University of Victoria

GEOGRAPHY 227
Fall 2026
Dr. Victoria Barr

COURSE OUTLINE

Qualitative Research Methods in Geography

Instructor:	Dr. Victoria Barr (she/her)
E-mail:	vbarr@uvic.ca
Lectures:	Mondays and Thursdays 9:00 - 9:50am Clearihue A208
Office Hours:	Mondays 10:30am - 12 noon Wednesdays 10:00am - 12 noon David Turpin Building B214
Lab Instructor:	Chanho Kim
E-mail:	chanhokim@uvic.ca
Labs:	Tuesdays 10:30am - 12:20pm (B01) **OR** Wednesdays 12:30 - 2:20pm (B02) David Turpin Building B307

Course Description

The course will introduce the theoretical and methodological foundations of qualitative research in Geography. A range of paradigms (ethnography, participatory action research, grounded theory) and data collection techniques (interviews, participant observation, focus groups, questionnaire) will be examined and applied to issues in human geography. We will also introduce different forms of data analysis (content analysis, theme coding). Guided by the instructors, the students will design their own research project, produce a final report that describes the research process and outcomes, and present some of the results in class.

Course Text: Hay, Iain & Cope, Meghan (Eds.) (2021). Qualitative research methods human geography, (5th Ed.). Oxford: Oxford University Press, 222 pp.

Additional mandatory weekly resources (videos and readings) will be regularly uploaded on Brightspace.

LEARNING OUTCOMES

After completing this course, my hope is that you will:

- Understand critical issues related to key research paradigms and different techniques for handling qualitative data in Geography.
- Have an appreciation of key ethical issues involved in qualitative research.
- Understand the importance of research reflexivity.
- Learn how to do online research.
- Learn from the practical experience of designing and implementing a research project.
- Know about different tools for data collection and data analysis and develop basic skills.

- Gain experience in communicating and presenting research findings.
- Develop group work and discussion skills.

COURSE REQUIREMENTS AND EVALUATION

Assignment	% of Final Grade	Due Date (2026)
Research report outline	0%	October 2
Lab assignments: 1) oral presentation of research proposals (10%) 2) research tool presentation (10%) 3) peer review of draft research reports (10%)	30%	1) Lab #3: Oct 13 or 14 2) Lab #4: Oct 27 or 28 3) Lab #6: Nov 24 or 25
In class exam	15%	November 26
Final research report presentation	15%	November 30 - December 7
Research report	30%	December 11
Attendance and class engagement	10%	ongoing

Further details about the assignments as well as marking rubrics are provided via Brightspace.

POLICY ON LATE ASSIGNMENTS

I encourage you to stay on schedule as you work through your course material and assignments. To help you satisfy the course requirements, deadlines for each of the course assignments have been established to provide ample work time in which to complete the readings and undertake the activities and discussions. You should review all course requirements and due dates at the beginning of the course, compare these to your own schedule, and plan accordingly. If you anticipate conflicts with your work schedule, please let us know immediately.

13-week classes move very quickly, and late work makes it hard to keep up and engage with your peers. As a result, late assignments will be accepted for up to 1 week after the due date with a 10% penalty (no questions asked/ no extension needed).

I know many unexpected things can happen, and life can throw unanticipated curves. If you are behind in the course or something puts you behind/ you need an extension, please contact me immediately. If you need an extension, email me and together we will develop a new workplan.

After one week, I will not accept late work in this course unless it was agreed upon in email as part of an individualized workplan.

POLICY ON ATTENDANCE

Participation in this course is key and is worth 10% of your final grade. I will be taking attendance on a regular basis. In each class, we will be completing tasks, discussions, and activities that add to your understanding of the content, so it is essential that you are there. In addition, you will sometimes lead small group activities in class and reflect on that experience. I will not be recording lectures but will provide my slides through Brightspace after each class.

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/calendar/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.

Generative AI tools may be used for brainstorming and research, but not for generating final submissions. Please cite ChatGPT or any other tool properly in a footnote and/or final reference list in each assignment. Additionally, please add as an appendix all the prompts and questions used within generative AI to create content. Please note that you can opt for not using generative AI at all to successfully complete all the course requirements. We will discuss all of this more fully in class.

OVERVIEW OF COURSE CONTENT / SCHEDULE

WEEK	DATES	LECTURES	LAB SESSIONS
1	09/10	Welcome and introduction to the course work (Chapter 1)	
2	09/14 09/17	Research traditions and approaches in qualitative research (Chapter 3) Critical reflexivity and research ethics (Chapter 2)	Lab #1: Defining a research question or hypothesis and research methodology
3	09/21 09/24	Developing a research proposal (Chapter 5) Applying empowering research methodologies (Chapter 4)	
4	09/28 10/01	Research design with rigor and trustworthiness (Chapter 6) Taking a Case Study approach (Chapter 7)	Lab # 2: Designing a research proposal
5	10/05 10/08	Historical and archival research (Chapter 12) Questionnaire design and application (Chapter 13)	
6	10/15	Conducting interviews (Chapter 9)	Lab # 3: Oral presentation of research proposals
7	10/19 10/22	Collecting data via oral history (Chapter 10) Focus groups & design thinking (Chapter 11)	
8	10/26 10/29	Participatory action research (Chapter 16) Community-based research (Amauchi et al., 2020)	Lab #4: Applying research tools
9	11/02 11/05	Arts-based research and visual techniques (Chapter 8) Organizing and analyzing qualitative data (Chapter 18)	
10	11/09	**READING BREAK - NO CLASS**	

WEEK	DATES	LECTURES	LAB SESSIONS
	11/12	TBD	
11	11/16 11/19	Interpreting your research data (Chapter 17) Writing & publishing your research (Chapter 19)	Lab #5: Working with your research data
12	11/23 11/26	Communicating your results (Chapter 20) **In-class Exam**	Lab #6: Peer review of draft research reports
13	11/30 12/03	Student project presentations Student project presentations	
14	12/07	Student project presentations & group evaluation	

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

GEOGRAPHY DEPARTMENT INFO

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

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/or the Centre for Accessible Learning (CAL) as soon as possible (uvic.ca/services/cal/). The CAL staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your 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 to: 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. 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.

STUDENT WELLNESS

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. 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.

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. https://www.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.
https://www.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. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.
https://www.uvic.ca/services/cal/

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.
https://www.uvic.ca/services/indigenous/students/programming/elders/index.php

We acknowledge with respect the Lkwungen peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSANEC peoples whose historical relationships with the land continue to this day.