspectives on testing. P-values and confidence intervals. Resampling methods. Calculating credible/confidence intervals in "R".
- Parametric versus non-parametric testing. One- and two-sample tests for means, medians, and contingency tables.
- Testing more than two samples: the Analysis of Variance (ANOVA) and its non-parametric counterparts. Post-hoc tests and corrections for multiple testing. Performing these tests in "R".
- Relationships and causality. Correlation and simple regression. Multiple regression and model selection. Fitting regression models in "R" and analysing the residuals.

Aims and objectives

To provide students with the opportunity to acquire:

- A knowledge of probability sufficient for them to understand the design, analysis, and results of a statistical inquiry and to begin to understand social science articles containing statistical content, up to and including multiple regression.
- The skills to select between significance tests and credible/confidence intervals of both a parametric and non-parametric nature and to find the method most appropriate to the data set and specific questions of interest.
- The ability to analyse the strength, direction and general nature of the relationship between two variables, and to say how important this relationship is.
- The ability to use the statistical package "R" to implement the methods they deem most appropriate for the problem at hand.

Learning outcomes

On successful completion of this module students will be able to:

- Have a knowledge of probability sufficient for them to understand the design, analysis, and results of a statistical inquiry and to begin to understand social science articles containing statistical content, up to and including multiple regression.
- Select between significance tests and credible/confidence intervals of both a parametric and non-parametric nature and find the method most appropriate to the data set and specific questions of interest.
- Analyse the strength, direction and general nature of the relationship between two variables and say how important this relationship is.
- Use the statistical package "R" to implement the methods they deem most appropriate for the problem at hand.

Background reading list (not required texts)

Haigh, J. (2012), *Probability: A Very Short Introduction*. Oxford: Oxford University Press

Hand, D. (2008), *Statistics: A Very Short Introduction*. Oxford, Oxford University Press.

McGrayne, S.B. (2011), *The Theory That Would Not Die: How Bayes' Rule Cracked The Enigma Code, Hunted Down Russian Submarines, and Emerged Triumphant from Two Centuries of Controversy*, New Haven, Yale University Press.

NOTE: Anybody who has not taken either FASS508 or FASS508d prior to starting this course should read Chapter 2 of Hand's book, together with the section on "Survey sampling" from Chapter 3, before the first session.

FASS512d Quantitative Research Methods 2(distance learning)

Convenor: Andrew Wilson, Linguistics

10 x 2 hour sessions, Weeks 11-20, Lent Term 2020 (13 January – 20 March)

Online distance learning Minimum quota: 6

Assessment: Three short assignments (2 x 1,500; 1 x 2,000) based on analysing and interpreting data from real studies in the social sciences and humanities. The assignments will assess students' ability to input and analyse a data set in "R", choose appropriate methods for the given data set, and interpret the output from "R", having applied the chosen methods correctly and with relevance to the specific questions of interest.

Prerequisite: FASS508, FASS508d, or an equivalent introduction to statistics. Students not taking FASS508 or FASS508d in the preceding term should contact the convenor in advance, as additional preparatory reading may be required of them.

Outline syllabus

- Review of basic concepts in descriptive statistics. Summary measures of variables: mean, median, standard deviation, interquartile range, skew. Discrete and continuous variables. Data input and obtaining numerical summaries of data in "R".
- The visual display of data. Graphically exploring the distributions of single variables and the relationships between two or more variables. Bar charts, histograms, scatterplots, boxplots. The normal distribution. Using graphical techniques in "R".
- The basic laws of probability. Combining probabilities. Bayes's rule.
- Hypothesis testing. Credible intervals and their relationship to hypothesis tests. Frequentist versus Bayesian perspectives on testing. P-values and confidence intervals. Resampling methods. Calculating credible/confidence intervals in "R".
- Parametric versus non-parametric testing. One- and two-sample tests for means, medians, and contingency tables.
- Testing more than two samples: the Analysis of Variance (ANOVA) and its non-parametric counterparts. Post-hoc tests and corrections for multiple testing. Performing these tests in "R".
- Relationships and causality. Correlation and simple regression. Multiple regression and model selection. Fitting regression models in "R" and analysing the residuals.

Aims and objectives

To provide students with the opportunity to acquire:

- A knowledge of probability sufficient for them to understand the design, analysis, and results of a statistical inquiry and to begin to understand social science articles containing statistical content, up to and including multiple regression.
- The skills to select between significance tests and credible/confidence intervals of both a parametric and non-parametric nature and to find the method most appropriate to the data set and specific questions of interest.
- The ability to analyse the strength, direction and general nature of the relationship between two variables, and to say how important this relationship is.
- The ability to use the statistical package "R" to implement the methods they deem most appropriate for the problem at hand.

Learning outcomes

On successful completion of this module students will be able to:

- Have a knowledge of probability sufficient for them to understand the design, analysis, and results of a statistical inquiry and to begin to understand social science articles containing statistical content, up to and including multiple regression.
- Select between significance tests and credible/confidence intervals of both a parametric and non-parametric nature and find the method most appropriate to the data set and specific questions of interest.
- Analyse the strength, direction and general nature of the relationship between two variables and say how important this relationship is.
- Use the statistical package "R" to implement the methods they deem most appropriate for the problem at hand.

Background reading list (not required texts)

Haigh, J. (2012), *Probability: A Very Short Introduction*. Oxford: Oxford University Press

Hand, D. (2008), *Statistics: A Very Short Introduction*. Oxford, Oxford University Press.

McGrayne, S.B. (2011), *The Theory That Would Not Die: How Bayes' Rule Cracked The Enigma Code, Hunted Down Russian Submarines, and Emerged Triumphant from Two Centuries of Controversy*, New Haven, Yale University Press.

NOTE: Anybody who has not taken either FASS508 or FASS508d prior to starting this course should read Chapter 2 of Hand's book, together with the section on "Survey sampling" from Chapter 3, before the first session.

FASS516L Thesis Writing (First Year Students only) – Cohort 2

Convenor: Lynne Pearce, English Literature and Creative Writing

2 x 3 hour sessions and 2 x 2 hour sessions

Week 11, Lent Term 2020 (16 & 17 January)

Thursday: 10.00-1.00 Charles Carter A18, 3.00-5.00 Management School Lecture Theatre 10

Friday: 10.00-1.00 Bowland North Seminar Room 23, 3.00-5.00 Charles Carter A15

Minimum quota: 6, Maximum quota: 25

1st year full-time students, and 1st/2nd year part-time students

This module is offered in two cohorts, one in Michaelmas Term and the other in Lent Term – you should register for *either* Cohort 1 *or* Cohort 2, not both.

This module is workshop-based, and is aimed at students at the beginning of the thesis writing process. Because of the workshop based / interactive format, **places are limited to 25 in each cohort**. Places will be allocated in the following order of priority: FASS students; students who need to take the module this year; order of date of receipt of application. Students' attendance record at previous RTP modules will also be taken into consideration. Unsuccessful applicants will be placed on a waiting list; alternatively, they may register for the online version of the module. **As places on the module are limited, please inform the RTP Administrator as soon as possible if you no longer wish to take it, so that your place can be offered to another student.**

Lynne Pearce offers a number of modules / short courses on thesis writing for students at different stages of their PhD studies. This module is for first year students who have just begun their doctoral studies and will focus, in particular, on skills, strategies and routines that will be helpful in making writing an integral part of your research from the moment you begin. The module is delivered as a workshop in order that participants can read and discuss examples of academic writing (downloadable from the VLE in advance of the sessions) and participate in a number of exercises designed to help them think about their own practices. Each cohort of the module will be delivered over two consecutive days in order to facilitate group work and homework exercises and also to enable new students from across the Faculty get to know each other. **[Please note, however, that the emphasis of these workshops is on *writing activity per se*: not ‘research skills’ and methodology in a more general sense – these topics are dealt with in other RTP modules.]** The outline for the four sessions is as follows:

1. Students will introduce themselves and their research and be invited to share their experiences / difficulties as academic writers. The session will consider the different types of writing that you may typically be undertaking during doctoral research as well as strategies for getting started (e.g., ‘freewriting’ and ‘generative writing’) and the crucial importance of defining research questions / hypotheses early on in the PhD. We will also consider the importance of ‘Routines for Writing’ since research suggests that discovering the locations / routines that suit you as writer can be crucial to the success of a long-term research project. There are many different ways of building writing into your life as a PhD student and the crucial thing is to discover early on what works for you.
2. The second session will focus on ‘the literature review’ (i.e. how to ‘survey the field’ represented by your research area and present your own thesis within it). Although the literature review may take different forms across the Humanities and Social Sciences, it is expected that most PhDs will offer this sort of contextualization somewhere. During the workshop, we will look at examples of literature reviews from PhDs and in published works.
3. The third session will focus on one of the most difficult transitions for any academic writer: ‘from notes to drafts’. This will be combined with a discussion that looks ahead to some of the problems commonly faced by PhD students during their (full-time equivalent) second year: a phenomenon commonly referred to as ‘second year blues’! A ‘real-life’ case story will be used to explore how the writing process can all too easily go off-track (‘notes’ that never become ‘drafts’!) and what is needed to overcome the ‘writers’ blocks’ involved.
4. The fourth session will be on ‘Audiences’. How many different ‘audiences’ does the PhD author have to cater for, and how can s/he juggle the different requirements and constraints involved in writing for several different categories of reader simultaneously? We will work with extracts from successful PhDs to see how other students have overcome this problem and participants will be invited to bring in samples of their own writing for discussion re style, address and empowerment.

NB: Please note that this course cannot address the individual needs of students who require help with their writing in terms of language use, grammar, expression or argument. If you feel that you need to develop these skills please make an appointment to see the Faculty’s Learning Developer, Joanne Wood (joanne.wood@lancaster.ac.uk).

Recommended Reading:

Elbow, P. (1998), *Writing with Power*, 2nd Edn. Oxford, Oxford University Press
Murray, R. (2006), *How to Write A Thesis*, 2nd Edn. Maidenhead, Open University Press

Extracts from these books will also be available on the VLE site.

VLE / MOODLE site: IT IS VERY IMPORTANT THAT STUDENTS ATTENDING THIS MODULE PRINT OFF THE MATERIALS TO BE USED IN THE WORKSHOPS IN ADVANCE OF THE SESSIONS. THESE MATERIALS WILL BE AVAILABLE THROUGH THE ONLINE SITE, AND WE WILL PROVIDE YOU WITH ACCESS TO THE SITE AND / OR A LINK SHORTLY BEFORE THE SESSIONS BEGIN.

FASS517 Discourse Analysis

Convenor: Veronika Koller, Linguistics

9 x 2 hour sessions, Weeks 12-20, Lent Term 2020 (20, 27 January; 3, 10, 17, 24 February; 2, 9, 16 March)

Mondays, 3.00-5.00, Charles Carter A15

Minimum quota: 6

Participants will not be admitted after the first session unless they have given in advance a valid reason as to why they have to miss the first session.

The module has the following **objectives**:

- Introducing multiple approaches in discourse analysis, particularly critical discourse studies, an approach which aims to systematically relate linguistic and semiotic properties of texts to the broader social and cultural contexts of which they are a part, and thereby to contribute to the understanding and critique of social problems and inequalities.
- Identifying key respects in which critical discourse studies differ from other approaches to discourse analysis, and reviewing some criticisms of the approach.
- Considering the strengths and weaknesses of various approaches, particularly in relation to participants' own research questions and disciplines.
- Giving participants an opportunity to do small-scale discourse analyses, using samples of their own data or data relevant to their own research.

Sessions will be structured around the presentation and discussion of an area of discourse analysis. These include genre and text, modality and evaluation, multimodality and spoken language. Each week, there will be a key reading, which course participants will be expected to read and think about in advance. Each session will include a workshop element, in which the approach in focus will be demonstrated and then course participants in small groups will apply it to some of their own data.

By the end of the course, participants will be familiar with a range of approaches to discourse analysis and the relevance of these to their own work, and will have gained confidence in using this approach in the analysis of texts.

Introductory readings

Fairclough, N. (2003), *Analysing Discourse: Textual Analysis for Social Research*, (London and New York: Routledge).

Gee, J.P. (2011), *An Introduction to Discourse Analysis: Theory and Method*, 3rd edition. (Oxford and New York: Routledge).

Jaworski, A. & Coupland, N. (Eds.) (2014) *The Discourse Reader* 3rd edition (Abingdon: Routledge).

Johnstone, B. (2008) *Discourse Analysis*. 2nd edition (Oxford: Blackwell).

Jones, R. (2012) *Discourse Analysis* (Abingdon: Routledge).

Paltridge, B. (2012) *Discourse Analysis* 2nd edition (London: Bloomsbury).

Renkema, J. (2004) *Introduction to Discourse Studies* (Amsterdam: Benjamins).

Schiffrin, D., Tannen, D. & Hamilton, H. (Eds.) (2001) *The Handbook of Discourse Analysis* (Oxford: Basil Blackwell).

Wodak, R. & Meyer, M. (eds) (2016): *Methods of Critical Discourse Studies*. 3rd edition (London: Sage).

FASS519 Presenting Conference Papers

Convenor: Lynne Pearce, English Literature and Creative Writing
2 x 3 hour sessions, Weeks 13-14, Lent Term 2020 (30 January and 6 February)
Thursdays, 10.00-1.00, Management School Lecture Theatre 09
Minimum quota: 6
Available to all PhD students

This course will be of particular interest to those who are about to present a conference paper for the first time. These two half-day sessions will take you through the cycle of writing conference papers, their presentation and possible publication. Both sessions include active participation in small groups. For the first session, it would be useful if students could bring along examples of specific conferences they are planning to attend and 'Calls for Papers' since one of the ('homework') exercises will be to *write a conference abstract*. (If you do not have any conference appearances yet planned, please identify an upcoming conference in your field and imagine that you are presenting at it). In the second session, those students who wish to do so will have the opportunity to present a short (15-20 minute) paper (extracted from a forthcoming conference presentation) in order that the group as a whole may reflect upon the different presentational options available. Although this may sound daunting, the discussion is invariably constructive for both the presenter and the other members of the group.

NB There is an expectation that students will attend BOTH sessions even if they are not presenting a paper at the second session themselves. As well as being a courtesy to the group as a whole, participants are reminded that the second session is an excellent opportunity to observe different presentation skills and they will be expected to provide constructive feedback (in the form of an anonymous questionnaire) on the presentations. The module is also offered by distance learning (FASS519d).

Some materials / handouts may be made available on the VLE in advance of the module; instructions on how to access them will be mailed to participants a week or two before the module is due to run.

FASS519d Presenting Conference Papers (distance learning)

Convenor: Lynne Pearce, English Literature and Creative Writing
Weeks 16-20, Lent Term 2020 (17 February – 20 March)
Minimum quota: 6
Available to all PhD students

The FASS519d site provides a virtual version of Professor Lynne Pearce's course, FASS519: Presenting Conference Papers – see separate entry. This course will be of particular interest to those who are about to present a conference paper for the first time. The sessions will take you through the cycle of writing conference papers, their presentation, and possible publication, through a series of discussions and exercises. A particular feature of the course is that it includes video recordings of two student presentations which students are invited to reflect upon in connection with their own presentation style.

This module has been set up as an interactive online resource that will run for five weeks during the Lent Term (16-20 inclusive) but then remain available for the rest of the academic year. Professor Pearce (L.Pearce@lancaster.ac.uk) will be on hand to answer queries and to participate in the discussions.

FASS522L Ethics Approval: How to Write a Successful Application to the Research Ethics Committee – Cohort 2

Convenor: Karolina Follis, PPR

2 x 2 hour sessions, Weeks 18 and 20, Lent Term 2020 (3 and 17 March)

Tuesdays, 3.00-5.00, Charles Carter A18

Minimum quota: 6

This module is offered in two cohorts, one in Michaelmas Term and one in Lent Term – you should register for only one of these.

Course description

This is a short hands-on course to help you get ethics approval for your research. The module starts with a brief introduction to some of the ethical issues researchers in social sciences and humanities have to deal with in the process of designing and undertaking their research. The main focus of the module will be to understand the ethics approval process at Lancaster University and to help participants write their ethics applications. Beginning in the first session, we will look at each participant's study and the ethical issues you will need to cover in your applications. Between the first and the second session, you will draft your application. In the second session, we will work on your applications together and discuss concerns and difficulties that may have arisen when writing the application.

In preparation for this module, please familiarize yourself with the ethics information available on the Faculty's [ethics page](#).

Please note that this module is designed for students who are in the process of applying for ethics review, who are willing to work on their application while taking the module and who are happy to share their draft applications with others in class.

Educational aims

- To raise awareness of ethical issues in arts and social research
- To help students with the ethics approval process

FASS619 Advanced Thesis Writing (Second Year Students only): Refocusing the Thesis

Convenor: Lynne Pearce, English Literature and Creative Writing

5 hours, Week 18, Lent Term 2020 (4 March)

Tuesday: 10.00-1.00 Bowland North Seminar Room 02, 3.00-5.00 Bowland North Seminar Room 23

Minimum quota: 6

2nd year full-time students, and part-time students at the equivalent stage

This course is workshop-based, and is aimed at students in the second year (or equivalent for part-time students).

This intensive one-day course is aimed specifically at PhD students in their second year (or part-time equivalent). The middle / end of the second year is typically the stage in the PhD process when students start to lose their way – for a variety of reasons – and the purpose of the workshop is to identify, share and trouble-shoot a variety of *obstacles to writing*. I have supervised 36 PhD students to successful completion during my time at Lancaster and will draw upon the experience this has granted me to offer advice on specific problems. The morning session will begin with group discussion of a ‘real-life’ case study of a doctoral student who encountered problems in their second year, following which participants will debate how these problems could have been avoided and / or remedied. In the afternoon session, participants will be invited to share their own particular ‘writing challenges’ with the group after which I will offer more advice on overcoming obstacles, writers’ block – and an example of how to re-focus a project that has got out of control.

The ‘case-studies’ and other hand-outs will be made available on the VLE in advance of the course and participants will be requested to print them off and bring them along. Instructions on how to access the VLE will be circulated a week or two in advance of the course.

FASS619d Advanced Thesis Writing (Second Year Students only): Refocusing the Thesis (distance)

Convenor: Lynne Pearce, English Literature and Creative Writing

Weeks 17-20, Lent Term 2020 (24 February – 20 March)

Minimum quota: 6

2nd year full-time students, and part-time students at the equivalent stage

The FASS619d site provides a virtual version of Professor Lynne Pearce’s one-day intensive course, FASS619: Advanced Thesis Writing (Second Year Students only): Refocusing the Thesis (see separate entry above). This course has been designed specifically for PhD students who are mid-way through their studies: typically, Year 2 (FT) or Year 3-4 (PT); it also presupposes that you have already taken the First Year thesis writing course, ‘Thesis Writing (First Year Student only)’ (FASS516), which is also available in a distance learning version (FASS516d). If you haven’t yet taken this course, we strongly recommend that you take a look at it before embarking upon this one. Not only does this course refer back to exercises and case-studies featured on the Year 1 course, but there is also a good deal of material stored on the site that you may find useful.

This module has been set up as an interactive online resource that will run for four weeks during the Lent Term (17-20 inclusive). Participants will be invited to share their responses to the various exercises with one another and Professor Pearce (L.Pearce@lancaster.ac.uk) will be on hand to answer queries and participate in the discussions.

The online version of the course aims to reproduce the experience of the campus workshop as closely as possible and takes the form of 4 sessions:

- Case-study: ‘Yoke-Sum’s Story’.
- Trouble-shooting exercise (identify the main problems / challenges facing you at the midway point in your PhD).
- ‘Writer’s Block’: what it is and how to deal with it.
- Refocusing the Thesis.

Each of these sessions will include an exercise you can participate in if you wish, the answers to which are posted separately in 'Course Materials'.

Please note that this module/online resource will be made available via a Moodle site in February 2020.

FASS620 Advanced Thesis Writing (Final Year Students only): Towards Completion

Convenor: Lynne Pearce, English Literature and Creative Writing

5 hours, Week 20, Lent Term 2020 (18 March)

Tuesday: 10.00-1.00 Welcome Centre Lecture Theatre 4 A22, 3.00-5.00 Bowland North Seminar Room 02

Minimum quota: 6

3rd/final year full-time students, and part-time students at the equivalent stage

This course is workshop-based, and is aimed at students in their third/final year (or equivalent for part-time students) who have the end of their PhDs in sight.

The module takes the form of 4 sessions:

- Case-study: 'Rachel's Story' (explores the challenges, personal as well as academic, that can beset the final stages of thesis production and how to survive them)
- Trouble-shooting exercise (participants identify their own most pressing obstacles through some workshop exercises)
- Towards the Final Draft (a close look at the final drafting/re-drafting process and how to manage it)
- Countdown to Completion (the final six months: things you need to prepare for as you approach your final deadline).

Previous cohorts of students who have participated in this course have reported that it really helped them visualise the final stages of the thesis writing process and the time management required to meet a hard deadline.

Some of the 'case-studies' and other hand-outs will be made available on the VLE in advance of the course and participants may be requested to print them off and bring them along. Instructions on how to access the VLE will be circulated a week or two in advance of the course.

FASS620d Advanced Thesis Writing (Final Year Students): Towards Completion (distance)

Convenor: Lynne Pearce, English Literature and Creative Writing

Weeks 17-20, Lent Term 2020 (24 February – 20 March)

Minimum quota: 6

3rd/final year full-time students, and part-time students at the equivalent stage

The FASS620d intranet site provides a virtual version of Professor Lynne Pearce's one-day intensive course, FASS620: Advanced Thesis Writing (Final Year Students only): Towards Completion. This course has been designed specifically for PhD students who are nearing the end of their studies: typically, Year 3-4 (FT) or Year 6-7 (PT); it also pre-supposes that you have already taken the First Year thesis writing course, FASS516: Thesis Writing (First Year Students only), which is also available in a distance learning version (FASS516d). If you haven't yet taken this course, we strongly recommend that you take a look at it before embarking upon this one. Not only does this course refer back to exercises and case-studies featured on the Year 1 course, but there is also a good deal of material stored on the site that you may find useful. Similarly, it will be to your advantage to have looked at FASS619d, 'Refocusing the Thesis' (designed for students midway through their PhD), if you have not yet done so.

This module has been set up as an interactive online resource that will run for four weeks during the Lent Term (17-20 inclusive). Participants will be invited to share their responses to the various exercises with one another and Professor Pearce (L.Pearce@lancaster.ac.uk) will be on hand to answer queries and participate in the discussions.

The online version of the course aims to reproduce the experience of the campus workshop as closely as possible and takes the form of 3 sessions:

- Case-study: 'Rachel's Story'
- Towards the Final Draft
- Countdown to Completion

Each of these sessions will include an exercise you are invited to participate in, the 'answers' to which are posted separately in 'Course Materials'.

Previous cohorts of students who have participated in this course have reported that it really helped them visualise the final stages of the thesis writing process and the time management required to meet a hard deadline.

Please note that this module/online resource will be made available via a Moodle site in the Lent Term.

FASS626 Feminist Literary and Cultural Theory

Convenor: Lynne Pearce, English Literature and Creative Writing

Other staff involved: To be announced

5 x 1 hour sessions, Weeks 11-15, Lent Term 2020 (15, 22, 29 January; 5, 12 February)

Wednesdays, 1.00-2.00, Cavendish Colloquium

Minimum quota: 6

Course Aims and Objectives

This short series of lunchtime lectures was established in 2014 in response to an upsurge in demand for more teaching and debate on the history, theory and practice of feminist scholarship from both undergraduate and postgraduate students. It was therefore decided to make these lectures 'open' and accessible (ie interested UG as well as MA and PhD students will all be invited to attend). The purpose of the lectures is to provide information on the history and politics of a range of feminist schools/approaches along with their associated methodology / textual practice since the evolution of feminist scholarship over the past 40 years is arguably becoming lost to new generations of feminist scholars. The lectures will be given by a consortium of colleagues from across the Faculty but with a focus on the way in which feminism has impacted on the analysis of literature and culture. The different schools/approaches to be discussed will vary from year to year but will include several of the following: materialist feminisms; post-structuralist feminism; feminism and psychoanalysis; 'French Feminism'; feminism and masculinity studies; feminism in performance; queer theory. **A full lecture list will be widely publicised in due course.** Please also note that this is a lecture series rather than a seminar series and that while lecturers will be very happy to engage with the audience and answer questions the sessions will focus on a presentation rather than discussion.

N.B. Participants should also be aware that several 'feminist' modules are available to both undergraduate and postgraduate students from across the Faculty under the auspices of the **Centre for Gender and Women's Studies (CGWS)** through the Sociology Department. Students from **all** FASS departments are welcome to sign up for these courses. Contact Dr Celia Roberts or Dr Vicky Singleton for more details.

PowerPoint Slides and Further Reading

Many lectures will include bibliographies of further reading, which we will post on the module's Moodle site following the lecture.

Participants may also be interested in this new student guide:

Riley, C and Pearce, L, *Feminism and Women's Writing* (Edinburgh: Edinburgh University Press, 2018)

FASS642C/D: PhD Writing Groups (Second and Third Year Students only) – Cohorts 3/4

Convenors: Harriet Newnes and Joanne Wood, Learning Development

4 x 2 hour sessions

Cohorts 1 & 2: Michaelmas Term 2019

Cohorts 3 & 4: Lent Term 2020

Cohorts 5 & 6: Summer Term 2020

Timing and location: To be confirmed

Minimum quota: 6, Maximum quota: 6 per group

Please can you register your interest by signing up and we will assign you to a group. When you are offered a group, it is essential that you can commit to attending all four sessions.

Course Description

The Writing Groups provide a space for you to discuss short pieces of your PhD writing with peers and a facilitator. Acting as readers for each other's work, we will offer our impressions of the writing and consider suggestions for improvements, focusing on **style and accuracy**. Participants take part in four 2-hour meetings, typically once a week, with the same group of people. Though relaxed and supportive in atmosphere, the meetings are structured and require your full commitment: we ask you to attend all four workshops and to contribute both as reader and writer.

Together we create a supportive environment and our hope is that you will become better and more confident writers. You will gain:

- increased awareness of what makes writing more effective
- confidence in your 'voice' and ability to make good structural and stylistic decisions
- confidence in sharing constructive criticism with your peers (we hope you will continue beyond the course)

Writing Group meetings are particularly helpful to PhD students who are in their second year or third year, but are open to all: you will need to have some writing to contribute to the group.

Structure:

Session 1:

We set the scene in the first week by looking at some writing samples - identifying the features of the writing and establishing some ways of analysing and talking about writing. We ask you to share your experiences of writing (good and bad!).

Sessions 2, 3 and 4:

In the following weeks we ask you to read and discuss each other's writing. Each of you will be asked to bring along at least one sample of some writing you are working on.

FASS644 Participatory Research: Achieving Impact

Convenor: Matthew Johnson, PPR

Other staff involved: Roger Appleton (Brightmoon Media)

4 x 1.5 hour sessions and 1 x 2 hour session, Weeks 13 and 17, Lent Term 2020 (29 January and 26 February)
Wednesdays

Week 13: 10.00-1.00 Charles Carter A16, 2.00-5.00 Bowland North Seminar Room 23

Week 17: 3.00-5.00, Bowland North Seminar Room 23

Minimum quota: 6

Participatory research has gradually gained traction as a viable cross-sector method in the Social Sciences and Humanities. It emphasizes the importance of collaboration between academics and communities in the development and production of research aimed directly at understanding and responding to an issue of importance to both. Today, the impact agenda increasingly underpins evaluations of research and plays a significant role in the allocation of grants and jobs. This module outlines the potential for students within a range of fields to apply participatory elements to explore diverse social phenomena, leading to peer-reviewed publications, research grants and demonstrable impact.

Educational Aims:

The main aim of this module is to enable students to understand and apply, where relevant, participatory methods in their research. This will be achieved by introducing: the concept and background of participatory research; means of identifying and communicating with community partners; ethics processes and approaches to governing projects, and the outputs and outcomes which result from such work.

Learning Outcomes:

On successful completion of this module students will be able to:

- understand participatory research and apply the approaches practically within their own work
- be more creative in their work and appreciate the importance of innovation approach
- engage in professional self-development with regard to research methods
- appreciate ethics, principles and sustainability and legal responsibilities
- solicit research funding for participatory work

There are three parts to the module:

Workshop

Day-long workshop (six hours) consisting of the following sessions examining the four module topics:

Session 1: Introducing Participatory Methods: Origin, rationale and application

Session 2: Preparing: identifying partners and developing a shared language

Session 3: Processes: ethics and governance

Session 4: Outputs and outcomes: Recording, documenting and publishing research

Independent Study

Produce 3,000 word mock grant proposal for formative feedback within 2 weeks of the workshop. Written feedback provided by course convenor in Feedback session.

Feedback Session

Two hour group meeting within 4 weeks of the workshop, including peer-to-peer feedback on mock grant proposal.

Introductory Reading:

- Bennett, F. and Roberts, M. (2004) *From Input to Influence: Participatory Approaches to Research and Inquiry into Poverty*, York: JRF, 15–20, <https://www.jrf.org.uk/file/37008/download?token=Ylv3XPhB>.
- Bergold, J. and Thomas, S. (2012) 'Participatory Research Methods: A Methodological Approach in Motion', *Forum: Qualitative Social Research*, 13, <http://www.qualitative-research.net/index.php/fqs/article/view/1801/3334>.
- Cornwall, A. and Jewkes, R. (1995) 'What is participatory research?'. *Social Science & Medicine*, 41.12, 1667–76.
- Durose, C., Beebeejaun, Y. Rees, J., Richardson, J. and Richardson, L. (2012) *Towards Co-production in research with communities*, AHRC online, available from: <http://www.ahrc.ac.uk/documents/project-reports-and-reviews/connected-communities/towards-co-production-in-research-with-communities/>.
- Israel, B. A., Schulz, A. J., Parker, E. A. and Becker, A. B. (2001) 'Community-based participatory research: Policy recommendations for promoting a partnership approach in health research'. *Education for Health*, 14.2, 182–97.
- Kemmis, S., McTaggart, R. and Nixon, R. (2013) *The Action Research Planner: Doing Critical Participatory Action Research*. London: Springer, 1–32.
- Kindon, S. and Elwood, S. (2009) 'Introduction: More than methods – reflections on participatory action research in geographic teaching, learning and research'. *Journal of Geography in Higher Education*, 33.1, 19–32.

FASS644d Participatory Research: Achieving Impact (distance learning)

Convenor: Matthew Johnson, PPR

Weeks 13-17, Lent Term 2020 (27 January – 28 February)

Minimum quota: 6, Maximum quota: 25

This module requires collaborative online engagement between students. Please do not sign up for the module if you are not prepared to work independently in pairs and groups.

Participatory research has gradually gained traction as a viable cross-sector method in the Social Sciences and Humanities. It emphasizes the importance of collaboration between academics and communities in the development and production of research aimed directly at understanding and responding to an issue of importance to both. Today, the impact agenda increasingly underpins evaluations of research and plays a significant role in the allocation of grants and jobs. This module outlines the potential for students within a range of fields to apply participatory elements to explore diverse social phenomena, leading to peer-reviewed publications, research grants and demonstrable impact.

Educational Aims:

The main aim of this module is to enable students to understand and apply, where relevant, participatory methods in their research. This will be achieved by introducing: the concept and background of participatory research; means of identifying and communicating with community partners; ethics processes and approaches to governing projects, and the outputs and outcomes which result from such work.

Learning Outcomes:

On successful completion of this module students will be able to:

- understand participatory research and apply the approaches practically within their own work
- be more creative in their work and appreciate the importance of innovation approach
- engage in professional self-development with regard to research methods
- appreciate ethics, principles and sustainability and legal responsibilities
- solicit research funding for participatory work

Module Structure/Delivery Pattern:

The module consists of five sessions (see below). Each session has an associated written introduction, lecture/seminar video taken from the Campus version of the module, PowerPoint slides and set of readings on Moodle. These resources are sufficient for completion of the module. Students are asked to complete the activities for each section. Students will be allocated a partner from a different discipline with whom to complete activities designated for completion in pairs. This work in pairs will be completed either by Skype (or similar video conferencing platforms) or email. Responsibility for arranging and completing this work by the deadlines will lie with the students.

Independent Study

Students will produce a 3,000 word mock grant proposal for formative feedback within 2 weeks of the start of the module. Written feedback will be provided to each student. Students will have an opportunity to discuss this feedback as part of the Session 5 activities

Syllabus/content:

Five interrelated sections comprising:

Session 1: Introducing Participatory Methods: Origin, rationale and application

Session 2: Preparing: identifying partners and developing a shared language

Session 3: Processes: ethics and governance

Session 4: Outputs and outcomes: Recording, documenting and publishing research

Session 5: Feedback

Deadlines:

- Completion of all activities for Sessions 1-4 by Wednesday in week 15 (2 weeks from beginning of module)
- Submission of Independent Study on Wednesday in week 15 (2 weeks from beginning of module)
- Return of feedback on Wednesday in week 16 (3 weeks from beginning of module)
- Completion of Session 5 activities by Wednesday in week 17 (4 weeks from beginning of module)

Introductory Reading:

- Bennett, F. and Roberts, M. (2004) *From Input to Influence: Participatory Approaches to Research and Inquiry into Poverty*, York: JRF, 15–20, <https://www.jrf.org.uk/file/37008/download?token=Ylv3XPhB>.
- Bergold, J. and Thomas, S. (2012) 'Participatory Research Methods: A Methodological Approach in Motion', *Forum: Qualitative Social Research*, 13, <http://www.qualitative-research.net/index.php/fqs/article/view/1801/3334>.
- Cornwall, A. and Jewkes, R. (1995) 'What is participatory research?'. *Social Science & Medicine*, 41.12, 1667–76.
- Durose, C., Beebeejaun, Y. Rees, J., Richardson, J. and Richardson, L. (2012) *Towards Co-production in research with communities*, AHRC online, available from: <http://www.ahrc.ac.uk/documents/project-reports-and-reviews/connected-communities/towards-co-production-in-research-with-communities/>.
- Israel, B. A., Schulz, A. J., Parker, E. A. and Becker, A. B. (2001) 'Community-based participatory research: Policy recommendations for promoting a partnership approach in health research'. *Education for Health*, 14.2, 182–97.
- Kemmis, S., McTaggart, R. and Nixon, R. (2013) *The Action Research Planner: Doing Critical Participatory Action Research*. London: Springer, 1–32.
- Kindon, S. and Elwood, S. (2009) 'Introduction: More than methods – reflections on participatory action research in geographic teaching, learning and research'. *Journal of Geography in Higher Education*, 33.1, 19–32.

FASS646 Critical Theory for Postgraduate Research

Convenor: Arthur Bradley, English Literature & Creative Writing

10 x 1 hour sessions, Weeks 11-20 Lent Term 2020 (15, 22, 29 January; 5, 12, 19, 26 February; 4, 11, 18 March)

Timing and location: Wednesdays, 9.00-11.00

Week 11: County South D72

Weeks 12-13: George Fox LT 4

Weeks 14-15: Bowland North SR 02

Weeks 16-17: Charles Carter A19

Week 18: Faraday SR 3

Weeks 19-20: George Fox LT 4

Minimum quota: 6

This module provides postgraduates working in the Arts, Humanities and Social Sciences with a basic introduction to modern critical theory by way of exploring its implications for postgraduate research.

Educational Aims:

This module is designed to enhance the knowledge and intellectual abilities of postgraduates by encouraging them to apply critical-theoretical ideas to their own research. First, it introduces students to the history of post-1945 critical theory as well as important thinkers, debates and movements within this field. Second, it will particularly focus on how critical theory has impacted on the arts and social sciences including literary studies, history, politics, religious studies and other disciplines. Finally, it encourages students to think about how specific theoretical ideas, tools and methodologies may be applied to their own research projects.

Learning Outcomes:

On successful completion of this module students will be able to:

- Demonstrate enhanced knowledge of and intellectual abilities in respect of postgraduate research;
- Evidence critical appreciation of relevant theoretical research methodologies;
- Demonstrate enhanced cognitive skills through their ability to analyse, synthesize, evaluate and think creatively;
- Evidence creative thinking through a more-developed inquiring approach, critical-theoretical insight and greater intellectual risk-taking.

Syllabus/content:

Sessions will comprise: introductory lecture/presentation by tutor on a relevant theory, followed by group discussion.

1. Introduction: Post-1945 European Philosophy
2. Phenomenology: Heidegger
3. Structuralism: Saussure
4. Psychoanalysis: Lacan
5. Genealogy: Foucault
6. Reading Week
7. Deconstruction: Derrida
8. Immanence: Deleuze
9. Event: Badiou
10. Conclusion

Introductory Reading:

Bennett, A and Royle, N, *Introduction to Literature, Criticism and Theory* (Routledge, 2016) (5th edition)

Ian Buchanan, *A Dictionary of Critical Theory* (Oxford University Press, 2010)

Leitch, V et al eds. *The Norton Anthology of Theory and Criticism [2nd Edition]*, (W.W. Norton & Company, 2010)

Easthope, A and McGowan, K eds. *A Critical and Cultural Theory Reader*, [2nd edition], (Open University Press, 2004)

Wake, P ed. *The Routledge Companion to Critical and Cultural Theory* (Routledge, 2013).

Summer Term Modules

FASS507 Introduction to the Philosophy of the Social Sciences

Convenor: Ted Schatzki, Sociology

Other staff involved: tbc

10 x 2 hour sessions, Weeks 21-30, Summer Term 2020 (22, 19 April; 6, 13, 20, 27 May, 3, 10 June)

Wednesdays, 9.00-11.00, Management School Lecture Theatre 09

Minimum quota: 6

Assessment: 1 x 5,000 word paper on the philosophy of the social sciences, related to student's own research discipline and topic.

Aims

FASS507 provides an introduction to the philosophy of the social sciences by exploring the following questions:

- What claims to knowledge are made by science?
- Can social science make similar claims to natural science to be a science?
- What other philosophical foundations might social science use to establish its claims to systematic knowledge?
- How does social science relate to values and politics?
- How does the philosophy of social science relate to different social sciences?
- What are the strengths and weaknesses of different contemporary philosophies of social science?

Objectives

By the end of the course students should:

- Understand the difference between the natural and social sciences.
- Be able to discuss the philosophical basis of their own research.
- Have an understanding of the concepts of 'empiricism', 'positivism', 'explanation' and 'interpretivism' and their relationship to their own research practice.
- Understand at least two current philosophical perspectives on the practice of social science.
- Be able to demonstrate a critical understanding of how their research might constitute a claim to knowledge.

Outline Syllabus

- Introduction
- Empiricism, positivism and falsificationism
- Paradigms and incommensurability
- Explanation in the social sciences
- Understanding and interpretation in the social sciences
- Interpretive social science
- Critical social science
- Realist philosophy of social science
- Feminist epistemologies
- Summary and discussion

FASS507d Introduction to the Philosophy of the Social Sciences (distance learning)

Convenor: Ted Schatzki, Sociology

Other staff involved: tbc

10 x 2 hour sessions, Weeks 21-30, Summer Term 2020 (20 March – 26 June)

Online distance learning

Minimum quota: 6

Assessment: 1 x 5,000 word paper on the philosophy of the social sciences, related to student's own research discipline and topic.

Aims

FASS507 provides an introduction to the philosophy of the social sciences by exploring the following questions:

- What claims to knowledge are made by science?
- Can social science make similar claims to natural science to be a science?
- What other philosophical foundations might social science use to establish its claims to systematic knowledge?
- How does social science relate to values and politics?
- How does the philosophy of social science relate to different social sciences?
- What are the strengths and weaknesses of different contemporary philosophies of social science?

Objectives

By the end of the course students should:

- Understand the difference between the natural and social sciences.
- Be able to discuss the philosophical basis of their own research.
- Have an understanding of the concepts of 'empiricism', 'positivism', 'explanation' and 'interpretivism' and their relationship to their own research practice.
- Understand at least two current philosophical perspectives on the practice of social science.
- Be able to demonstrate a critical understanding of how their research might constitute a claim to knowledge.

Outline Syllabus

- Introduction
- Empiricism, positivism and falsificationism
- Paradigms and incommensurability
- Explanation in the social sciences
- Understanding and interpretation in the social sciences
- Interpretive social science
- Critical social science
- Realist philosophy of social science
- Feminist epistemologies
- Summary and discussion

FASS513 Approaches to Qualitative Analysis: A Workshop for Second and Third Year PGRs

Convenor: Lucy Suchman, Sociology

Other staff involved: Steve Wright, Faculty of Health and Medicine

Week 27, Summer Term 2020 (2-5 June)

Monday/Wednesday/Thursday: 10.00-12.30 and 1.00-4.00, Faraday Seminar Room 3

Tuesday: 9.00-12.00 ASH House PC Zone 1, 1.00-4.00 Faraday Seminar Room 3

Minimum quota: 6

Course Aims and Objectives

This module addresses issues associated with the analysis of qualitative research materials. It is designed specifically for research students who:

- are in the mid to later stages of their projects,
- have some understanding of the principles of qualitative research (eg those who have already taken FASS510: Qualitative Research Methods)
- have already collected some data of their own.

The aim is to combine a) examination of the theoretical underpinnings of qualitative research; b) exposure to a range of approaches to qualitative analysis; and c) advice on practical management of research materials (e.g. iterative refinement of research design and analysis, how to go about analysing observational and interview materials, how to integrate heterogeneous forms of data).

- This module relies on students:
- being able to bring their own examples and work on them in class, and
- being able to attend most or all of the classes.

Please contact the convenor if you know that you will be missing one or more of the classes.

Outline Syllabus

The syllabus will be organised around the following 'core' issues:

What is involved in constructing an analysis? Epistemological/ontological issues in qualitative analysis, including questions of validity, evidence, and generalisability.

Approaches to working with qualitative data, including ethnographic materials, interview transcripts, recorded conversation/interaction, web data, textual, visual and historical materials.

Political, ethical, and reflexive issues in qualitative data analysis and presentation.

Required Readings (indicative list)

- Abell, J. & Myers, G. (2008), *Analyzing Research Interviews*, in Wodak, R. & Krzanowski, M (eds) (2008), *Qualitative Discourse Analysis in the Social Sciences*, Basingstoke, Palgrave
- Clifford, J. (1986). Introduction: Partial Truths in Clifford, J. & G. Marcus (eds) (1986), *Writing Culture: The Poetics and Politics of Ethnography*, Berkeley, University of California.
- Goodwin, C. (1994) Professional Vision. *American Anthropologist* 96 (3): 606-633.
- Suchman, L. (2000) Organizing Alignment: A case of bridge-building in *Organization*, 7, 311-327.
- Suchman, L. (2012) Configuration. In *Inventive Methods*, Celia Lury and Nina Wakeford (eds.) London: Routledge, pp. 48-60.

FASS521 Writing for Publication (Second/Third/Final Year Students only)

Convenor: Lynne Pearce, English Literature and Creative Writing

2 x 3 hour and 2 x 2 hour sessions, Week 21, Summer Term 2020 (23 and 24 April)

Thursday: 10.00-1.00 Management School Lecture Theatre 09, 3.00-5.00, George Fox Lecture Theatre 02

Friday: 10.00-1.00 Management School Lecture Theatre 09, 3.00-5.00, George Fox Lecture Theatre 02

Minimum quota: 6, Maximum quota: 30

For 2nd, 3rd or final year full-time students and for part-time students in their third or subsequent years ONLY

This two-day intensive, workshop-based, course will offer information and advice on the world of academic publishing, and will be of particular interest to those who wish to continue in academia after graduating. The first day will focus on how to get your work published in **academic journals**, while the second will offer insights into **academic book publishing** (with a particular focus on what you would need to turn your PhD into a book).

The workshop on publishing in academic journals (day one) will open with a session centred on practical examples of what is involved in submitting an article to a refereed journal (eg guidelines and protocols, 'referee' report forms, acceptance and rejection letters – and how to respond to them), while the afternoon session will offer advice on selecting a piece of writing for publication. In advance of this, participants will be requested to 'target' (ie 'select') an academic journal that appears to be a suitable home for their research. Advice will also be offered on 'what makes a good abstract' and 'what makes a good journal article'. The one-day workshop on book publishing (day two) will begin with a session on 'book proposals' (including the analysis of 'real-life' examples) and, in the afternoon, discussion on what is involved in turning your PhD into a book via the case study of a successful author.

A large number of resources – shared with the distance-learning version of this course – will be made available on the Moodle site for the course.

NB Because this course is workshop-based and includes participant presentation it will be necessary to restrict numbers to 30 maximum. It is also important that participants attend BOTH sessions for each of the days (as the afternoon session will presume knowledge of information provided in the morning session), though they may elect to attend just ONE of the days (ie EITHER the session on journal publishing OR the one on book publishing) if they so wish. The module is also offered by distance learning (FASS521d).

The two morning sessions will include a short coffee break.

FASS521d Writing for Publication (Second/Third/Final Year Students only) (distance learning)

Convenor: Lynne Pearce, English Literature and Creative Writing

Weeks 21-24, Summer Term 2020 (20 April – 15 May)

Online distance learning

Minimum quota: 6

For 2nd, 3rd or final year full-time students and for part-time students in their third or subsequent years ONLY

The FASS521d site provides a virtual version of Professor Lynne Pearce's two-day intensive course, FASS521: Writing for Publication (Second/Third/Final Year Students only) – see separate entry. The course offers information and advice on the world of academic publishing, and will be of particular interest to those who wish to continue in academia after graduating. The first session will focus on how to get your work published in **academic journals**, while others will offer insights into **academic book publishing** (with a particular focus on what you would need to turn your PhD into a book). A large number of resources (eg examples of journal abstracts and successful book proposals) will be made available through the site.

This module has been set up as an interactive online resource that will run for four weeks during the Lent Term (17-20 inclusive). Participants will be invited to share their responses to the various exercises with one another and Professor Pearce (L.Pearce@lancaster.ac.uk) will be on hand to answer queries and participate in the discussions.

FASS604 The Analysis of Culture

Convenor: Cornelia Graebner, DELC

2 x 1 hour sessions and 2 x 3 hour sessions

Timing and location: To be confirmed

Minimum quota: 6, Maximum quota: 25

Aims and objectives

This module aims to give an interdisciplinary introduction to the concept and study of 'culture' for students who have little or no previous knowledge of the concept and the methodology. The first day introduces the concept of culture; the second day introduces approaches to the study of culture.

The selected approaches facilitate the critical analysis of cultural activities in the widest sense. This introductory course is relevant for postgraduate study in various disciplines, such as Area Studies, Cultural Studies, Media Studies, Theatre and Performance Studies, Art History, Geography, History, and Politics.

Compulsory reading will be posted before the course on the course Moodle site. Students are expected to have read and prepared these texts *before* the class.

Outline syllabus

Each day will start with an overview lecture on the respective topic. For the second half of the session students will be asked to prepare texts (available from the module's Moodle site) for both days. The group will be split to prepare one text each, in order to facilitate discussion.

Session 1: What is 'culture'?

This session will focus on influential approaches to 'culture'. Students will be introduced to key interpretations of 'culture' in the lecture. In the second part of the session students will discuss their prepared readings of key texts by Silvia Federici and Paul Gilroy.

Session 2: Analysing 'Culture'

This session will focus on influential interpretations of 'culture': Students will be introduced to key approaches to the activity of analysing 'culture' or 'cultures'. In the second part of the session students will discuss their prepared readings of key texts by Stuart Hall and Chela Sandoval.

Bibliography

- Badmington, Neil and Julia Thomas (eds.), *The Routledge Critical and Cultural Theory Reader*. London and New York: Routledge, 2008
- Bal, Mieke, *Travelling Concepts in the Humanities: A Rough Guide*. Toronto: University of Toronto Press, 2002
- Barker, Chris, *The Sage Dictionary of Cultural Studies*. London: Sage, 2004
- Butler, Judith, *Gender Trouble: Feminism and the Subversion of Identity*. London and New York: Routledge, 2006 [1994]
- Butler, Judith, *Bodies That Matter: On the Discursive Limits of Sex*. London and New York: Routledge, 1996
- Cixous, Hélène, 'Sorties', *New French Feminisms*, Elaine Marks and Isabelle de Courtivron, eds. Brighton: Harvester, 1975, pp. 366-71
- During, Simon, *The Cultural Studies Reader*. London and New York: Routledge, 2007
- Eagleton, Terry, *The Idea of Culture*. Oxford: Blackwell, 2000
- Federici, Silvia. *Enduring Western Civilization : The Construction of the Concept of Western Civilization and Its "others"*. Westport, Conn. ; London: Praeger, 1995.
- Federici, Silvia. *Revolution at Point Zero : Housework, Reproduction, and Feminist Struggle*. Oakland, CA : Brooklyn, NY : London: PM Press ; Common Notions : Autonomedia ; Turnaround [distributor], 2012.
- Federici, Silvia. *Caliban and the Witch*. 2nd Rev. ed. New York: Autonomedia, 2014.
- Gilroy, Paul. *After Empire : Melancholia or Convivial Culture?* London: Routledge, 2004.
- Hall, Stuart. *Policing the Crisis : Mugging, the State, and Law and Order*. Critical Social Studies. London: Macmillan, 1978.
- Hall, Stuart, *Representation and Signifying Practices*. London: Sage, 1997
- Mikula, Maia, *Key Terms for Cultural Studies*. London and New York: Routledge, 2008
- Williams, Patrick and Laura Chrisman (eds), *Colonial Discourse and Postcolonial Theory*. London: Harvester Wheatsheaf, 1993.
- Williams, Raymond, *Culture and Society, 1780-1950*. London: Fontana, 1958
- Williams, Raymond, *Keywords: A Vocabulary of Culture and Society*. Oxford and New York: Oxford University Press, 1983 (2nd edition)

FASS627 Spatial Theory

Convenor: Jo Carruthers, English Literature and Creative Writing
2 x 3 hour sessions and 2 x 2 hour sessions, Weeks 26 and 27, Summer Term 2020 (26 May, 2 June)
Tuesdays, 10.00-1.00 and 2.00-4.00, Bowland North Seminar Room 23
Minimum quota: 6, Maximum quota: 25

Module description

This session will run over two days and provide an overview of spatial theory as well as opportunity for discussion of theories and theorists that have been most influential in the arts and humanities. Theories covered will include the consideration of social networks, phenomenology, non-representational theory and new materialism, and we will look at the work of theorists such as Georg Simmel, Doreen Massey, Gaston Bachelard and Jane Bennett. The first session will focus on 'Social Networks' and the second on 'Experiencing Place'. The seminar will have a practical emphasis and time will be spent thinking about a specific site in order to think through the value of different theoretical approaches to place and space.

Aims and objectives

This module aims to provide students with:

- an understanding of how spatial theory is relevant to their principal discipline and how it is engaged with across the arts and humanities
- an overview of ideas of space and place in the arts and humanities over the past two decades

Indicative syllabus

Students are given five key essays to read before the workshop.

Day 1: Social Networks

- 1) Georg Simmel, 'Metropolis and Mental Life'
- 2) Doreen Massey, *A Global Sense of Space* (extract)

Time spent at Alexandra Square observing people's interaction with the place and following discussion.

Day 2: Experiencing Place

- 3) Gaston Bachelard, *The Poetics of Space*
- 4) John Wylie, 'An Essay on Ascending Glastonbury Tor'
- 5) Jane Bennett, *Vibrant Matter* (extract)

Time spent reflecting on sensory experience of place on individual walks [tailored for individual mobilities] around campus.

Intended learning outcomes

On successful completion of this module students will:

- be familiar with a range of approaches to place, space and landscape, and the relevance of these to their own work;
- have developed, through site-specific work, their understanding of everyday implementation of theories about space and place;
- have developed, through discussion and reflective practice, their understanding of abstract ideas of space and place;
- have applied and explored specific theories in relation to their own research and approaches to place and space;
- be able to express an understanding of how spatial theory is relevant to their principal discipline and how it is engaged with across the arts and humanities;
- be able to trace the development of ideas of space and place in the arts and humanities over the past two decades.

Indicative reading list

Bachelard, Gaston, *The Poetics of Space*, Trans. by Maria Jolas (Boston: Beacon Press, 1964).
Bennet, Jane, *Vibrant Matter: A Political Ecology of Things* (Durham: Duke University Press, 2009).
Gros, Frederic, *A Philosophy of Walking* (London: Verso, 2014).
Latour, Bruno, *Reassembling the Social: An Introduction to Actor Network Theory* (New York: Oxford University Press, 2005).
Massey, Doreen, 'A GlobalSense of Place', in *Place, Space and Gender* (Minneapolis: Minnesota Press, 1994), 146-156.
Simmel, George. 'Metropolis and Mental Life' (1903).
Thrift, Nigel, *Non-Representational Theory: Space, Politics, Affect* (London: Routledge, 2008).
Wylie, John, 'An Essay on Ascending Glastonbury Tor', *Geoforum* 33.4 (2002): 413-566.

FASS628 Interdisciplinarity

Convenor: Jo Carruthers, English Literature and Creative Writing
1 x 3 hour session, Week 25, Summer Term 2020 (22 May)
Friday, 10.00-1.00, Bowland North Seminar Room 23
Minimum quota: 6, Maximum quota: 25

Module description

This morning session will offer an overview of key issues involved in working across, between or within multiple disciplines. This seminar will be relevant if your work spans multiple disciplines or if you merely touch upon other disciplines in your reading. We will discuss some writings on interdisciplinarity and try to answer questions such as: what makes good interdisciplinary work? How does working across disciplines affect who reads my work and my future academic career? What are the benefits of interdisciplinary work? What are the difficulties and risks of interdisciplinary work?

Aims and objectives

- Introducing key debates about inter, multi- and cross-disciplinarity.
- Discussion of a selection of theoretical extracts to develop students' knowledge of and critical engagement with interdisciplinarity.
- An opportunity for students to explore the implications of working across disciplines.

Reading list

Course participants will be provided with a set of extracts in advance of the seminar and at the seminar students will receive an indicative reading list.

FASS629 Textual Practice

Convenor: Jo Carruthers, English Literature and Creative Writing

1 x 3 hour session, Week 28, Summer Term 2020 (9 June)

Friday, 10.00-1.00, Bowland North Seminar Room 23

Minimum quota: 6, Maximum quota: 25

Module description

This day session will offer an overview of approaches important for thinking about the reading of written texts. Drawing on literary formalism and critical theory, the day will be aimed at non-literature students who work with written texts. Time will be spent on both theoretical approaches (such as formalism, structuralism and poststructuralism), critical issues (such as the relationship between author, text and reader; intertextuality; figures and tropes; metaphor; and voice) and practical exercises. Time will be spent on close attention to written texts and the practices of reading different kinds of texts (pamphlets, scientific writing, letters, etc.)

Aims and objectives

- Introducing a range of key formalist, structuralist and poststructuralist approaches to the interpretation of written texts.
- Discussion of a selection of theoretical extracts to develop students' knowledge of and critical engagement with specific approaches to textual analysis.
- Through practical exercises to develop awareness of the issues involved in interpreting and analysing written texts.
- To develop students close reading and analytical skills.

Reading list

Course participants will be provided with a set of extracts in advance of the seminar and at the seminar students will receive an indicative reading list.

FASS637 Qualitative Research Interviews – Methods and Practice

Convenor: Hazel Morbey, Division of Health Research

2 x2 hour sessions, Weeks 26-27, Summer Term 2020 (26 May; 2 June)

Tuesdays, 2.00-4.00, Welcome Centre Lecture Theatre 4 A22

Minimum quota: 6

This module repeats the two sessions in FASS510: Interviewing in Qualitative Research. Students who have attended those two sessions should not also take FASS637.

These two sessions offer an opportunity to reflect in depth on the practice of conducting qualitative research interviews. **Session 1** briefly sets out a theoretical backdrop to understanding approaches to qualitative interviews. An ethics and ethical practice framework to interviewing is outlined before considering such areas as interview structure, question style and preparation. A group exercise provides the opportunity to review and compare a number of different interview schedules, and to discuss interview schedule design and use.

In **Session 2**, we look at qualitative interview recruitment, preparation, equipment and managing the interview. Alongside these more practical matters, there will be the chance to think about recruiting 'hard to reach' and vulnerable people, asking sensitive questions and considering the needs of interview participants. There is a brief introduction to the use of computer software tools for interview data management and coding.

Reading list

The books listed below are just a few of the many books and journal papers available on interviews. I would also suggest you read some interview-based research in your area of research and related disciplines. The long interview extracts and analysis in Bourdieu (1999) are unusual and very valuable for those trying to get a grasp of how interviews work in a social science context. It is interesting to hear Louis Theroux's take on 'unstructured interviews'. He reflects on striking the balance between getting involved with and close to his topics, and making sure he keeps enough distance to guarantee neutrality and independence.

- Alvesson, M. (2010). *Interpreting interviews*. London: Sage.
- Bourdieu, P. et al. (1999). *The weight of the world: social suffering in contemporary society* (trans Ferguson P.P.). Cambridge: Polity Press.
- Busher, H. & Nalita, J. (2009). *Online interviewing*. London: Sage.
- Danby, S., Ewing, L. & Thorpe, K. (2011) The novice researcher: interviewing young children. *Qualitative Inquiry*, 17 (1), 74-4.
- Edwards, R. & Holland, J. (2013). *What is Qualitative Interviewing?* London: Bloomsbury Academic
- Garton, S. & Copland, F. (2010). 'I like this interview; I can get cake and cats!': The effect of prior relationships on interview talk. *Qualitative Research*, 10(5), 533-551.
- Hughes, R. (2009) The strengths and weaknesses of telephone interviews. *European Journal of Palliative Care*, 16(2), 87-89
- King, N. & Horrocks, C. (2010). *Interviewing in Qualitative Research*. Los Angeles, California, Sage.
- Kvale, S. (2007). *Doing Interviews*. London, Sage.
- Kvale, S. & Brinkmann, S. (2009). *Interviews: learning the craft of qualitative interviewing*. (2nd ed.) Thousand Oaks (California): Sage.
- Lee, R. & Esterhuizen, L. (2000). Computer software and qualitative analysis: Trends, issues and resources. *International Journal of Social Research Methodology*. 3 (3)231-243
- Marshall, B., Cardon, P., Poddar, A. & Fontenot, R. (2013) Does Sample Size Matter in Qualitative Research? A Review of Qualitative Interviews in Research. *Journal of Computer Information Systems*. 54 (1) 11-22
- Silver, C. & Lewins, A. (2014) *Using Software in Qualitative Research: A Step-by-Step Guide*. London: Sage Publications.
- Tang, N. (2002). Interviewer and Interviewee Relationships Between Women. *Sociology*, 36, 703-721.
- Theroux, (2012) Interview with Louis Theroux ([Youtube](#) 1½hrs) (accessed 20.08.18)

FASS641 Career Planning for FASS PGR students

Convenor: Elaine Davies, Student Based Services

Other staff involved: Kat Price- Edwards, Lyndsey Egerton, Heather Tomlinson, David Jordan Gerasimos Balis (Student Based Services and RES)

4 x 2 hour sessions (on campus), Weeks 24, 25, 27, 28 Summer Term 2020 (13, 20 May; 3, 10 June) and 3 x 1 hour sessions (webinars), Weeks 22, 23 and 26 (29 April; 6, 27 May)

Timing (webinars):

Week 22: Wednesday, 6.00-7.00

Week 23: Wednesday, 6.00-7.00

Week 26: Wednesday, 2.00-3.00

Timing and location (face-to-face sessions): Wednesdays, 2.00-4.00, Bowland North Seminar Room 20

Minimum quota: 6

Educational Aims:

This series of professional development workshops aims to develop core skills and knowledge needed to increase the employability of FASS PGR students as outlined in Section B3 of the Vitae RDF.

Learning Outcomes:

On completion of the workshops students will have explored many aspects of Section B3 of the Vitae RDF and will:

- Be aware of the wide range of career options available both inside and outside academia
- Have developed an understanding of how to search for opportunities and complete effective applications and interviews.
- Have an understanding of the value of network building for career enhancement and have clear ideas of how they might develop their own networks
- Be aware of the range of opportunities that exist to become a self-employed researcher.

All of these workshops count towards the Lancaster Award.

There will be one workshop per week starting in week 22 of Summer Term, and ending in week 28:

Week	Duration	Format
Week 22	1 hour	webinar
Week 23	1 hour	webinar
Week 24	2 hours	face-to-face
Week 25	2 hours	face-to-face
Week 26	1 hour	webinar
Week 27	2 hours	face-to-face
Week 28	2 hours	face-to-face

Students can also access further support from the Careers Service including one to one careers guidance interviews.

Syllabus/content:

1. Career Options in Higher Education- webinar

Are you currently undertaking your postgraduate research and considering a career in academia? Are you wondering what other career options there are for postgraduate researchers in a university? This webinar gives you a clear insight into the wide range of career opportunities available.

2. Career Options Outside Academia – webinar

Are you part way through your studies and starting to wonder about what careers there are in the public or private sector? Are you considering using your expertise as a consultant and being your own boss? If so, this interactive and engaging webinar will give you valuable insights into the variety of careers outside university, some of which you may not have considered, or even have heard about!

3. How to Write an Effective Academic CV

Are you starting to write your first academic CV, or, have you already written one, but are finding that, when you apply, you are not getting interviews? Then this is the workshop for you.

This interactive workshop explores the unique focus and structure of the academic CV and gives you the opportunity, using job descriptions from real academic jobs, to learn more about the structure, content and evidence base required. It also includes the chance to review examples of a wide range of academic CVs.

4. Academic Interviews

Are you starting to apply for academic jobs in universities and research centres and would you like help preparing for forthcoming academic interviews? Then this interactive workshop is for you. It examines how best to prepare for these interviews, how to answer typical academic interview questions and includes some interview practice in small groups.

5. Making the Most of LinkedIn

LinkedIn offers you an opportunity to promote your profile online and connect with others to engage in discussion about your subject area or other interests. The site offers a platform to showcase your specialist knowledge and position yourself as an enthusiast or an expert.

If you are seeking employment you can use this networking platform to research employment options, reach out for advice or help to those in your chosen field or to catch the attention of recruiters.

6. Employer Interviews and Assessment Centres for FASS PhD Students applying for Non- Academic Jobs

This workshop is for postgraduate research students preparing for interviews and assessment centres with non-academic employers.

For interviews, it includes types of interview, questions to expect and how to prepare to have the greatest impact. For the assessment centres, it includes what to expect at a typical assessment centre, how to prepare effectively and some practical tasks to aid understanding of the process.

7. From PhD Student to Consultant

Interested in consultancy? Does your postgraduate research have wider application? Could you generate real impact from your research and earn some income in the process? This session is split into two parts. Firstly, you will learn about the Consultancy Service at Lancaster University which provides you with the infrastructure needed to be a consultant. You will meet with representatives from this team and will have the opportunity to ask them questions. Secondly, you will have the time and space to plan for your Consultancy, leaving the session with a completed Business Model Canvas showing the basic outline of your venture. You will also find out about the service that the Enterprise Team are able to offer you if you wish to work freelance, or engage with any other enterprise activity during your postgraduate study and beyond.

Introductory Reading:

Vitae.ac.uk (2019) Career Destinations by Discipline Infographics

Vitae.ac.uk (2019) Researcher career stories

Vitae.ac.uk (2016) [What do research staff do next? Early career progression of doctoral graduates](#)

Ali, L. and Graham, B. (2000) *Moving on in Your Career: A guide for Academics and Postgraduates*. London: Routledge

Delamont, S. (2000) *Successful Research Careers: A Practical Guide*. London: Routledge

Kelsky, K. *The Professor is in: The Essential Guide to Turning your PhD into a Job*. Three Rivers Press

[Careers Support for PhD Students at Lancaster University](#)

FASS642E/F: PhD Writing Groups (Second and Third Year Students only) – Cohorts 5/6

Convenors: Harriet Newnes and Joanne Wood, Learning Development

4 x 2 hour sessions

Cohorts 1 & 2: Michaelmas Term 2019

Cohorts 3 & 4: Lent Term 2020

Cohorts 5 & 6: Summer Term 2020

Timing and location: To be confirmed

Minimum quota: 6, Maximum quota: 6 per group

Please can you register your interest by signing up and we will assign you to a group. When you are offered a group, it is essential that you can commit to attending all four sessions.

Course Description

The Writing Groups provide a space for you to discuss short pieces of your PhD writing with peers and a facilitator. Acting as readers for each other's work, we will offer our impressions of the writing and consider suggestions for improvements, focusing on **style and accuracy**. Participants take part in four 2-hour meetings, typically once a week, with the same group of people. Though relaxed and supportive in atmosphere, the meetings are structured and require your full commitment: we ask you to attend all four workshops and to contribute both as reader and writer.

Together we create a supportive environment and our hope is that you will become better and more confident writers. You will gain:

- increased awareness of what makes writing more effective
- confidence in your 'voice' and ability to make good structural and stylistic decisions
- confidence in sharing constructive criticism with your peers (we hope you will continue beyond the course)

Writing Group meetings are particularly helpful to PhD students who are in their second year or third year, but are open to all: you will need to have some writing to contribute to the group.

Structure:

Session 1:

We set the scene in the first week by looking at some writing samples - identifying the features of the writing and establishing some ways of analysing and talking about writing. We ask you to share your experiences of writing (good and bad!).

Sessions 2, 3 and 4:

In the following weeks we ask you to read and discuss each other's writing. Each of you will be asked to bring along at least one sample of some writing you are working on.

FASS647 Risky Research: Ethics, Reflexivity, and Risk

Convenor: Sarah Marsden, PPR

2 x 3 hour sessions Week 25, Summer Term 2020 (21 May)

Tuesday, 9.30-12.30 and 1.30-4.30, County Main Seminar Room 01

Minimum quota: 6

Prerequisites: FASS522: Ethics Approval: How to Write a Successful Application to the Research Ethics Committee

or

FASS625: Ethics in Arts & Social Science Research - a self-learning resource

This module is open to all PhD students. It is likely to be of most relevance to those planning fieldwork or data collection. This is likely to be those at the end of their first year and going into the second year of their PhDs. It may also be relevant to PGT students who are planning to gather sensitive data.

Educational Aims

Postgraduate research can involve fieldwork and data collection processes that present elevated risks to the researcher and their participants. This can include carrying out research in hostile environments such as fragile states or humanitarian settings, and desk-based research that poses specific types of risk, for example, research on terrorist organisations. This course will equip students with the skills to enable them to identify and mitigate these risks and address the ethical issues raised by risky research.

Learning Outcomes

By the end of this module students will be able to:

- Assess the ethical issues implicated in risky research and produce ethics applications able to address them;
- Identify the kinds of risks researchers might encounter in the field or through collection of sensitive data and develop appropriate risk assessment and management plans;
- Explain the concept of reflexivity and how it relates to their research;
- Design and implement data management practices that reduce risks to the researcher and participants, ensuring ethical commitments are met.

Syllabus

The one day course will cover four areas:

9.30-12.30

1. **Ethics:** identifying and developing strategies to address ethical issues in the context of risky research
2. **Risk assessment and mitigation:** assessing the risks associated with research projects, and determining and employing effective mitigation processes

1.30-4.30

3. **Reflexivity:** exploring the concept and application of reflexivity in risky research
4. **Data management:** developing appropriate data management strategies

Introductory Reading

- Belousov, K., Horlick-Jones, et al., (2007). Any port in a storm: Fieldwork difficulties in dangerous and crisis-ridden settings. *Qualitative Research*, 7(2), 155-175.
- Kovats-Bernat, J. C. (2002). Negotiating dangerous fields: Pragmatic strategies for fieldwork amid violence and terror. *American Anthropologist*, 104(1), 208-222.
- Lee-Treweek, G., & Linkogle, S. (2000). *Danger in the field: Risk and ethics in social research*. Psychology Press.
- Nilan, P. (2002). 'Dangerous fieldwork' re-examined: the question of researcher subject position. *Qualitative Research*, 2(3), 363-386.
- Wood, E. J. (2006). The ethical challenges of field research in conflict zones. *Qualitative Sociology*, 29(3), 373-386.

FASS651 Course Design and Quality Assurance in Higher Education

Convenor: Basil Germond, PPR

2 x 2 hour sessions Weeks 22 and 24, Summer Term 2020 (27 April and 11 May)

Mondays, 11.00-1.00, Bowland North Seminar Room 20

Minimum quota: 6

Educational Aims

- To introduce students to the importance of, and processes related to, curriculum design and course approval
- To develop an awareness of the links between educational aims, module content, learning outcomes and assessment strategy.
- To introduce students to academic quality assurance norms and processes in higher education, including the role of the QAA.
- To present the role academic members of staff play in quality assurance and enhancement

Learning Outcomes

By the end of this module students should be able to:

- Have a general understanding of the importance of, and processes related to, curriculum design and course approval
- Have developed an awareness of the links between educational aims, module content, learning outcomes and assessment strategy
- Have a general knowledge of academic quality assurance norms and processes in higher education
- Understand and be able to critically discuss the role of academic members of staff in the field of quality assurance and enhancement

Syllabus

An important part of any academic job is to participate in course design and administration. This short module contributes to developing skills in terms of curriculum design and course approval as well as an understanding of the importance and tenets of quality assurance within the higher education system (focusing on the UK context). This short module will be divided into two sections. The first one will introduce students to curriculum design and course approval. In particular, the crucial links between a module's educational aims, content, learning outcomes and the methods and types of assessments will be discussed. The importance of formative feedback will also be discussed, as well as the relationship between individual modules and schemes of studies. Such discussions will be illustrated with examples.

The second sections will introduce students to academic quality assurance norms and processes, including the role of the QAA. The role of academic members of staff in terms of quality assurance and enhancement will be discussed.

Introductory Reading

Lancaster University, [Manual of Academic Regulations and Practice](#)

[QAA](#) – advice, guidance, resources

QAA (2018), [UK Quality Code, Advice and Guidance: Course Design And Development](#)