UTW1001Z COLOUR: THEORY, MEANING AND PRACTICE

DIYANA MANI
AGENDA

• Information Sources
• Advanced Search
• Databases
• Beyond the Library
• Evaluating Information Sources
LEARNING OUTCOME

Learn how to retrieve resources efficiently via NUS Libraries in order to obtain relevant and appropriate resources for your assignments/research
Primary Sources

• A primary source provides direct or firsthand evidence about an event, object, person, or work of art.

Secondary Sources

• Secondary sources describe, discuss, interpret, comment upon, analyse, evaluate, summarise, and process primary sources.
### EXAMPLES

<table>
<thead>
<tr>
<th>Primary sources</th>
<th>Secondary sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislation by governments</td>
<td>Literature/books on the subject</td>
</tr>
<tr>
<td>Statistics and surveys</td>
<td>Newspaper articles</td>
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<tr>
<td>Interviews</td>
<td>Theses and dissertations</td>
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<tr>
<td>Images</td>
<td>Journal articles</td>
</tr>
<tr>
<td>Art</td>
<td>Commentaries, criticisms</td>
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</tbody>
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PRIMARY OR SECONDARY?
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by James Rhodes
University of Manchester

Sociological Research Online 14/5/3
<http://www.socresonline.org.uk/14/5/3.html>
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Abstract

Following the Civil Rights legislation enacted in the 1960s in the United States, the notion of ‘colourblind’ racism has emerged within sociological literature. It has been used as a theoretical tool to explain the continuing presence of racism and racialised inequalities within a society where its significance in determining social relations is increasingly de-emphasised. The use of the term has been restricted to those describing the politics of racism in America. However, this paper will consider the applicability of ‘colourblind racism’ to the UK context. The 2001 riots marked an important watershed in ‘race relations’ in Britain. They have been widely cited as marking the point at which New Labour retreated from the celebration of diversity in pursuit of a more multicultural, more ‘cosmopolitan’ society. Through an analysis of the governmental response to the events of summer 2001 it will be suggested that notions of ‘colourblind’ racism can offer interesting insights into the development of the politics of ‘race’ in Britain. Drawing on Bonilla-Silva’s (2006) elucidation of the key features of this dominant form of racism in the US, the extent to which these same factors guided New Labour’s response will be considered. It will be argued that while it is important to recognize the different patterns of racial formation in the US and the UK, the government reaction to the 2001 riots demonstrates a broad adherence to the key tenets of colourblind racism. This is evident in Labour’s failure to effectively engage with racism or the persistence of racial inequality.

Keywords: Colourblind Racism, Racism, Racial Inequality, New Labour, 2001 Riots, Neoliberalism
China brands Hong Kong protests a 'colour revolution'

Violence can't be allowed to go on indefinitely, says Beijing in its harshest comments yet

Danson Cheong  China Correspondent  In Beijing

The protests in Hong Kong are a "Hong Kong version of a colour revolution" and cannot be allowed to continue indefinitely, China has said in its harshest comments yet on the violence in the city.

The comments from the central government's Hong Kong and Macau Affairs Office (HKMAO) signal a turning point and show that Beijing's patience is wearing thin, said experts who believe they could herald increasingly hardline actions from the mainland in the days ahead.

On Friday, Hong Kong's embattled Chief Executive Carrie Lam invoked emergency powers to ban face masks at public protests, effective yesterday.
Singapore does not need a 'colour revolution'

Goh Choon King

Published Sep 21, 2019, 5:00 AM SGT

Cancelled Yale-NUS course on dissent raises questions about external interference

According to a news report on March 11 last year, a group of Yale-NUS College students held a silent sit-in protest as they claimed that the college did not adequately consider the views of its students when making decisions. The protest ended only after a dialogue between the school and the students.

More than 20 students were believed to have taken part in the protest. The decisions they were unhappy about included the use of public space on campus, changes in the residential life system, mental and academic wellness, and faculty and leadership hiring practices.

The protesters also demanded the reinstatement of monthly town hall meetings, as well as student representation should decisions that affect students be made.
WARM UP EXERCISE
ADVANCED SEARCH
Google-like search experience

Good for exploratory search

Searches across books, scholarly journals, newspaper articles, E-Books, theses and dissertations, conference proceedings, and numerous academic databases.
LET’S TRY

symbolic colours that are associated with death
1. Identify **important keywords, synonyms and related words** from your research topic.

2. Combine terms together using **advanced search techniques**.

3. Do your **Search**.

4. **[Optional]** Adjust your search accordingly in the database itself to get desired results
STEP 1A: IDENTIFY KEYWORDS

association of red lipstick with promiscuous women and other similar assumptions

red lipstick  promiscuous  assumptions
STEP 1B: LIST SYNONYMS/RELATED WORDS

- red lipstick
- promiscuous
- assumptions
- lipstick
- promiscuity
- loose
- immoral
- connotations
- judgements
- stereotypes
ADVANCED SEARCH

• Boolean Operators
• Phrase Searching
• Truncation
• Grouping
ADVANCED SEARCH: BOOLEAN OPERATORS

- **AND**: both words must be present  
  - \( \rightarrow \) fewer results

- **OR**: either words may be present  
  - \( \rightarrow \) more results

- **NOT/AND NOT**: exclude a word  
  - \( \rightarrow \) use with caution

DIAGRAMS:
- red AND pink
- lipstick OR rouge
- promiscuous NOT immoral
ADVANCED SEARCH: PHRASE SEARCHING

Use quotation marks “ ” for phrase searching

EXAMPLES:
“red lipstick”
“loose woman”
ADVANCED SEARCH: TRUNCATION

Use asterisk * for variant forms of a word & variant spelling

advertis* > advertisement; advertising; advertisers
assum* > assumption; assuming; assume
appl* > apply; application; applicant; apple
Use parentheses () for grouping similar or related words

EXAMPLE:
advertisement AND (design OR layout OR outline)
→ advertisement AND design
→ advertisement AND layout
→ advertisement AND outline
1. Identify important keywords, synonyms and related words from your research topic.

2. Combine terms together using advanced search techniques.

3. Do your Search.

4. [Optional] Adjust your search accordingly in the database itself to get desired results.
STEP 2: COMBINE

(lipstick OR rouge) AND (promiscuity OR loose OR immoral) AND (connotations OR judgements OR stereotypes)

(“red lipstick” OR rouge) AND (promiscuity OR loose OR immoral) AND (connotations OR judgements OR stereotypes)
DATABASES

Where do we search?
DATABASE 1: JSTOR

- Secondary information through full-text journal articles
- Arts, humanities and social sciences disciplines, including philosophy and sociology
- Topics on colour and its impact on society and culture
- Simple to use interface
- 6 years embargo
STEP 3: SEARCH

(“red lipstick” OR rouge) AND
(promiscu* OR loose OR immoral) AND
(connot* OR judg* OR stereotype*)
DATABASE 2: BUSINESS SOURCE PREMIER

- Subject-specific database
- Full-text (from 1886)
- Searchable cited references (from 1998)
- Topics covered include all disciplines of business, marketing, management, accounting, finance and economics
use of the colour pink in female targeted advertisements

KEYWORDS:
- pink
- female
- advertisements
DATABASE 3: FACTIVA

- Newspaper database
- Provides full text from nearly 8,000 sources from newswires, newspapers, magazines, trade journals in 22 languages
- Asian Wall Street Journal, Bangkok Post, Business Times (Singapore), The Financial Times, Lianhe Zaobao (Singapore), Times (London), New York Times, Straits Times (Singapore)
light colours in offices

KEYWORDS:
light colours
offices
BEYOND THE LIBRARY
Found an article online and prompted to pay for it? Fret not!

Download our proxy bookmarklet!

http://libguides.nus.edu.sg/proxy_bookmarklet
GOOGLE SCHOLAR
EVALUATING INFORMATION SOURCES
CRAAP TEST

- **CURRENCY**
  When was the article published? Is the information out of date for your topic?

- **RELEVANCE**
  Is the information relevant to your research? To what extent does it answer your research question? Who is the intended audience?

- **AUTHORITY**
  Who are the authors and what are their credentials? (Check their institutional affiliations)

- **ACCURACY**
  Can you verify the accuracy of the information? Is it supported by evidence (reference list)?

- **PURPOSE**
  Is the purpose to inform? teach? sell? entertain? persuade? Do the authors make their intentions clear? Is the point of view objective or impartial? **Read full text!**
RECAP!
GETTING HELP
FAQ

http://libfaq.nus.edu.sg/
SUBJECT GUIDES

http://libguides.nus.edu.sg
http://libguides.nus.edu.sg/citation
CONTACT US

• Diyana (clbndak@nus.edu.sg)
• Mani (mani_kumar@nus.edu.sg)
• Central Library
FEEDBACK PLEASE - UTW1001Z

https://nus.edu/2Or3tKq

GOOD LUCK HAMSTER

If you are reading this, I hope something good happens to you today!