



COURSE OUTLINE

Research Methods in Human Geography (201909 – CRN 11776)

Office:	SS&M B312	Lectures:	MR 14:30 – 15:20
Phone:	472 4537	Location:	CLE - D130
E-mail:	gutber@uvic.ca	Office Hours:	MR 15:30 -16:20
Lab Instructor:			

COURSE DESCRIPTION

The course will provide an introduction to the theoretical and methodological foundations of research in human geography. A range of paradigms (e.g. ethnography, action research, narrative analysis) and data collection techniques (e.g. questionnaires, participant observation, focus groups, in-depth interviews) will be examined and applied to issues in human geography.

LEARNING OUTCOMES

- Know about major research traditions in Human Geography from an epistemological and ontological perspective.
- Understand critical issues related to different techniques for handling data in Human Geography.
- Have an appreciation of key ethical issues involved in Human Geography research.
- Understand the importance of research reflexivity.
- Know about different key methods in data collection and analysis in Human Geography.
- Learn from the practical experience of designing and implementing a small research project.
- Develop basic skills in data collection and data analysis.
- Gain some experience in communicating and presenting research findings.
- Develop discussion skills.

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: <http://geog.uvic.ca>
- Undergraduate Advising: geogadvising@uvic.ca

COURSESPACES

Please submit your assignments electronically on the date specified by the instructor through Course Space. Regularly check for updates and posted additional information.

LECTURE CONTENT

Week	Dates	LECTURE TOPIC	LAB TOPIC
1	05 Sept.	Introduction to the course content.	
2	09 Sept.	Worldviews and different approaches to research <i>Chapter 1 (pp. 3-21)</i>	Lab 1: Introduction to the course and to research in Human Geography.
	12 Sept.	The use of theory in research <i>Chapter 3 (pp. 61-74)</i>	
3	16 Sept.	Writing a research proposal <i>Chapter 4 (pp. 75-86)</i>	Lab 2: Critical literature review, components of research proposal.
	19 Sept.	Research Ethics <i>Chapter 4 (pp. 88-97)</i>	
4	23 Sept.	Research design: Research question and hypotheses <i>Chapter 7 (pp. 133-144)</i>	Lab 3: Research proposal writing workshop.
	26 Sept.	Defining the research purpose <i>Chapter 6 (pp. 117-132)</i>	
5	30 Sept.	Guest lecture Quantitative research methods. Questionnaire design: Data sampling and surveying <i>Chapter 8 (pp. 147-160)</i>	Lab 4: Tools and methods in Human Geography research. (1st Assignment - 10%)
	03 Oct.	Guest lecture Mixed methods approach. Questionnaire data analysis <i>Chapter 10 (pp. 213-217, 239-244)</i>	
6	07 Oct.	Qualitative research methods. Planning and conducting interviews or focus groups <i>Chapter 9 (pp. 179-189)</i>	Lab 5: Oral presentation of research proposals. (2nd Assignment - 10%)
	10 Oct.	Qualitative research methods. Interview data analysis <i>Chapter 9 (pp. 190-202)</i>	
7	14 Oct.	No classes Thanksgiving	Lab 6: Data collection theory and praxis, model of an interview and class discussions.
	17 Oct.	Using maps and diagrams in research	
8	21 Oct.	Community-based (CBR) and participatory action research (PAR) <i>Chapter 9 (208-209) Chapter 10 (230-231)</i>	Lab 7: Conduct sample focus group with class.
	24 Oct.	Oral history and ethnography <i>Chapter 9 (pp. 204-209), Chapter 7 (pp. 133-135)</i>	



9	28 Oct.	Arts-based research methods: Photo voice and participatory Video	Lab 8: Data analysis.
	31 Oct.	Research with vulnerable populations	
10	04 Nov.	Introduction to data analysis and data coding <i>Chapter 9 (pp 193-198)</i>	Lab 9: Writing workshop on research report.
	07 Nov.	Textual analysis	
11	11 Nov.	<i>Reading Break</i>	No Labs this week
	14 Nov.	Data analysis (interview and questionnaire responses) <i>SAGE Handbook Chapter 20</i>	
12	18 Nov.	Writing up your research: Report writing <i>Chapter 4 (pp. 80-87)</i>	Lab 10: Peer review of research reports. (3rd Assignment - 10%)
	21 Nov.	The academic publishing process	
13	25 Nov.	Presenting your research findings	Lab 11: Research report presentations (Assignment - 10%)
	28 Nov.	Understanding the publishing process Research Report DUE electronically (2nd of Dec) (30%)	

COURSE TEXTS

Creswell, J. W. & Creswell, J. D. (2019) *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (5th Ed.), Los Angeles: Sage.

DeLyser, D.; Herbert, S.; Aitken, S. C.; Crang, M. & McDowell, L. (2010) *The SAGE Handbook of Qualitative Geography*. Online UVic library:

http://ezproxy.library.uvic.ca/login?url=http://sk.sagepub.com/reference/hdbk_qualgeography

ADDITIONAL COURSE TEXTS

Hay, I. (Ed.) (2010). *Qualitative research methods in human geography* (3rd Ed.). Oxford: Oxford University Press, 222 pp.

Montello, D. R. & Sutton, P. C. (2012) *An Introduction to Scientific Research Methods in Geography*. SAGE Publications.

Cloke, P.; Cook, I.; Crang, P.; Goodwin, M.; Painter, J. & Philo, C. (2012) *Practicing Human Geography*. SAGE Publications Ltd.

COURSE REQUIREMENTS AND EVALUATION

Research Report (40%)

In groups of two the students will conduct a small research project and write a report (max. 2000 words) on the specific research topic, under the overall thematic umbrella. At least 6 academic references required. DUE DATE:

Research Report Presentation (5%)

Short presentation.

Mid Term Evaluation (20%)

Participation (5%)

Attendance and active engagement in class

Lab Assignments (30%)

1st Assignment Research tool presentation (LAB 2)

2nd Assignment: Oral presentation of research proposals (LAB 5)

3rd Assignment: Peer review of research reports (LAB 11)

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.



POLICY ON LATE ASSIGNMENTS

Work submitted late will be accepted with a 5% daily penalty (including weekend days), up to seven days after the due date. If needed, you may submit your assignment during the weekend as a way to minimize late penalties. In case of an outstanding valid situation you must contact me, preferably in advance. I cannot consider a particular situation unless I know about it, so do not wait until the end of the term to communicate with me if something did come up. For health reasons, a doctor's certificate must be submitted. No extensions will be granted unless you have communicated with the instructor and your reasons have been deemed valid.

POLICY ON ATTENDANCE

Class will start on time. If you have to come into class late, please do so in the least disruptive manner possible. **As a sign of respect to the instructor and the rest of the class, late arrivals are discouraged, as are early departures.** Students are expected to do the assigned readings in advance and be prepared to participate in class discussions and in-class activities. Please note that participation does count towards your grade. The use of computers and other electronic devices in class should be limited to activities related to the course. Please turn cell phones off during class—**ringers, earphones and texting are disruptive and unacceptable.**

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/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:

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.

DISCLAIMER

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