RE496 FIELD RESEARCH SEMINAR
IES Abroad Nice

DESCRIPTION:
The Field Research Seminar is an opportunity for in-depth study of a particular aspect of site specific, supervised field research focusing on the topics of sustainability, immigration or multiculturalism. The course is divided into two sections: theoretical and practical. Students will work closely with the course instructor, as well as an individual Project Supervisor chosen from the IES Abroad Nice faculty.

Through a series of eight class sessions during the first half of the semester, the theoretical aspect of the seminar will introduce students to qualitative and quantitative research methods, as well as the design, development and writing of research and scholarly projects. The seminar will help students develop the tools and skills required to carry out a research project and deliver a high-quality research paper.

Students are required to submit an application with two to three research topics prior to arriving in Nice. The instructor will work individually with students to help them develop their ideas, explain available primary and secondary sources in Nice, and guide them through the IRB process. It is assumed that most students will be conducting independent research for the first time. Students will be mentored by the course instructor and their project supervisor throughout the preliminary process. By planning and completing a field research project, students develop perseverance and self-confidence as field workers/practitioners as well as sound ethical sense in conducting cross-cultural and field-based study.

Some examples of possible projects are:
- Cultural and political integration of pied noir in the south of France
- Stuck at the Ventimiglia border: The implications of the Dublin regulation for migrants trying to reach France from Italy
- Policies and programs of immigrant resettlement in the Cote d'Azur
- The role of the Monaco Red Cross in the Camporoya migrant reception camp.
- Comparative study of the integration of migrants in Nice and Marseille.
- Examination of the Nice Eco Valley project compatibility with climate change in the Var floodplain.
- Means for reducing water demand and saving water in the Provence-Alpes-Côte d'Azur (PACA) region.
- Water demand management in the Sospel municipality (Monaco hinterlands) in the context of increasing water scarcity and growing human pressures on resources.
- Examination and analysis of the immigration patterns and settlements of different ethnic groups during the 19th and 20th century in Nice (Russians, Italians, Armenians, Algerians, Moroccans, Tunisians).

The student will spend a minimum of 60 hours on the research project. This includes time spent reading, developing contacts, interviewing (if appropriate to the topic), participating, making field observations, writing, and meeting with their course instructor and project supervisor. Students are expected to use resources available to them only in France, both people and places, including libraries, NGOs and other relevant facilities. Students are not expected to have the skills necessary to conduct primary research in French, but are encouraged to integrate French into their research projects as much as possible. Course instructor and project supervisors will advise students’ choice of topic taking into consideration linguistic limitations.

IES Abroad conforms to US-based university standards and federal guidelines for human subject research. Therefore the research topic must conform to the norms of academic ethics and policies related to human subject research. If a student wishes to work on a topic that the course instructor has rejected, the student may appeal their proposal to the IES Abroad Institutional Review Board (IRB). No research may be done on a topic that has been declined by the IRB.

If appropriate to their undergraduate course of study, the project may form the basis for a senior thesis, or it may be a chance to learn formally about a new topic of interest.

CREDITS: 4

CONTACT HOURS: 14 (8 + 6)
LANGUAGE OF PRESENTATION: English

PREREQUISITES: Students must have a minimum GPA of 3.4, as well as previous coursework in the subject they choose. Approval in writing from the student’s home school is required.

It is recommended that they enroll simultaneously in one of the following IES Abroad Nice Center courses.

- GE/ES 320: "Dangerous Liaisons": Cities and Water on the Mediterranean
- GE/ES 310: Global Risks, Regional Vulnerabilities and Sustainable Development Pathways in the Mediterranean Region
- SO/PO 380: Immigration in the Mediterranean Basin
- PO/RL 340: Religion and Multiculturalism
- PO 315: Democratic transition and democratic sustainability in the Mediterranean
- HS 210: A transnational history of the Mediterranean and it’s European Connections 18th-21st Centuries
- PO/CU 312: Immigration and Multiculturalism in the Mediterranean from the 19th-21st Centuries

ADDITIONAL COST: There may be additional costs depending on student’s choice of field research project

METHOD OF PRESENTATION:

- Readings: Basic readings related to methodology tools, epistemology and theory.
- Lectures (8): Limited to the introduction of topic and practical sessions (electronic data collection, chronograms, citation, etc.)
- One-on-one meetings with Project Supervisor (minimum of 6)

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation - 10%
- Project Proposal - 20%
- Work Journal - 20%
- Research Paper - 40%
- Final Presentation - 10%

The students’ work is assessed by the Instructor in consultation with project supervisors.

Course Participation
Students are expected to come to class and meetings with project supervisors prepared, having completed the required readings and assignments.

Project Proposal (Due Week 4)

The primary components of the project proposal are:

1. Abstract: In 150-200 words, the abstract should succinctly state the research question the topic investigates, the approach unique to analysis, and its wider significance.
2. Discussion of the primary themes to be explored in the project. This should include an introduction of the main question behind the field study, as well as some of the sub-themes and questions for investigation. (750 words).
3. Itinerary for the field study period: This should be as specific as possible, including dates and places where the field study will be conducted, and any/all contact information for each location and date. (1 page)
4. Timeline for the field study period: Unlike the itinerary, the timeline should focus on setting specific short-term goals that will lead to the completion of the final project (1 page).
5. Budget for the field study period: The budget should include the total projected expenditures for all costs associated with travel, room and board, hiring translators, material purchases, and typing and binding charges. Each item should have a separate line, and the total projected expenditures must be clearly located at the bottom of the budget (1 page).
6. Literature Review: The literature review should include 8-10 sources which demonstrate appropriate background research into published materials on the topic. Students are discouraged from reliance on Internet sources, which are often quirky, inaccurate, or biased. Only major academically recognized web site references will be accepted. (1 page)
7. **Information about Project Supervisor:** All projects must be supervised by an IES Abroad Nice faculty member. The purpose of a project supervisor, beyond providing needed expertise, is to provide students with the experience of working closely with local professionals. Projects unsupported by the assistance and evaluation of a supervisor will not be accepted. Students meet with the project supervisor at least six times during the semester to discuss the topic and research progress. It is the student's responsibility to secure and keep appointments with the project supervisor.

**Work Journal**
This is the basis of field research. The extent to which you can use the project Work Journal is limitless, but as a minimum, it must include records of preparation and follow-up for formal meetings over the semester and progressively refined versions of your project Abstract. Some other suggestions:

- Names and locations of contact persons and other project resources
- Site plans, grids, maps, drawings, photographs, recordings
- Notes from interviews conducted in the field relevant to your project
- Statistical or other hard data, whether gathered in the field or through appropriate readings

Evaluation for the Work Journal emphasizes attention to process, and degree of preparation for each of your formal meetings. The following points of evaluation are also to be noted:

- Effort made in meeting all assignment deadlines
- Consistency of entries demonstrating a steady pace of progress
- Development of project in relationship to your objectives
- Evidence of preparation for and follow-up from your formal meetings over the semester

**Research Paper (Due Week 14)**
The Final Paper should be 5,000 words of analytical written content, exclusive of secondary material such as photographs, maps, bibliography and footnotes or endnotes. It is expected that the final paper be rigorously edited so that it exhibits the following attributes: freedom from grammatical errors and typos; compliance with a standard format of citation for both primary and secondary sources; and, most importantly, concise and logical argument.

- Evaluation includes the following criteria:
  - Critical analysis of topic and clarity of presentation
  - Use of primary resources and cross-cultural communication skills
  - Use of appropriate secondary sources in support of information gained from primary sources
  - Concise use of language purged of ‘filler’ phrases/adjecitives
  - Quality and clarity of argumentation, analyses and conclusions
  - Correct grammar, spelling and punctuation

The primary components for the Final Paper are:

1. **Separate Title page** - Should include the Project Title, Project Supervisor’s name and Institution, IES Abroad Program, Semester and Year.
2. **Table of Contents** - The Table of Contents should contain the main headings and subdivisions in each section, with page numbers.
3. **Introduction** - Length can vary considerably according to the topic and style of writing. Aspects of the project that might be covered include objectives of the study, field study methods and a brief statement of findings.
4. **Body of paper** - In most cases you will want to use section headings, and possibly sub-headings, to maintain a strong sense of the organization of your paper.
5. **Conclusions** - The conclusions should demonstrate how the project fulfilled the objectives outlined in the introduction, and summarize the main outcomes of the study.
6. **References and Endnotes** - All sources of information, including quotations, ideas or statements taken from readings, lectures or interviews must be acknowledged. Unless page-by-page footnotes have been used, endnotes should be cited on a separate page. Citation style must be consistent.
7. **Bibliography** - Include all primary and secondary resources used. Primary resources and secondary resources should be listed under separate headings. Please follow a manual of citation.
8. **Recommendations for further study** - A short list of recommendations on how the study might be expanded upon. Please include contact information where possible and appropriate.

9. **Optional sections:**

10. **Acknowledgements**

11. Although acknowledgements are not obligatory, they are always much appreciated by faculty, advisers, supervisors, contacts, family and friends.

12. **Appendices**

13. Appendices should include any information that is relevant to the study, but not part of the main body of the text, such as statistical data and genealogical charts.

14. **Glossary of non-English terms**

Evaluation criteria for projects include:

- Development of project in relation to your objectives
- Analysis of information
- Use of primary sources (interviews, observations, direct experiments, etc.)
- Use of appropriate secondary sources in support of information gained from primary sources
- Concise use of written language purged of jargon, fluff and ‘filler’ phrases/adjecives
- Style, spelling and punctuation

**Final Presentation (Week 15)**

The Final Presentation should not be more than 20 minutes total, and should summarize the contents of the Final Paper and discuss your research process. Students are welcome to use props (themselves included), photographs, images, posters, music, and so on.

Evaluation criteria for presentations include:

- Organization, clarity and accessibility of presentation, with a view to holding audience interest
- Appropriate demeanor, manners and language choice
- Clear explanation of project methodology
- Ability to field comments and questions
- Time management
- Acknowledgements: Formally thanking others who helped with project

**LEARNING OUTCOMES:**

By the end of the course students will be able to:

- To become aware of experience-based learning processes outside an institutional environment and to develop confidence and initiative in learning from experience
- To select a topic and investigation methodology that are feasible given time and resource constraints; ethical in terms of local relationships; and capable of yielding interesting, fresh perspectives
- To work with primary source material gathered through fieldwork
- To understand the ethics and policies of human subjects research
- Demonstrated the ability to develop and conduct ethically sound fieldwork using primary sources in France
- Learn to integrate library/archival and field based research
- Analyze information gathered through appropriate research methods within the broader areas of knowledge gained in the thematic seminar
- Learn to organize and structure field notes and research materials in a work journal
- Composed a clear and comprehensive written paper synthesizing primary and secondary sources
- Learn to give a well-organized presentation of research findings in an academic setting
- Demonstrate basic skills in a fieldwork setting

**ATTENDANCE POLICY:**

Attendance is mandatory for all IES Abroad classes, including course-related excursions. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student
misses more than three classes in any course half a letter grade will be deducted from the final grade for every additional absence. Seven absences in any course will result in a failing grade.

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<th>Session</th>
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| **Session 2:** Introduction and an overview of research | What is research? Overview of different types of research Difference between research and journalism | • Walliman, N. (2011). “Research basics”. In Research Methods: The Basics. New York: Routledge, pp. 7-15  
• http://scholarcommons.usf.edu/oa_textbooks/3/ |
| **Session 4:** The research question | Choosing a research question/hypothesis/thesis | • Rienecker, L., Jorgensen, P.S., with Skov, S. (2013). “Formulating a research question: From topic to focus and question”. In The Good Paper—A Handbook for Writing Papers in Higher Education. Frederiksberg, Denmark: Samfundslitteratur, pp. 105-141  
| --- | Overview of different ways of structuring different sorts of research papers | Mendeley and other programs helpful for research |
| Session 7: Methods | Choosing the best method to carry out the research project (qualitative; quantitative; systematic review; conceptual) | • Baker, M. J. (2000). “Selecting a research methodology”. The Marketing Review, 1(3), 373-397. |
| Session 8: The discussion and conclusions and final write-up | Responding to reviewers’ critiques and suggestions | • Golafshani, N. (2003). “Understanding reliability and validity in qualitative research”. The qualitative report, 8(4), 597-60 |
| | Bringing it all together in the discussion and conclusions section of the paper | • Hess DR (2004) “How to write an effective discussion”. Respiratory Care 49: 1238–1241. |
| | Writing and editing a research paper | • Saunders MNK and Rojon C (2015) “Dealing with reviewers’ comments in the publication process” In: Coaching: An International Journal of Theory, Research and Practice. DOI: 10.1080/17521882.2015.104746 |
REQUIRED READINGS:
There can be no successful fieldwork without preliminary research. Reference materials are available from local libraries, the program library, and electronic library databases.

- The Writing Center, University of North Carolina at Chapel Hill Literature Reviews. Available online at http://writingcenter.unc.edu/handouts/literature-reviews/

RECOMMENDED READINGS:
There can be no successful fieldwork without preliminary research. Reference materials are available from local libraries, the program library, and electronic library databases.

- Lebow, R. N. (2007). “What Can We Know? How Do We Know?” in Richard Ned Lebow and Mark Irving
• Lichbach, eds., Theory and Evidence in Comparative Politics and International Relations (Basingstoke: Palgrave Macmillan), pp. 1-22.