



COURSE OUTLINE
Qualitative Methods in Human Geography
CRN: 21718

Office Hours: Monday 9:30-11:30 or by Appointment

Office Location: B360 David Turpin Building

Contact: dcloutier@uvic.ca

Classroom: Clearihue Building, D134, Wednesday 4:30-7:20, Starts Jan. 10-April 10, 2024

COURSE DESCRIPTION

This course explores a range of theoretical and methodological approaches in qualitative analysis as it applies to human geography. Students expect to gain expertise in understanding epistemological orientations of objectivism, constructionism and interpretivism. Identification of a range of traditional and innovative methodologies that students may consider for research projects such as: ethnography, phenomenology, discourse analysis, etc. Common interview strategies and data collection and analysis methods and approaches are explored.

Note: Students who may be interested in quantitative survey research should consider the possibility of a directed studies course with me or another instructor.

Intentions for 2023. This course is designed to explore qualitative research from a human geography and interdisciplinary perspective. We examine the linkages between theory, methodology, and methods in qualitative research. We also focus on research questions and researcher positionality as *anchors* for determining the right approaches and methods. Throughout the semester you will be encouraged to undertake readings and exercises related to general principles and approaches to qualitative research and targeted to your own area of interest. Participating and contributing to class discussions is important and highly valued.

Key concepts and themes: We will begin with the core concepts of ontology, epistemology, axiology, methodology, positionality and hermeneutics. Additionally, we will explore social theory based on student interests: e.g., post-modernism, post-structuralism, feminism, Marxism, political ecology, and Indigenous methodology for example. Theories at macro, meso- and micro levels can be employed. Our focus will also be on acquiring skills and experience with qualitative research design and methodology related to case study, grounded theory, community-based participatory action research, mixed methods, and Indigenous methodology. Throughout the semester we will work to develop skills with specific methods/techniques such as: interviews, interview guides, participant observation, community mapping, focus groups, thematic and content analysis as well as memoing/journaling.

COURSE STRUCTURE

The class format is seminar-based. Each class will generally be shaped around pre-class, during, and post-class work. Preparatory readings will be indicated on Brightspace and students are expected to do these readings prior to coming to class. Classes will begin with a brief check-in, followed by a discussion

of key concepts for the day, interwoven with a discussion of the readings (merits and shortcomings). The last hour of the class or so will be dedicated to exercises designed to introduce students to qualitative research techniques, and begin to give you some basic, practical experience with an array of methods and theoretical debates. **See Brightspace for important/relevant course readings, documents and deadlines etc. Please note that this outline may be subject to some changes throughout the semester.**

REQUIRED TEXT(S)

Hay, Iain & Meghan Cope (Eds.). (2021). *Qualitative Research Methods in Human Geography*, 5th edition. Don Mills, Ontario, Canada: Oxford University Press.

OTHER HELPFUL TEXT(S)

1. DeLyser, Dydia, Herbert, Steve, Aitken, Stuart, et al., (2010+). *Sage Handbook of Qualitative Research in Geography*. Los Angeles, CA: Sage Publications. (on-line).
 2. Leavy, P. (Ed.). (2014). *The Oxford Handbook of Qualitative Research*. NY, New York: Oxford University Press.
 3. Clifford, N., French, S. & Valentine, G. (2010). *Key methods in geography*. Sage: London.
 4. Mayan, Maria. (2009). *Essentials of Qualitative Inquiry*. Left Coast Press Inc./Reprinted by Routledge: New York.
 5. Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: a methods sourcebook* (Fourth edition). SAGE.
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LEARNING OUTCOMES

- * Enhance understanding of the linkages between theories, methodologies, and methods of qualitative research with a focus on its application in human geography/health & interdisciplinary social sciences.
 - * Enhance critical reading, analytical, interpretive, and writing skills.
 - * Expand practical skills with principles of research approach/design, research question development, data collection methods, interpretation and analysis, writing and dissemination/mobilization of findings.
 - * Build appreciation for current trends in qualitative research and the importance of researcher positionality and values in the qualitative research process.
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EVALUATION

MARK ALLOCATION:

| | Marks | Due Dates |
|---|---------------|------------------|
| • Assignment 1: Write up and Presentation on Theory with examples | (20%) | Jan 31 |
| • Assignment 2. Interview and Coding Exercise | (20%) | Mar 6 |
| • Assignment 3: Qualitative Research Proposal | (35%) | Apr 3 |
| ○ Note, if you want feedback before March 25 | | |
| • Assignment 4: Field Guide (Journal Development) | (25%) | April 10 |
| | (100%) | |

Field Guide/Journal – Sections or Components (develop throughout term)

- 1. Theories Explored
- 2. Ethics and equity, diversity and inclusion considerations
- 3. Positionality/Situatedness
- 4. Research Questions development (+ short scope/rationale). Use examples from Day 1 to guide you.
- 5. Methodology/Methods – from first class what is structure of the theses you looked at? What will your thesis structure likely look like?
 - Sampling Strategies
 - Data Collection
 - Data Interpretation and Analysis Resources
- 6. Other assigned class exercises – put in separate section of field guide
- 7. Overall summary of Field Guide Reflections (1-2 pages)
- 8. References

GRADING SYSTEM

As per the Academic Calendar:

| Grade | Grade point value | Grade scale | Description |
|-------|-------------------|-------------|---|
| A+ | 9 | 90-100% | Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter. |
| A | 8 | 85-89% | |
| A- | 7 | 80-84% | |
| B+ | 6 | 77-79% | Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area. |
| B | 5 | 73-76% | |
| B- | 4 | 70-72% | |
| C+ | 3 | 65-69% | Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter. |
| C | 2 | 60-64% | |
| D | 1 | 50-59% | Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter. |
| F | 0 | 0-49% | Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental. |
| N | 0 | 0-49% | Did not write examination or complete course requirements by the end of term or session; no supplemental. |

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: uvic.ca/socialsciences/geography/
- Undergraduate Advising: geogadvising@uvic.ca

COURSESPACES

See Coursespaces for important/relevant course documents and deadlines, etc.

POLICY ON LATE ASSIGNMENTS

Late assignments will be penalized 5% per day if no prior justification/notes for the lateness are provided.

POLICY ON ATTENDANCE

Students are expected to attend all classes, undertake class readings in advance of class, and participate in class discussions and exercises.

ACADEMIC INTEGRITY

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on **cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat.**

Policy on Academic Integrity: web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html

If you have any questions or doubts, talk to me, your course instructor. For more information, see uvic.ca/learningandteaching/cac/index.php.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and the Centre for Accessible Learning ((CAL) as soon as possible (<https://www.uvic.ca/services/cal/>). The CAL staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your circumstances and needs, the quicker we can assist you in achieving your learning goals in this course.

POSITIVITY AND SAFETY

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250.721.8021
 Email: svpcoordinator@uvic.ca
 Web: uvic.ca/svp

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

WEEKLY CALENDAR

Note for instructors: Important dates are here: web.uvic.ca/calendar2019-09/general/dates.html
You should include the last day for adding courses and the last day for withdrawing without penalty of failure.

Please note: 1. Our course calendar will primarily be based on what is listed here; but there may be modifications throughout the term to take advantage of various opportunities or constraints that arise. 2. There is a companion piece to this outline on Brightspace that features in greater depth, the “Weekly Activities and Readings” schedule.

Geography 523 – Spring 2023

May be subject to some change based on opportunities, constraints and progress throughout term

| Week | Date | Topics and Main Activities |
|------|--------|---|
| 1 | Jan 10 | Topic: Instructor and Course Introduction and Assignments Activities: 1. Strings. 2. Find 2 theses/dissertations aligned with your interests to some degree. Review and share organizational structure especially with respect to literature review and methods/methodology. Focus on theories/methodologies employed, structure of these chapters and the research questions. |
| 2 | Jan 17 | Topic: Theory in Qualitative Research (macro-meta theories) Activities: 1. Choosing a theoretical orientation to present to classmates. 2. Beginning to consider our positionality. |
| 3 | Jan 24 | Topic: Theory continued: e.g., Grounded Theory, Feminism, Phenomenology, Ethnography, Indigenous Methodology. Meso-micro Intersectionality, Lifecourse etc.). Activity: 1. Research question development. E.g., use theses/dissertations you reviewed. 2. Early Course Evaluation |
| 4 | Jan 31 | Topic: Student Presentations on Theory with Applications (examples from) your Field of Study. Rationale for theory/theories selected Assignment 1: Theory write up Due |
| 5 | Feb 7 | Topic: Methodologies: CBPAR, Mixed Methods, Indigenous/Indigenist |

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| | | Activity: Find an article on two of these. Grab insights from Abstracts through a quick review. |
| 6 | Feb 14 | Topic: Research Design -Ethics, Sampling, Data Collection, Data Interpretation and evaluation criteria. Research Walk-Through: E.g., SHHOW project Activities: 1. Interview Skills Assessment, and 2. Your research question development/refinement |
| 7 | Feb 19-23 | Reading Break |
| 8 | Feb 28 | Topic: Methods Thematic Analysis Activity: Interviews and Coding – a How to Guide |
| 9 | March 6 | Topic: Methods/Techniques - Focus Groups, Participant Observation, Narrative Inquiry Activity: Participant Observation Exercise (Groups of 2-3) Assignment 2: Interview and Coding Due |
| 10 | March 13 | Topic: Thematic Analysis 2: Discourse Analysis Activity: Op-Ed Analysis of discourse |
| 11 | Mar 20 | Topic: Alternative Methods – Arts-based, Photovoice Activity: e.g., Life Maps, photos, collage, painting, poetry, story |
| 12 | Mar 27 | Topic: Writing, Writing In - Politics of Research and Knowledge Mobilization Activity: Find/discuss a knowledge mobilization strategy from a qualitative research article you have read. Assignment 3: Qualitative Proposal due if you want feedback before final version |
| 13 | April 3 | Easter Monday Assignment 3: Qualitative Proposal Due. Send via email |
| 14 | April 10 | Course Summary and Shared Reflections Assignment 4: Field Guide and Research Journal Due |

DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

NOTE:

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax whenever possible. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. Reach out to others when you need help.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* uvic.ca/services/counselling/

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* uvic.ca/services/health/

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations* uvic.ca/services/cal/. *The sooner you let us*

know your needs the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices - The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

uvic.ca/services/indigenous/students/programming/elders/index.php