# ISW. Lesson plan 11.01.23

**6.05 Welcome and icebreaker - MA**

In your groups, introduce yourselves and tell each other how your winter break went. What was the best or most noteworthy part of your time away?

CY, KN and MA to join a table

**6:10 Overview of the module (MA with CY to contribute if desired)**

* What are the aims
* What will we cover

Different theoretical frameworks to social research- these are not necessarily mutually exclusive;

* How you should approach the reading and the class overall

**6:20 Introductions Part 1**

Tell us your name, your programme and one interesting thing about you

**6:30 Lecture. Research through imperial eyes. MA**

* Epistemology
* Violent historical emergence of modern science as an enterprise: Rules and assumptions underpinning western knowledge production and its relationship to colonial power
* Example of the Mataatua- I will ask students to reflect on what relevance this specific historical example might have for social researchers elsewhere

**7:00 Seminar activity 1. What makes knowledge claims valid?**

Discuss the following questions in your groups (15 minutes):

* What makes knowledge claims valid?
* What do you look for when you consider truth claims (in research and elsewhere)?
* As this is a discussion to share ideas and start thinking together your answers can be informed by reading you may have done on this topic but you can also reflect here on your own instincts/feelings
* Try to be as specific as possible. Eg if you say something like ‘rigor’ or ‘evidence’ try to describe what you mean by those terms

KN and MA to circulate between tables

Report back and discussion in large group (15 minutes)

**7:30 Break**

**7:45 Introductions Part 2**

Tell us your name, your programme and one interesting thing about you

**8:00 Lecture. Objecvity and the reasearcher (MA)**

* Ideal of objectivity and the construction of ‘facts’ in both
* Weber and Rosaldo’s critique of value-free knowledge
* Feminist arguments about reflexivity and objectivity

I’ll break this up with some large- group discussion along the way, asking students what they think of the arguments etc.

**8:30. Discussion**

* What do you think of the argument that strong reflexivity can actually make knowledge that is more objective? Are there any problems with this argument?
* Should research be about changing the world rather than just describing it? In some cases? All cases? What potential issues might be involved from either position?

10 minutes in small groups to get started and then the last 15 in the large group.

KN and MA to circulate

**8:55 Concluding thoughts and reminder about class forum (MA)**