



COURSE OUTLINE
Introduction to Qualitative Research



Instructor: Dr. Jutta Gutberlet
Email: gutber@uvic.ca
Lectures: Monday / Thursday 14:30 to 15:50
Lecture location: CLE A208
Office Hours: By appointment
Lab Instructor: Chris Fortney
Email: cfortney@uvic.ca
Labs: Tu 10:30 to 12:20 / Th 8:30 to 10:20
Lab Location: DTB B307

Course Description

The course will provide an introduction to the theoretical and methodological foundations of qualitative research in Geography. A range of paradigms (e.g., ethnography and participatory research, action research) and data collection techniques (e.g., interviews, participant observation, focus groups, questionnaire) will be examined and applied to issues in human geography and different forms of data analysis will be introduced (e.g., narrative, discourse analysis, coding). Students will be guided in the research process of their own research projects throughout the course. At the end the students will produce a research report and present some of their findings. Due to pandemic circumstances, part of the research might have to be conducted online, which provides new learning opportunities. It is essential to be present at all lectures, if you have to miss a class, please get in touch with me or the lab instructor.

- **Lectures: Monday and Thursdays from 14:30PM to 15:50PM.**
- **LABs:** There will be 6 Lab sessions (Lab 1 to 6). The class will be divided into 2 Lab sections, which means you will be working with a small group of students per section. Labs are scheduled for **Section I: Tuesdays 10:30 to 12:20** and **Section II Thursdays 8:30 to 10:20**. It is mandatory to participate in the Lab sessions.

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 qualitative data in Human Geography.
- Have an appreciation of key ethical issues involved in Geography research.
- Understand the importance of research reflexivity.
- Know about different key methods in data collection and analysis in Geography.
- Learn about online research.
- 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.

Overview of Course Content

W	Dates	LECTURE TOPICS	Lab sessions: Tu 10:30 to 12:20 / Th 12:30 to 14:20
1	09.09.	Welcome and introduction to the course content and course work. Reading: Chapter 1	
2	13.09. 16.09.	Different research traditions and approaches. Critical reflexivity and ethical guidelines Reading: Chapter 2 and 3	Lab #1: Defining a research question or hypothesis and research methodology
3	20.09. ¹ 23.09. ²	Research design applying empowering methodologies. Writing a research proposal. Reading: Chapter 4 and 5	Lab # 2: Designing a research proposal
4	27.09. 30.09.	Rigorous and dependable research design. Taking a Case Study approach Reading: Chapter 6 and 7 <i>National Day for Truth and Reconciliation</i>	
5	04.10. 07.10.	Research methods: Working under Covid-19 restrictions, doing research online and using technology in research Reading: Chapter 16 <i>Research Outline due October 4th</i>	
6	11.10. 14.10 ³ .	<i>Thanksgiving Day - No Class</i> Research methods: collecting data via interviews Reading: Chapter 8	Lab # 3 Oral presentation of research proposals <i>(1st Lab assignment)</i>
7	18.10	Research methods: collecting data via oral history and focus groups	

¹ Last day for 100% reduction of tuition fees (21.09.)

² Last day for adding courses (24.09.)

³ Last day for 50% reduction of tuition fees (13.10.)

	21.10.	Reading: Chapter 9 and 10	
8	25.10. 28.10.	Participatory and Community-based Research (CBR) and Action-oriented Research Reading: Chapter 17	Lab # 4: Applying research tools <i>(2nd Lab assignment)</i>
9	01.11. 04.11.	Research methods: historical and archival research Reading: Chapter 11	
10	08.11. 11.11.	Visual methods (arts-based research) and participant observation Reading: Chapter 13 and 15 <i>Reading Break</i>	<i>Reading Break (Wednesday to Friday)</i>
11	15.11. 18.11.	Organizing and analyzing qualitative data Reading: Chapter 14 and 18	Lab # 5: Working with your research data
12	22.11. 25.11.	Writing your research and communicating your results (Presenting and publishing) Reading: Chapter 19 and 20	Lab # 6: Writing up your research report <i>(3rd Lab assignment)</i>
13	29.11. 02.12.	Student Project Presentations Student Project Presentations	
14	6.12.	<i>Individual work finalizing report</i> <i>Course project due December 8th</i>	

COURSE TEXTS

Hay, Iain. (Ed.) (2016). *Qualitative research methods in human geography*, (4th Ed.). Oxford: Oxford University Press, 222 pp. **You may also purchase the latest 5th edition of Hay's book.**

ADDITIONAL COURSE MATERIALS

Additional weekly resources (videos and readings) are uploaded on Brightspace. These readings are mandatory.

COURSE REQUIREMENTS AND EVALUATION

Marking Rubrics will be provided for each type of assignment.

I. Research Report (40%)

Under the guidance of your professor and lab instructor, students will work in small groups (2 to 3 students) on a research project and write a report (approximately 3,000 words). At least 8 academic references required. Further detailed information will be provided, as well as specific evaluation criteria. Due date: **Dec. 8th**.

II. Research Report Outline (5%)

In week 5 (**Oct. 4th**), you are required to hand in a draft outline stating your research question and sub-questions, providing a brief rationale for your research. Briefly describe the methods you will use for data collection, the participants to be involved in your study, the procedure for participant selection and the timeframe. I will provide feedback.

III. Research Report Presentation (10%)

In week 13, students will give a short presentation, showcasing their groups' research and highlighting some of the findings. The specific time and the presentation schedule will be announced later in the semester.

IV. Participation and discussion leaders (10 +5%)

During our Thursday class we will have group discussions on the readings and course materials provided. The discussion leader will facilitate the reflections and exchange of ideas among a small group of students. In preparation for this activity all students need to do the requested readings and prepare questions to be posed to the group.

The discussion leaders will provide a short introduction to the topic based on the reading material (5 min. max.) and will then facilitate the discussion. The notes in preparation for the discussion need to be submitted for grading. Towards the end of class, the discussion leaders will provide a 2 minutes summary of the highlights from the discussion. This activity has a 10% participation mark for the discussion leader.

Attendance is required and active engagement in class is expected. Participation mark 5%.

V. Lab Assignments (30%)

1st Lab Assignment: Oral presentation of research proposals (LAB 3) (week 6)

2nd Lab Assignment Research tool presentation (due in LAB 4) (week 8)

3rd Lab Assignment: Peer review of draft research reports (due in LAB 6) (week 12)

GRADING SYSTEM

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

POLICY ON LATE ASSIGNMENTS

We 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 ahead accordingly. If you anticipate conflicts with your

work schedule, please let the course instructor know immediately.

You are expected to work through the course materials and submit all assignments on time. All course participants are expected to complete all assignments and are graded on the same criteria.

POLICY ON ATTENDANCE

Our classes will start on time. Please arrive on time. **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 to be prepared to participate in the Thursday class discussions. The use of cell phones is not allowed.

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.

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.

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>



XAXE TTE SÉÁ, ÉTE TENEW. XAXE TTE SÉÁ, ÉTE SKÁL - Our land is sacred. Our language is sacred. Artwork by David Underwood (2018).

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.