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Class 1 – Introductions

Before class:

Read:

Mountz, Alison, Anne Bonds, Becky Mansfield, Jenna Loyd, Jennifer Hyndman, Margaret Walton-Roberts, Ranu Basu et al. "For slow scholarship: A feminist politics of resistance through collective action in the neoliberal university." *ACME: An International Journal for Critical Geographies* 14, no. 4 (2015): 1235-1259.

During class:

Come prepared to: introduce yourself; participate in an in-class writing activity and discussion on educational experiences that have positively impacted you; discuss the assigned reading and learn about the course plan for the semester.

Workshop 1: Writing scholarship applications

The purpose of this workshop is to learn more about best practices in scholarship application and grant writing.

The Social Science and Humanities Research Council (SSHRC) has doctoral fellowships and scholarships (worth between \$20,000 and \$35,000/yr for up to 4 years). The deadline for the scholarships is Sept 28th. We will focus on this application in the workshop but the skills we discuss will be applicable to many scholarship opportunities that arise.

The workshop skills will also be applicable to grant writing. Grant writing is crucial to fund academic research and it is also very common to encounter in government, non-governmental and consultant sectors. Some keys to good grant writing include clear research design, and the ability to communicate the relevance and urgency of a research question to a broad audience. We will consider best practices in scholarship/grant writing by working through some examples of successful applications.

Before class:

Read through some of these resources on best practices in grant/application writing:

- <https://www.universityaffairs.ca/career-advice/career-advice-article/tips-myths-consider-preparing-sshrc-application/>
- <https://www.grad.ubc.ca/scholarships-awards-funding> (scroll down to tips and best practices)
- <https://www.uoguelph.ca/research/for-researchers/funding/apply/tips/grant-writing-resources>
- <https://writing.wisc.edu/handbook/assignments/grants-2/>
- https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/grant_writing/grant_writing_in_the_sciences_writing.html

Additional resources (for your information):

- University of Guelph information on the SSHRC Doctoral award (CGS-D): <https://graduatestudies.uoguelph.ca/current/funding/scholarships/gov-fundedawards/SSHRC>
- SSHRC Doctoral (pay attention to selection criteria): https://www.nserc-crsng.gc.ca/Students-Etudiants/PG-CS/CGSD-BESCD_eng.asp#a6
- General information on graduate student funding (including lists of other awards): <https://graduatestudies.uoguelph.ca/current/funding>

Homework activity: Identify strong grant writing techniques used

Due by September 13th midnight in CourseLink Discussion board

- Carefully review the two sample applications posted in CourseLink. These are kindly donated from other students.
- Based on the resources above and the evaluation criteria (below), make a list of where the applicants excelled. Try to be specific in your analysis of the applications: Where did they use techniques mentioned in the resources? Where and how were they concise and clear? Where is the relevance and urgency of the issue discussed? How did they make their research design clear? How did they specifically meet some of the selection criteria listed by SSHRC (note: we are only looking at the research proposal portion of each application so we cannot judge many elements of the selection criteria)?
- You should also list areas of the applications where you feel improvements could have been made.
- You may want to highlight the strengths and weaknesses on the applications themselves and bring those documents to class for our workshop.
- Submit your lists with any clarifying or descriptive comments to CourseLink Discussion board and when you have done that feel free to take a look at the lists uploaded by other students in the workshop.

During class: Come to the workshop prepared to discuss your impressions of the applications in terms of both research design and communication style. We will pay specific attention to how exactly the writers did a good job of highlighting the relevance and urgency of the issue and clearly delineating a research design.

Selection criteria

The evaluation of CGS D applications, whether by institutions or the agencies, is based on the following criteria:

Selection criteria	Description	Weight
Research ability and potential	<p>Indicators of research ability and potential:</p> <ul style="list-style-type: none"> ○ quality of research proposal <ul style="list-style-type: none"> ▪ specific, focused and feasible research question(s) and objective(s) ▪ clear description of the proposed methodology ▪ significance and expected contributions to research ○ relevant training, such as academic training, lived experience and traditional teachings ○ research experience and achievements relative to the applicant's stage of study, lived experience and knowledge systems ○ quality of contributions and extent to which they advance the field of research—contributions may include publications, patents, reports, posters, abstracts, monographs, presentations, creative outputs, knowledge translation outputs, community products, etc. ○ demonstration of sound judgment and ability to think critically ○ demonstration of responsible and ethical research conduct, including honest and thoughtful inquiry, rigorous analysis, commitment to safety and to the dissemination of research results and adherence to the use of professional standards ○ enthusiasm for research, originality, initiative, autonomy, relevant community involvement and outreach ○ ability or potential to communicate theoretical, technical and/or scientific concepts clearly and logically in written and oral formats 	50%
Relevant experience and achievements obtained within and beyond academia	<p>Indicators of relevant experience and achievements obtained within and beyond academia:</p> <ul style="list-style-type: none"> ○ scholarships, awards and distinctions (amount, duration and prestige) ○ academic record <ul style="list-style-type: none"> ▪ transcripts ▪ duration of previous studies ▪ program requirements and courses pursued ▪ course load ▪ relative standing in program (if available) ○ professional, academic and extracurricular activities as well as collaborations with supervisors, colleagues, peers, students and members of the community, such as <ul style="list-style-type: none"> ○ teaching, mentoring, supervising and/or coaching ○ managing projects ○ participating in science and/or research promotion ○ participating in community outreach, volunteer work and/or civic engagement ○ chairing committees and/or organizing conferences and meetings ○ participating in departmental or institutional organizations, associations, societies and/or clubs 	50%

Class 2: Introduction to Social Practice Theory

Before class:

Read and watch:

<https://youtu.be/RPvW98ZXVPU>

Social Practice Theory (Praxeology) | Animated Introduction

https://youtu.be/WvzahvBpd_A

Introduction to Bourdieu: Habitus

Ortner, S. (2006). "Updating Practice Theory." *Anthropology and Social Theory: Culture, power and the acting subject*. 1-18

Shove, E., Pantzar, M., & Watson, M. (2012). "The dynamics of social practice" *The dynamics of social practice: Everyday life and how it changes*. Sage. pp1-20

Williams, V. , Gall, M., Mason-Angelow, V., Read, S., & Webb, J. (2021). Misfitting and social practice theory: Incorporating disability into the performance and (re)enactment of social practices. *Disability and Society*. <https://doi.org/10.1080/09687599.2021.1947195>

Homework activity:

Use your phone/camera to take three pictures that represent social practice to you based on your understanding to date. Upload the photos to CourseLink Discussion Board (ideally all in one document) and write a few sentences explaining why you choose each photo.

Take a look at everyone's photo assignment before we meet as a class.

During class:

Come prepared to discuss the assigned readings and videos and to consider how they relate to the photos that everyone uploaded.

Class 3: Social Practice continued

Before Class

Read all of these texts:

Smith, D. (1990). "The Ideological Practice of Sociology" (31-60). *The Conceptual Practices of Power: A feminist sociology of knowledge*. Pp. 31-60.

Betasamosake Simpson, L. (2017). "Embodied Resurgent Practice as Coded Disruption." *As we have always done: Indigenous Freedom Through Radical Resistance*. Pp.191-210.

Taylor, U.Y. (1998) Making Waves: the theory and practice of black feminism. *The Black Scholar*, Published By: Taylor & Francis, Ltd. Pp. 18-28.

Learn about Patricia Hill-Collins' Matrix of Domination: <https://blackfeminisms.com/matrix/>

A. M. Cox: (2015). "The Choreography of Survival"
<https://culanth.org/fieldsights/the-choreography-of-survival>

Homework Activity:

Write a reading reflection (maximum 1.5 pages single-spaced) that:

1. Synthesize how one of the authors uses the idea of social practice (either explicitly or implicitly) (1 paragraph).
2. Pick three of the assigned texts and answer these questions about them:
 - a. How do each of the authors conceptualize the relationship between agency and constraint in shaping subjectivity and social structure in these pieces? How might/does this relationship shift based on identity and space?
3. Provide a discussion question that we can engage with as a class based on your readings/reflection

Read the reflections posted by the other students in the class before we meet.

During Class:

Come to class prepared to discuss the readings and reading reflections. Also come prepared to reflect on the role of practice in shaping your own life.

CLASS 4: Indigenous Knowledge Systems (part 1)

Thanksgiving/Ohén:ton Karihwatéhkwen, “the words that come before all else,” or... “what we say before we do anything important.”

Before Class:

Read:

Porter, Tom. (2008). “Chapter Two: The Opening Address.” *And Grandma said: Iroquois teachings as passed down through the oral tradition*. New York: Ixlibris Corporation. pp. 8-26.

Hill, Susan. (2017). “Part I: Haudenosaunee Cultural History and Relationship to Land.” *The Clay we are Made of: Haudenosaunee Land Tenure on the Grand River*. Winnipeg: University of Manitoba Press., pp. 15-76.

Culture and History Publications produced by Mississaugas of the Credit First Nation: <http://mncfn.ca/publications/culture-and-history-publications/>: in particular, *The Mississaugas of the Credit: Historical Territory Resource and Land Use*.

Homework Activity:

Write a reading reflection (maximum 1.5 pages) and upload it to CourseLink Discussion Board that:

- Summarizes some of the key lessons you are taking away from these readings
- Provides two discussion questions for the class that could deepen our collective understanding and engagement with Indigenous Knowledge Systems.

Review the reading reflections of other students in the course

During class:

Come prepared to discuss readings/reading reflections and to engage with our guest instructor.

CLASS 5: Indigenous Knowledge Systems (part 2)

Before class:

Read/Watch:

Hill, Susan. (2017). Part II: Chapters 4-6. *The Clay we are Made of: Haudenosaunee Land Tenure on the Grand River*. Winnipeg: University of Manitoba Press., pp. 132-238.

Borrows, John (2018). "Earth-Bound: Indigenous Resurgence and Environmental Reconciliation." In Asch, Michael, John Borrows and James Tully, Eds. *Resurgence and Reconciliation: Indigenous-Settler Relations and Earth Teachings*. Toronto, University of Toronto Press, pp. 49-69.

Video: "Six Miles Deep" by Sara Roque. National Film Board. 43 min.

Homework Activity:

Search online for material about current and local "Land Back" camps in Grand River Territory (Six Nations, Kitchener, and beyond). Briefly summarize what you find in writing on CourseLink Discussion board.

During Class

Bring your findings to class ready to discuss.

Workshop: Individual Development Plans and forming an advisory committee

Before class

Read: The IDP template and description (found on SOPR Student Team on Microsoft Teams)

Homework Activity:

Draft your own vision statement, following the description in the IDP document (also below). Post your draft on CourseLink Discussion board.

Review two other people's vision statements and on the discussion board provide some brief constructive feedback on what parts of the vision statement are working well and clear.

Your vision statement is a description of who you are and what is important to you, along with your ideas for who/where you want to be in the future. We encourage you to see this as combining the personal and the professional – a holistic vision. The aim here is to help communicate and summarize where you are now and help you in selecting your priorities.

During class:

Come to the workshop prepared with questions about the IDP template/goal and about advisory committee formation and process.

End of semester event: Panel discussion

Before the event:

Read:

- Read (at least!) one article or piece of work written by one of the speakers that will attend

Homework Activity:

- For the benefit of other attendees, upload a summary (less than one-page single-spaced) of the article/piece to CourseLink Discussion Board that:
 - o Provides a summary of the piece of writing (theories, methods, practices, conclusions...)
 - o Explains the main argument/purpose of the piece of writing
 - o Offers a question that you would like to ask the author(s) if you are able
- Read all the summaries uploaded to CourseLink and try to identify overarching themes or questions that we can explore in the panel discussion together
 - o Bring one over-arching question to class that you would like to ask panelists