

Research Methodology: Skills, Tools, and Techniques (3 ects.)

Research Master in Cognitive Science and Humanities: Language, Communication and Organization

2014-2015

Instructors

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1. Description, motivations and aims

This is a practically oriented course. Its main aim is to introduce the student to the use of the basic tools and techniques required to do research in humanities and cognitive sciences. The course will start with some basic orientation to the facilities at hand in the Institute and will continue with an introduction to the career of a researcher. The student will thus get familiarized with the multiple options, and different paths ahead of them. They will also learn some important skills, such as developing a proper cv, the importance of indexing, quotations, and how to search for adequate topics (and relevant bibliography for them).

As researchers in humanities and/or cognitive sciences, one of the most important things to learn is how to differentiate good arguments from bad ones and how to detect flaws in other people's and in our own arguments. This is a difficult thing to learn, and it mostly requires practice and time, but nonetheless, some basic concepts and guidances are essential not to get lost in the huge amount of literature.

Finally, most part of the course will be focus in developing student's abilities to defend their own ideas, both in public oral presentations (be them a MA dissertation or a talk at a congress) and, especially, through written essays.

2. Tentative Program

2.1. Kepa korta

Week 1

- Introduction to the course
- Research resources at the Carlos Santamaria (Library, tools and resources)
 - *Note: This activity might be re-scheduled to the second week, depending on the availability of library staff.*
- Career as a researcher in cognitive sciences and humanities; the essentials

Week 2

- Research in cognitive sciences and humanities
 - Bibliography

- Topics
- Arguments: Reading
 - Arguments
 - Ways to read a paper
 - Ways to answer a paper
- Research in cognitive sciences and humanities
 - Writing a paper
 - Kinds of papers
 - Quoting
 - Citation and plagiarism

Week 3

- Researcher's curriculum
 - Indexing
 - Making a cv
- Research in cognitive sciences and humanities
 - Publications
 - Congresses
 - Teaching
 - Academic services
- Practical exercise

Week 4

- Presenting an argument
 - Defending an idea: tools and techniques
 - Making a presentation

Week 5

- Presentations by students

2.2. Margarita Vázquez

- Contesting an argument
 - Making and answering questions
 - Debates
- Writing a paper
 - Theory
 - Practical exercise

3. Basic bibliography

- Martinich, P. (2005) *Philosophical Writing: An Introduction*, Oxford Blackwell
- Edwards, A. (1999) *Writing to Learn: An Introduction to Writing Philosophical Essays*, McGraw-Hill

- Capaldi, N. (1987) *The Art of Deception: An Introduction to Critical Thinking. How to Win an Argument, Defend a Case, Recognize a Fallacy, See Through a Deception*, New York, Prometheus Books.
- Fisher, A. (2001) *Critical Thinking*, Cambridge, Cambridge Univ. Press.
- Graybosh, A., G. Scott y S. Garrison (2002) *The Philosophy Student Writer's Manual*, Prentice Hall.
- Guttenplan, S. J. Hornsby y Ch. Janaway (2003) *Reading Philosophy: Selected Texts with a Method for Beginners*, London, Blackwell.
- Law, S. (2003) *The Philosophy Gym: 25 Short Adventures in Thinking*, New York, St Martin Press.
- Rosenberg, J. (1995) *The Practice of Philosophy, Handbook for Beginners*, Prentice Hall.
- Whyte, J. (2004) *Crimes Against Logic*, McGraw-Hill.

4. Evaluation

This is a practically oriented subject, thus the student will be asked to prove the abilities acquired on each section. The course is divided into two parts. At the end of the first half, the students will be required **to make a short presentation and a short written essay** of a topic previously assigned (during the second week of the course).