



COURSE OUTLINE
Qualitative Methods in Human Geography
CRN: 21631

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

Office Location: B360 David Turpin Building (DTB)

Contact: dcloutier@uvic.ca

Class Timing: Wednesday 4:30-7:20, Starts Jan. 8-April 2, 2025, Geography Boardroom B215 DTB Building

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 2025. 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 how to develop good 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 critically important.

Key concepts and themes: We begin with core concepts such as: ontology, epistemology, axiology and methodology. In our time together, we will aim to explore qualitative research principles and methods based on social theory and student interests. Possibilities include post-modernism, post-structuralism, feminism, Marxism, political ecology, and Indigenous methodology. Theories at macro, meso- and micro levels can be explored and employed. Our focus is also 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 your skills with specific methods/techniques such as: interviews, interview guides, focus groups, thematic and content analysis as well as memoing/journaling.

COURSE STRUCTURE

The class format is seminar-based. Each class is generally 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 merits and shortcomings of the readings. The last part of each class is generally dedicated to practice-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 or to add on to your existing experience with these strategies.

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 their 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 values, experience, and positionality in the qualitative research process.
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EVALUATION

MARK ALLOCATION:

	Marks	Due Dates
• Assignment 1: Presentation on Theory (+ examples)	(20%)	Jan 29
• Assignment 2. Interview and Coding Exercise	(20%)	Feb 26
• Assignment 3: Qualitative Research Proposal	(35%)	Mar 26
○ Note, if you want feedback submit by March 26		
○ Otherwise it will be due April 6		

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

- 1. Explored Theories
- 2. Ethics and equity, diversity and inclusion considerations
- 3. Positionality/Situatedness development
- 4. Research Question development (throughout term + 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
 - Thesis/Dissertation Outline exercise. Provide an outline of a thesis that looks like it has a bearing on how you will structure your work and include a mock outline for your thesis/dissertation
 - Participant observation write-up
- 7. Overall Field Guide Reflection Summary (1-2 pages of +/-s)
- 8. References

GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+ A A-	9 8 7	90-100% 85-89% 80-84%	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.
B+ B B-	6 5 4	77-79% 73-76% 70-72%	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.
C+ C	3 2	65-69% 60-64%	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
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

Artificial Intelligence (AI principles/tenets. My statement is modified from <https://teachanywhere.uvic.ca/academic-integrity/genai-position-statement/>)

In this course I appreciate that generative AI may be helpful for some assignments and activities during our class together. This is a new enterprise for me, and I consider it a learning exercise for each of us. I authorize the use of use generative AI tools such as ChatGPT. Please note that you can opt for not using generative AI at all as well to complete all the course assignments successfully. In the case you opt to use generative AI, you must provide proper and full citations for the tools you use and describe how you use them (for initial research, preparing outline, editing etc).

Although the course allows the use of generative AI, please be aware of the following flaws when using the tools:

- Generative AI does not fact check
- Generative AI may provide bias and inaccurate answers
- Generative AI hallucinates and may provide false or/and made up information
- Generative AI does not critically analyze content

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 8	Topic: Instructor and Course Introduction and Assignments Activities: 1. Strings. 2. Theory selections 3. Dissertation/thesis review. Start in class and continue after if incomplete - Find 2 theses/dissertations aligned with your interests to some degree. Review and we will discuss the organizational structure especially with respect to literature review and methods/methodology. Focus on theories/methodologies employed, structure of these chapters and the research questions. (Dissertations and theses @UVic)
2	Jan 15	Topic: Theory in Qualitative Research (macro-meta theories) Activities: 1. Choose a theoretical orientation to present to classmates. Consider the scale it operates at. 2. Share some ideas about your research question(s). 3. Begin to consider/share thoughts about your positionality and situatedness in your research. See exercise in class.
3	Jan 22	Topic: Theory continued (e.g., Grounded Theory, Feminism, Phenomenology, Ethnography, Indigenous Methodology, Post-structuralism, post-materialism). Meso-micro Intersectionality, Lifecourse etc.). Activity: 1. Research question development principles (E.g., share insights from theses/dissertations you reviewed. 2. Course Check-In
4	Jan 29	Topic: Student Presentations on Theory with Applications (examples from) your Field of Study. Include rationale for theory/theories selected Assignment 1: Theory Presentation and short write up Due
5	Feb 5	Topic: Practical/Applied Approaches & Methodologies: CBPAR, Mixed Methods, Indigenous/Indigenist Activity: Grab insights from Abstracts using these Methodologies and share your quick review thoughts.
6	Feb 12	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 Coding: a how to guide with core topic developed 2. Assigned interview topics and partners
7	Feb 17-21	Family Day + Reading Break
8	Feb 26	Topic: Evaluation Criteria and Thematic Analysis Activity: Your research question development/refinement Assignment 2: Interview and Coding Due
9	March 5	Topic: Methods/Techniques - Focus Groups, Participant Observation, Narrative Inquiry Activity: 1. Participant Observation Exercise (Groups of 2-3)

10	March 12	Topic: Thematic Analysis 2: Discourse Analysis Activity: 1. Op-Ed Analysis of discourse (NYT)
11	Mar 19	Topic: Alternative Methods – Arts-based, Photovoice Activity: e.g., Life Maps, photos, collage, painting, poetry, story
12	Mar 26	Topic: Writing, Writing In - Politics of Research & Knowledge Mobilization Activity: 1. 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 due April 6th
13	April 2	Course Summary and Shared Reflections Assignment 4: Field Guide and Research Journal Due April 6

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