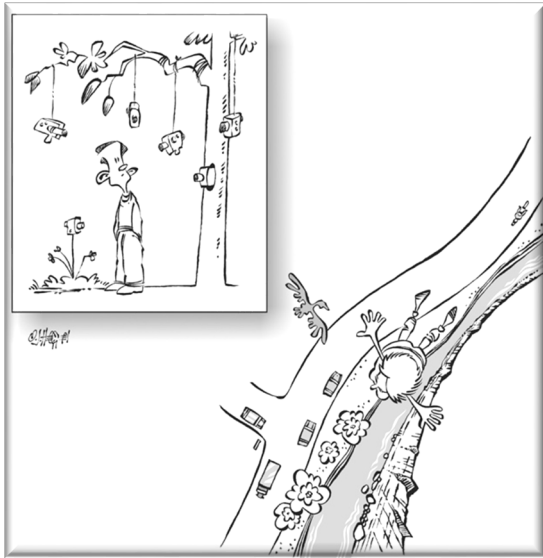




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COURSE OUTLINE  
Introduction to Qualitative Research

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<b>Instructor:</b>	Dr. Jutta Gutberlet
<b>Email:</b>	<a href="mailto:gutber@uvic.ca">gutber@uvic.ca</a>
<b>Lectures:</b>	Monday / Thursday 14:30 to 15:20
<b>Lecture location:</b>	CLE A208
<b>Office Hours:</b>	Monday / Thursday 15:30 – 16:30
<b>Lab Instructor:</b>	TBA
<b>Email:</b>	TBA
<b>Labs:</b>	Tu 10:30 to 12:20 (B01) Th 8:30 to 10:20 (B02)
<b>Lab Location:</b>	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, participatory action research, grounded theory) 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., content analysis, theme coding). Students will be guided during the process of developing their own research projects throughout the course and will produce a report and present some of their findings in class. 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 15:20PM.**
- **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 mandatory and are scheduled for:

**Section I: Tuesdays 10:30 to 12:20**

**Section II Thursdays 8:30 to 10:20**

**Learning Outcomes**

- 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.

**Overview of Course Content**

Week	Dates	LECTURE TOPICS	Lab sessions (Tu and Th)
1	8.09.	Welcome and introduction to the course content and course work ( <b>Reading:</b> Chapter 1).	
2	12.09. 15.09.	Different research traditions and approaches. To qualitative research ( <b>Reading:</b> Chapter 3). Critical reflexivity and ethical guidelines ( <b>Reading:</b> Chapter 2).	Lab #1: Defining a research question or hypothesis and research methodology
3	19.09. <sup>1</sup> 22.09. <sup>2</sup>	Writing a research proposal ( <b>Reading:</b> Chapter 5) Applying empowering research methodologies ( <b>Reading:</b> Chapter 4).	Lab # 2: Designing a research proposal
4	26.09. 29.09. <sup>3</sup>	Research design: rigorous and trustworthy ( <b>Reading:</b> Chapter 6). Taking a Case Study approach ( <b>Reading:</b> Chapter 7).	
5	03.10. 06.10.	Historical and archival research ( <b>Reading:</b> Chapter 12). Questionnaire application ( <b>Reading:</b> Chapter 13). <i>Research Outline due October 6th</i>	Lab # 3 Oral presentation of research proposals <i>(1<sup>st</sup> Lab assignment due)</i>
6	10.10. 13.10. <sup>4</sup>	<i>Thanksgiving Day - No Class</i> Conducting interviews ( <b>Reading:</b> Chapter 9).	
7	17.10. 20.10.	Collecting data via oral history ( <b>Reading:</b> Chapter 10). Focus groups ( <b>Reading:</b> Chapter 11).	

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<sup>1</sup> Last day for 100% reduction of tuition fees (20.09.)

<sup>2</sup> Last day for adding courses (23.09.)

<sup>3</sup> Last day for paying first term fees without penalty (30.09.)

<sup>4</sup> Last day for 50% reduction of tuition fees (11.10.)

8	24.10.	Participatory action-oriented research (PAR) ( <b>Reading:</b> Chapter 16).	Lab # 4: Applying research tools
	27.10.	Community-based Research (CBR) ( <b>Reading:</b> Amauchi et al. (2020) The power of community-based participatory research: Ethical and effective ways of researching. <i>Community Development</i> . 53 (1): 3-20).	(2 <sup>nd</sup> Lab assignment)
9	31.10. <sup>5</sup>	Arts-based research and Arts-informed research ( <b>Reading:</b> Chapter 8 and McNiff (2012) Opportunities and challenges in art-based research. <i>Journal of Applied Arts &amp; Health</i> , 3 (1): 5-22.)	
	03.11.	Visual research methods (Video, Photography) ( <b>Reading</b> <sup>6</sup> : Kindon, S. (2016) Participatory video as a feminist practice of looking: 'take two!', <i>Area</i> , 48.4, 496–503, Doi: 10.1111/area.12246	
10	07.11. 10.11.	Class discussion and Q & R <i>Reading Break</i>	<i>Reading Break (Wed to Fri)</i>
11	14.11.	Discourse analysis for data interpretation ( <b>Reading:</b> Chapter 17).	Lab # 5: Working with your research data
	17.11.	Organizing and analyzing qualitative data using content analysis ( <b>Reading:</b> Chapter 18).	
12	21.11.	Writing your research (Publishing) ( <b>Reading:</b> Chapter 19).	Lab # 6: Writing up your research report
	24.11.	Communicating your results (Presenting) ( <b>Reading:</b> Chapter 20).	(3 <sup>rd</sup> Lab assignment)
13	28.11.	Student Project Presentations	
	01.12.	Student Project Presentations	
14	05.12.	<i>National Day of Remembrance and Action on Violence Against Women - No Class</i> <i>Course project due December 8th</i>	

**COURSE TEXTS**

Hay, Iain & and Cope, Meghan (Eds.) (2021). *Qualitative research methods human geography*, (5<sup>th</sup> Ed.). Oxford: Oxford University Press, 222 pp.

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

**COURSE REQUIREMENTS AND EVALUATION**

Marking Rubrics have been provided via Brightspace under *Assignments* for each assignment.

<sup>5</sup> Last day for withdrawing from first term courses without penalty of failure (31.10.)

<sup>6</sup> Kindon & Zonjic (2021) Participatory Video <https://doi.org/10.1002/9781118786352.wbieg0533.pub2> (in press).

**I. Research Report (40%)**

Under the guidance of your professor and lab instructor, students will develop in small groups (2 to 3 students) a research project with a final written report (maximum 2,500 words). At least 5 academic references are required. Further detailed information and specific evaluation criteria will be provided on Brightspace. Due date: **Dec. 9<sup>th</sup>**.

**II. Research Report Outline (5%)**

In week 5 (**Oct. 6<sup>th</sup>**), your group is required to hand in a draft outline stating your research question and sub-questions, an introduction with a brief rational / context of your research. Then briefly describe the methods you propose to use for data collection, the participants to be involved in your study, the procedure for participant selection and the timeframe. Feedback will be provided.

**III. Research Report Presentation (10%)**

In week 13, students will present their groups' research and highlight some of the findings. The specific time and the presentation schedule will be announced later in the semester.

**IV. Participation and discussion leaders (10%)**

During Thursday's classes we will break out into group discussions on the week's readings and course materials. The discussion leader will facilitate the reflections and exchange of ideas within the group. In preparation for this activity all students need to do the requested readings and prepare 2 questions that could be posed to the group. The group starts out with a short introduction to the topic based on the reading material by the leader (5 min. max.) who will then facilitate the discussion. The notes in preparation for the discussion need to be submitted to Brightspace on the day. Towards the end of class, the discussion leaders will give a 2 minutes summary of the highlights from the discussions. This activity has a 10% participation mark for the discussion leader.

**V. Attendance (5%)**

Attendance is required and active engagement in class is expected from all students and will be marked out of 5%.

**V. Lab Assignments (30%)**

1<sup>st</sup> Lab Assignment: Oral presentation of research proposals (LAB 3) (week 5) **(10%)**

2<sup>nd</sup> Lab Assignment Research tool presentation (due in LAB 4) (week 8) **(10%)**

3<sup>rd</sup> Lab Assignment: Peer review of draft research reports (due in LAB 6) (week 12) **(10%)**

**GRADING SYSTEM**

Grade	Grade point value	Grade scale	Description
<b>A+</b>	9	90-100%	<b>Exceptional, outstanding and excellent</b> 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>A</b>	8	85-89%	
<b>A-</b>	7	80-84%	
<b>B+</b>	6	77-79%	<b>Very good, good and solid</b> 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>B</b>	5	73-76%	
<b>B-</b>	4	70-72%	

<b>C+</b>	3	65-69%	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
<b>C</b>	2	60-64%	
<b>D</b>	1	50-59%	<b>Marginal Performance.</b> A student receiving this grade demonstrated a superficial grasp of the subject matter.
<b>F</b>	0	0-49%	<b>Unsatisfactory</b> performance. Wrote final examination and completed course requirements; no supplemental.
<b>N</b>	0	0-49%	<b>Did not write examination or complete course requirements by the end of term or session; no supplemental.</b>

**GEOGRAPHY DEPARTMENT INFO**

- Geography Department website: [uvic.ca/socialsciences/geography/](http://uvic.ca/socialsciences/geography/)
- Undergraduate Advising: [geogadvising@uvic.ca](mailto: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](http://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](http://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/](http://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](http://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](mailto:svpcoordinator@uvic.ca); Web: [uvic.ca/svp](http://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>



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*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.*