LIBRARY RESEARCH
for THST 1150:
Seminar in Theatre Studies
Melanie Parlette-Stewart, MLIS (Librarian)
• Finding Stuff
• Choosing the Best Information
• Getting Help
Your Assignment:

• Go to the THST 1150 CourseLink site and open your seminar presentation instructions
Where do we get started?

• You need to find reliable information to answer specific questions.
The structure of the play and theatrical tactics
- Style
- Protagonist
- Character arcs
- World of the play
- Inciting action?
- Crisis
- Climax
- Audience
- Themes / motifs
- Character relationships

“Horizon of Expectation” + “Whole Theatre Experience”
- Context
- Physical conditions
- Theatre
- City
- Neighbourhood
- Theatre Company
- Reception
- Advertising
- Reviews

Social, political and historical background that positions the play
- Positioning the play
- Specific historical moment
Starting your research.

Different groups will need to look at different types of documents.

- History society websites
- Government documents
- Urban photography

You cannot find everything you need through 1 tool.

Your Course Guide will give you a place to get started. But it’s not exhaustive.

Not your average University assignment.

There isn’t a formula.

Starting your research.
Good starting points for general theatre topics

Identify funding grants given to theatres

“Scholarly Sources”

Find out more about the neighbourhood/community

Use these to find reviews

Course Guide: http://guides.lib.uoguelph.ca/THST1150
How do you know if a source is reliable?

Let's take a look.
The timeliness of the information.
Relevance

Does the information relate to your topic or answer your question?

Who is the intended audience?

Is the information at an appropriate level?

Have you looked at a variety of sources to make sure this is the best one?

Are you confident and comfortable using this source for an academic assignment?

Example:
Authority

Who is the author? (publisher, source, sponsor)

What are the author’s credentials or the source’s reputation?

What makes them qualified to write on the topic?

Can you get in touch with the author? (contact information / email)

Why did they create this source?

CRAAP TEST

The source of the information.
Accuracy

Where does the information come from?

What evidence do they use to back up their claims / statements?

Has the information been reviewed or refereed?

Can you verify it with another source?

CRAAP TEST

Reliability, truthfulness and correctness.
Purpose

What is the purpose of the information?

Is it fact? Opinion? Propaganda?

Is it objective and impartial?

Consider the bias!
- Political, ideological, cultural, religious, institutional, etc.

Example:
A particular history of a neighbourhood may present it as vibrant and innovative, but may also ignore the way in which changes to that neighbourhood have driven lower-income residents out.
Things to keep in mind:

✓ All information sources could be used in some way by someone
✓ All information sources contain some type of bias
✓ Evaluation isn’t about deciding a source is useless
✓ Evaluation is about deciding if it’s useful for your project
How do you know if a source is reliable?
Collective Creation Assignment
What type of source is it?
Would you use this for your assignment? Why / Why not?
Use CRAAP to assess the source.

Activity
5 min
We will welcome more refugees from Syria to Canada, and offer more help to those providing aid in the region.

Canadians have been deeply moved by the suffering of refugees in Syria and the surrounding region. Canada has a strong history of helping those in need, from Hungarian refugees in the 1950s to Ismaili Muslim refugees in the 1970s to those fleeing South East Asia by boat in the 1970s and 1980s.

Many Canadians have already offered to help those fleeing Syria, and it is time for the federal government to offer more help, too. We have a responsibility to expand our refugee targets and give more victims of war a safe haven in Canada.

To that end, we will expand Canada’s intake of refugees from Syria by 25,000 through immediate government sponsorship. We will also work with private sponsors to accept even more. To do this, we will invest $250 million, including $100 million this fiscal year, to increase refugee processing, as well as sponsorship and settlement services capacity in Canada.
Corporatization

From Wikipedia, the free encyclopedia

Corporatization is the process of transforming publicly owned or municipal organizations into business corporations. For the economic and social ideology with a similar name, see Corporatism.

Corporatization is the process of transforming state assets, government agencies, or municipal organizations into corporations. It refers to a restructuring of government and public organizations into joint-stock, publicly listed companies in order to introduce corporate and business management techniques to their administration.[1] The result of corporatization is the creation of state-owned corporations where the government retains a majority ownership of the corporation's stock. However, in many cases, corporatization is a precursor to partial or full privatization, which involves a process where formerly public functions and public enterprises are sold to private business entities by listing their shares on publicly traded stock exchanges.

Corporatization of state enterprises and collectively owned enterprises was a major component of the economic restructuring program of the People's Republic of China. China's contemporary "socialist market economy" is based on a corporatized state sector where state companies are owned by the central government but managed in a semi-autonomous fashion.[2]

In contrast, the term may also refer to the construction of state corporatism, where state-owned corporations are created and delegated public social tasks resembling corporate rationalism as an alternative to privatization. Corporatization can also refer to non-corporate entities like universities or hospitals becoming corporations, or taking up management structures or other features and behaviors employed by corporations.

Contents

1 Overview
2 Major areas
3 See also
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Economic analysis of police stops and searches: a critique

Shanti P. Chakravarty

School of Business and Regional Development, University of Wales, Bangor, Gwynedd LL57 2DG, UK

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Abstract

The practice of stopping a disproportionate number of members of a particular racial group for questioning by the police would be regarded, at first sight, as an unacceptable manifestation of racial bias. However, Boroohah [Eur. J. Pol. Econ. 17 (2001) 17] makes a distinction between two types of discrimination, that based on bigotry and that based on, what he calls, business necessity. The argument is that racial bias based on a desire to visit disadvantage on a particular racial group should be distinguished from racial discrimination based on the objective probability of offending. He suggests a measurement procedure for separating these two types of discrimination. This is a welcome contribution to the debate—see, for example, McConville et al. [Br. J. Criminol. 37 (1997) 347] and the rejoinder by Smith [J. Criminol. 37 (1997) 319] about the fairness of the criminal justice system. However, there is an assumption underlying Boroohah’s model which, if placed under critical scrutiny, could undermine his conclusions. This assumption is examined here. © 2002 Elsevier Science B.V. All rights reserved.

JEL classification: D9; H3; K4
Keywords: Racial bias, Group identity, Police stop

1. Introduction

The practice of the selection of an individual for special attention by the police on the
California Legislature Approves Assisted Suicide

By IAN LOVETT  SEPT. 11, 2015
Extracurricular Participation and Academic Outcomes: Testing the Over-Scheduling Hypothesis

Jennifer A. Fredricks

Abstract There is a growing concern that some youth are overscheduled in extracurricular activities, and that this increasing involvement has negative consequences for youth functioning. This article used data from the Educational Longitudinal Study (ELS: 2002), a nationally representative and ethnically diverse longitudinal sample of American high school students, to evaluate this hypothesis (N = 13,130; 50.4% female). On average, 10th graders participated in between 2 and 3 extracurricular activities, for an average of 5 h per week. Only a small percentage of 10th graders reported participating in extracurricular activities at high levels. Moreover, a large percentage of the sample reported no involvement in school-based extracurricular contexts in the after-school hours. Controlling for some demographic factors, prior achievement, and school size, the breadth (i.e., number of extracurricular activities) and the intensity (i.e., time in extracurricular activities) of participation at 10th grade were positively associated with math achievement test scores, grades, and educational expectations at 12th grade. Breadth and intensity of participation at 10th grade also predicted educational status at 2 years post high school. In addition, the non-linear function was significant. At higher breadth and intensity, the academic adjustment of youth declined.

Implications of the findings for the over-scheduling hypothesis are discussed.

Keywords Extracurricular activities · Academic achievement · Youth sports · Educational expectations

Introduction

Participation in school-based extracurricular activities, like sports, the arts, and academic clubs, is normative and important part of the school experience for many youth. Recent national surveys show that more than 80% of children and youth participate in extracurricular contexts (Mahoney et al. 2006). There is an increasing awareness that participation is organized activity contexts offers valuable opportunities for growth and positive youth development (Eccles and Gootman 2002; Holland and Andre 1987; Larson 2000). These contexts share several features that are directly linked to positive development, including regular participation schedules, support and guidance by non-familial adult leaders, connections to a prosocial and academically-oriented peer group, and opportunities to build skills and participate in meaningful tasks (Eccles and Gootman 2002; Fredricks and Eccles 2005). Prior research tends to support the developmental benefits of extracurricular involvement; participating in a range of organized contexts is related to higher grades, motivation, and school completion rates (see
Research Strategy

1. Identify basic information
2. Assess information using CRAAP.
3. If good information, use it to find more information.
4. Assess that information.
5. If good information, use it to find more information.
6. Repeat.

Plan your attack.
Developing Search Terms

Starting Point: Florence Gibson’s Belle

Preliminary Search Terms:
• Belle, theatre
• Florence Gibson, playwright
• Race, slavery
• New York, United States
• Gender
• Building ? Architecture ?
• Style of play?
Get into your groups. Brainstorm preliminary search terms list.

Activity 5 min
Additional Ideas

Starting Point: Florence Gibson’s *Belle*

Prompts for more terms for your list:

**Does your initial topic connect to specific places?**
- e.g. Jane/Finch, England, Europe, California, Greece

… to broader historical eras, significant dates?
- e.g. early 20th century, present day, 1970s, medieval era

… to particular historical figures, real or fictional?
- e.g. Billy Bishop, Paul Robeson, Cinderella

… to theatre-specific terms or concepts?
- e.g. naturalism, realism, theatre of the absurd, comedy

… to social ideas or factors?
- e.g. feminism, love, public interest, gender
Get terms from your assignment

The physical conditions of performance.

What theatre was it put on in?

Is the building designed as a theatre – or is it a converted space?

Is it well-appointed - I.e. Does it have carpets, a lounge, soft upholstered seats, or is it bare bones – cement walls?

What kind of theatre is it? - does it have a proscenium arch space? A black box space? - - theatre in the round? What feelings would each type of theatre give you as an audience member.

What city, town, or village was the play first presented in?

What neighbourhood is it in? Is the neighbourhood wealthy/industrial? Tourist? Commercial? Trendy? When was the neighbourhood built? development or, say, a Victorian neighbourhood? Who lived there when the play was put on?

What theatre company put it on (if different from the theatre space)?

Does it play many or only new plays?

Does it play Canadian work?

Does it usually play old standards?

Does it play a specific kind of play, if so what kind has it played?

Does it have a specific demographic that attend there?
Revised search term list

Search Terms List

- Belle, play, theatre, theater, drama, performance, arts
- Florence Gibson, playwright, Ken Gass (director)
- race, white, black, African-American, slavery, reconstruction
- New York, U.S., United States, America
- gender, feminism, feminist
- Factory Theatre, building, design, architecture, conversion, interior, style, furnishings
- Toronto, Canada, Bathurst & Adelaide, Fashion District, Garment District, Queen West, neighbourhood, demographics, history, development, wealth, poverty, tourism, residents, economics
- Style of play?
- 2000, nineties, new millennium
Add Synonyms

Search Terms List

- *Belle*, play, theatre, theater, drama, performance, arts
- Florence Gibson, playwright, Ken Gass (director)
- race, white, black, African-American, slavery, reconstruction
- New York, U.S., United States, America
- gender, feminism, feminist
- Factory Theatre, building, design, architecture, conversion, interior, style, furnishings
- Toronto, Canada, Bathurst & Adelaide, Fashion District, Garment District, Queen West, neighbourhood, demographics, history, development, wealth, poverty, tourism, residents, economics
- Style of play?
- 2000, nineties, new millennium
Add Narrower Terms

Search Terms List

- *Belle*, play, theatre, theater, drama, performance, arts
- Florence Gibson, playwright, Ken Gass (director)
- race, white, black, African-American, slavery, reconstruction
- **New York**, U.S., **United States**, America
- gender, feminism, feminist
- Factory Theatre, building, **design**, **architecture**, conversion, interior, style, **furnishings**
- Toronto, Canada, Bathurst & Adelaide, Fashion District, Garment District, Queen West, neighbourhood, demographics, history, development, wealth, poverty, tourism, residents, economics
- Style of play?
- 2000, nineties, new millennium
Search Terms List

- *Belle*, play, **theatre**, theater, drama, **performance**, arts
- Florence Gibson, playwright, Ken Gass (director)
- race, white, black, African-American, slavery, reconstruction
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- Style of play?
- 2000, nineties, new millennium
In your groups:
• Identify the theatre
• Identify the neighbourhood
• Identify one source that tells you something about the history of the neighbourhood.
Activity
10 min

How did it go?
What worked well?
What didn’t work well?
• Questions?

What do you need to know more about?
• Survey


Course: THST 1150

How did we do?
More help at the library

RESEARCH

WRITING

LEARNING