

## Directed Research Topics

CAS NS 333 (4 credits)

### Course Catalog Description:

Introductory seminar exploring humanities and social science approaches to climate change through project development. Learn the basics of research through case study analysis, assessment and synthesis of relevant literature, and selection of effective strategies for presentation of results.

**Instructors:** SEA Humanities faculty

**Location:** SEA campus in Woods Hole, MA, on shore at field sites and port stops, and aboard SEA sailing school vessel at sea.

**Prerequisites:** Admission to SEA Semester. Junior standing or consent of instructor.

### Course Philosophy and Approach:

In this course students will work step by step with the course instructor to develop their own climate change research projects, from identifying topics and associated bodies of literature to structuring and writing an argument-based paper. Lectures, workshops, and case studies will provide examples of effective research design, which students will incorporate into their own projects with instructor guidance. The course objectives are to develop focused research questions, identify appropriate and effective methods and methodologies for data collection, and present research results in clear language and with supporting evidence. The final project will be a paper, 10 pages of written text, formatted in a medium of the student's choosing and with the instructor's approval.

### Learning Objectives:

1. Gain practical experience with specific approaches, tools, and techniques used in conducting humanities and social science research.
2. Learn research methods with multiple sources including primary documents, secondary scholarly literature, and the internet, where assessing the value and veracity of web pages is an essential skill.
3. Identify and engage scholars, institutions, and stakeholders working to develop solutions to climate change-related issues locally, regionally, and globally.

### Evaluation:

Annotated Bibliography/Research Question	10%
First Draft of Research Paper	25%
Case Study Summaries	40%
Final Research Project and Addendum	25%

## Assignments:

### Annotated Bibliography and Research Question

Individual students will select a research topic with the guidance of the course instructor. They will test the theories and ideas learned from an extensive review of relevant literature against their own observations and interviews. The research project goals must be sufficiently narrow in scope to be addressed in a ten-page paper. An annotated bibliography of six sources will serve as an exploratory exercise to further the student's knowledge of the relevant literature. The annotated bibliography and research question are due in Week 3 and are worth a combined 10% of the total course grade.

### First Draft of Research Paper

Students have the option of identifying an ongoing or potential project from their home institutions, such as independent study work or a campus climate initiative, and writing a communication piece, such as a journal article, policy brief, or white paper directed to interested readers and stakeholders. Others will choose a research topic that identifies a climate change-related issue along the program cruise track.

The first draft of the research paper will consist of a topic-specific literature review, a brief field plan for data collection during the second shore and sea components, and a summary of any data collected during the first shore component. The first research draft (7-8 pages) is due at the end of Week 6 and is worth 25% of the total course grade.

### Case Study Summaries

During the semester there will be four case studies based on field trips. A case study identifies a specific problem related to the broader themes of the program and provides opportunities for field (on-site) analyses of stakeholders, policies, and other relevant factors. Students will complete a case study summary worksheet provided by the instructor and will discuss results in class. Each of the four case study summaries is worth 10% of the total course grade.

### Final Research Project and Addendum

The final manuscript will be 9-10 pages of text, excluding additional figures and images. It will take the form of a policy brief, public-facing article, white paper, etc. and will include an action plan to address a specific aspect of human impacts of climate change. The final project is due in Week 12 and is worth 25% of the total course grade.

## Expectations and Requirements:

- Punctual attendance is required at every class meeting.
- Active participation in class discussion is expected.
- Late assignment submissions are not accepted.
- The policy on academic accuracy, quoted below, will be strictly followed in this class.

The papers that you submit in this course are expected to be ***your original work***. You must take care to distinguish your own ideas and knowledge from wording or substantive information that you derive from one of your sources. The term

“sources” includes not only published primary and secondary material, but also information and opinions gained directly from other people and text that you cut and paste from any site on the Internet.

***The responsibility for learning the proper forms of citation lies with you.***

Quotations must be placed properly within quotation marks and must be cited fully. In addition, all paraphrased material must be acknowledged completely. Whenever ideas or facts are derived from your reading and research, the sources must be indicated. (Harvard *Handbook for Students*, 305)

- Considerations for use of internet sources: As you browse websites, assess their usefulness very critically. Who posted the information and why? Can you trust them to be correct? Authoritative? Unbiased? Your annotation should include the name of the author or organization originating any material that you reference. If you can't identify the source, don't use it!
- *Please consult information in the SEA Student Handbook on Academic Integrity and direct any questions to SEA Semester faculty.*

**Inclusivity and Classroom Culture:**

Our SEA community embraces diversity of age, background, beliefs, ethnicity, gender, gender identity, gender expression, national origin, religious affiliation, sexual orientation, and other visible and nonvisible categories. We expect each one of you (and you should expect the same from us) to contribute to a respectful, welcoming and inclusive environment. If you feel that you are not being welcomed, included, or accepted here, please reach out to one of your teachers or one of the deans at SEA to share your concern.

**Readings:**

Fresque-Baxter, Jennifer A., and Derek Armitage. Place identity and climate change adaptation: a synthesis and framework for understanding. *WIREs Climate Change* 3:251–266. 2012.

Frontline (PBS). The Last Generation. April 6, 2018.  
<https://www.pbs.org/wgbh/frontline/interactive/the-last-generation/>

Jones, Carwyn. Indigenous Law/Stories: An Approach to Working with Māori Law. In: *Decolonizing Research: Indigenous Storywork as Methodology*. Jo-ann Archibald, Q'um Q'um Xiiem, Jenny Bol Jun Lee-Morgan, and Jason De Santolo, eds. Pp. 120-136. London: Zed Books. 2017.

Seed-Pihama, Joeliee. Naming Our Names and Telling Our Stories. In: *Decolonizing Research: Indigenous Storywork as Methodology*. Jo-ann Archibald, Q'um Q'um Xiiem, Jenny Bol Jun Lee-Morgan, and Jason De Santolo, eds. pp. 107-119. London: Zed Books. 2017.

Springer Nature. *Societal Impact Toolkit*. 2020. [Online](#).

Tuck, Eve, and Marcia McKenzie. *Place in Research: Theory, Methodology, and Methods*. New York: Routledge. 2015.

Vadi, Valentina. Spatio-temporal Dimensions of Indigenous Sovereignty in International Law. In *The Inherent Rights of Indigenous Peoples in International Law*. A. Di Blasé and V. Vadi, eds. Pp. 86-114. Rome: University of Rome Press. 2020.

### Course Calendar:

Topic	Readings/Assignments Due
<b>Week 1 (6 hours) – on shore at SEA campus in Woods Hole</b>	
<p><b>Course Introduction</b></p> <p><b>Lecture</b> - The Research Project</p> <p><b>Lecture</b> - Getting Started: The Literature Search and the Research Question</p>	<p><b>Due:</b> Topic selection</p>
<b>Week 2 (8 hours) – on shore at SEA campus in Woods Hole</b>	
<p><b>Workshop</b> - Case Studies in Research</p> <p><b>Workshop</b> - Comparative Methodologies</p>	<p><b>Readings:</b> Region-specific (TBD)</p> <p><b>Due:</b> Case Study 1 Summary</p>
<b>Week 3 (6 hours) – on shore at SEA campus in Woods Hole</b>	
<p><b>Lecture</b> - Place-Based Approaches to Climate Research</p> <p><b>Workshop</b> - Survey Methods for Place Attachment and Place Meaning</p>	<p><b>Readings:</b> Tuck &amp; McKenzie 2015 (Ch. 2, “Conceptualizing Place”); Fresque-Baxter &amp; Armitage 2012; Frontline (PBS) 2018.</p> <p><b>Due:</b> Annotated Bibliography and Research Question</p>
<b>Week 4 (6 hours) – on shore at SEA campus in Woods Hole</b>	
<p><b>Lecture/Seminar</b> - Decolonizing Time and Space in Climate Research</p> <p><b>Workshop</b> – Formatting the Research Project</p>	<p><b>Readings:</b> Tuck &amp; McKenzie 2015 (Ch. 3, “Decolonizing Perspectives on Place”); Vadi 2020</p> <p><b>Due:</b> Case Study 2 Summary</p>
<b>Week 5 (6 hours) – on shore at SEA campus in Woods Hole</b>	
<p><b>Lecture/Seminar</b> - Story and Life History Work</p> <p><b>Workshop</b> – Choosing Field Methods</p>	<p><b>Readings:</b> Seed-Pihama 2017; Jones 2017.</p> <p><b>Due:</b> Introductory Paragraph of First Draft</p>

<b>Week 6 (8 hours) – on shore at SEA campus in Woods Hole</b>	
<b>Workshop</b> - Proofreading and Editing the First Draft	<b>Due:</b> First Draft
<b>Week 7 (8 hours) – at sea</b>	
<b>Begin Sea Component</b>	<b>Readings:</b> Site-specific readings to supplement field trip activities
<b>Week 8 (8 hours) – at sea</b>	
<b>Sea Component</b>  <b>Field Data Collection for research papers</b>	<b>Due:</b> Case Study 3 Summary
<b>Week 9 (8 hours) – at sea</b>	
<b>Research Writing Workshop</b>  <b>Topic Discussion:</b> Research and Societal Impact	<b>Readings:</b> Selections from the <i>Societal Impact Toolkit</i>
<b>Week 10 (8 hours) – at sea</b>	
<b>Research Writing Workshop</b>  <b>Topic Discussion:</b> Writing a Research Paper from Field Data	
<b>Week 11 (8 hours) – at sea</b>	
<b>Field Data Collection for research papers</b>  <b>Case Study 4</b>	<b>Due:</b> Case Study 4 Summary
<b>Week 12 (12 hours) – at sea</b>	
<b>Field Data Collection for research papers</b>	<b>Due:</b> Final Research Project and Addendum