

FRAN*6020: Qualitative Methods

Tuesday 11.30am-2.20pm, MACS 331

Instructor: Dr. Victoria Kannen

Email: vkannen@uoguelph.ca

Office: MACS 335

Office Hours: By appointment

Course Description

During this course, our class will explore and apply the theoretical and empirical assumptions informing a variety of qualitative methodologies. There is a significant focus on both understanding and practice – particularly in terms of applying these to each students' own scholarly interests. Students will learn to compare different research questions, ethical dilemmas, concepts of 'quality,' theoretical frameworks, analytic assumptions, and methodological procedures. In the ways that they are crucial to the study of social life, we will discuss how ethical considerations are involved in the qualitative research process. This course also highlights the importance on becoming critically aware as researchers – on understanding and integrating issues of power, equity, and diversity. Together, we will develop fieldwork strategies that prepare us for the everyday complexities of gender, racialization, class, culture, health, language, place, and age.

Course Objectives

1. Become familiar with the characteristics, language, and assumptions of qualitative research;
2. Understand the importance of power and social hierarchies as they relate to the research process;
3. Be able to recognize and assess quality and rigour in evaluating a qualitative research study;
4. Expand our research interests through exposure to the available techniques and procedures for qualitative data collection and analysis;
5. Understand the characteristics of different qualitative approaches and apply them to address a particular research topic; and,
6. Develop insight into different forms of qualitative methods and the complexities involved in the process of research.

Seminar Expectations

Class meetings will be conducted as seminars. The course will combine lecture, discussion, media representations, and in-class activities, facilitating an atmosphere where ideas are exchanged and research experiences are shared. The class will be used to discuss your own research interests and foster collaboration to move your research forward. Each week, students are expected to have read and be willing to discuss all of the assigned readings.

Required Texts

All required readings are posted on CourseLink.

Assignments

Weekly Responses, 25% (5 @5% each)

In-class Exercises, 15%

Ethical Review Exercise, 5% (due January 28)

Proposal for Final Project, 15% (due February 4)

Final Project and Presentation, 40% (project due March 25; presentations will be held during class time on March 25 and April 1)

Details for each assignment will be thoroughly discussed in class and posted on CourseLink. All assignments (except for in-class exercises) will be submitted via Dropbox.

Weekly Schedule

Week 1: Introductory Thinking About Qualitative Research

January 7

- Introduction to the course
- Explanation of Weekly Responses and In-class Exercises
- No readings

Week 2: Beginning The Process: Introduction to Qualitative Methods

January 14

- Explanation of Ethical Review Exercise, Proposal and Final Project + Presentation

Snape, D., & Spencer, L. (2003). The foundations of qualitative research. In J. Ritchie & J. Lewis (Eds.), *Qualitative research practice: A guide for social science students and researchers* (pp. 1-23). London: Sage.

Tracy, S. J. (2010). Qualitative quality: Eight "Big-Tent" criteria for excellent qualitative research. *Qualitative Inquiry, 16*(10), 837-851.

Excerpt from: Tuhiwai Smith, L. (2012). *Decolonizing methodologies: Research and Indigenous peoples*. London: Zed Books. (pp. 44-60).

Excerpt from: van den Hoonaard, D. K. (2012). *Qualitative research in action: A Canadian primer*. Don Mills, ON: Oxford University Press. (pp. 33-51).

Week 3: Power and Ethics

January 21

- Corbin, J., & Morse, J. M. (2003). The unstructured interactive interview: Issues of reciprocity and risks when dealing with sensitive topics. *Qualitative Inquiry, 9*(3), 335-354.
- Fine, M. (1998). Working the hyphens: Reinventing self and Other in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The landscape of qualitative research: Theories and issues* (pp. 130-155). Thousand Oaks, CA: Sage.
- Fine, M., Weis, L., Weseen, S., & Wong, L. (2003). For whom? Qualitative research, representations, and social responsibilities. In N. K. Denzin & Y. S. Lincoln (Eds.), *The landscape of qualitative research* (2nd ed., pp. 167-207). Thousand Oaks, CA: Sage.
- Excerpt from: Liamputtong, P. (2013). *Qualitative research methods* (Fourth Edition ed.). New York: Oxford University Press. (pp. 23-46).

Week 4: Theorizing Knowledges and Approaches to Methods: Part 1

January 28

-Ethical Review Exercise Due

- Piano Clark, V. L., Creswell, J. W., O'Neil Green, D., & Shope, R. J. (2008). Mixing quantitative and qualitative approaches: An introduction to emergent mixed methods research. In S. N. Hesse-Biber & P. Leavy (Eds.), *Handbook of emergent methods* (pp. 363-387). London: Guilford.
- Rose, G. (1997). Situating knowledges: Positionality, reflexivities and other tactics. *Progress in Human Geography, 21*(3), 305-320.
- Skeat, J. (2013). Using grounded theory in health research. In P. Liamputtong (Ed.), *Research methods in health research: Foundations for evidence-based practice* (Second ed., pp. 99-113). Melbourne: Oxford University Press.

Week 5: Theorizing Knowledges and Approaches to Methods: Part 2

February 4

-Final Project Proposal Due

- Davies, B., Browne, J., Gannon, S., Honan, E., Laws, C., Mueller-Rockstroh, B., et al. (2004). The ambivalent practices of reflexivity. *Qualitative Inquiry, 10*(3), 360-389.
- Finlay, L. (2012). Unfolding the phenomenological research process: Iterative stages of "Seeing Afresh". *Journal of Humanistic Psychology, 53*(2), 172-201.

Smart, C. (2009). Shifting horizons: Reflections on qualitative methods. *Feminist Theory*, 10(3), 295-308.

Stuckey, H. (2009). Creative expression as a way of knowing in diabetes adult health education: An action research study. *Adult Education Quarterly*, 60(1), 46-64.

Week 6: Possibilities of the "Interview Society": Part 1

February 11

Hollander, J. A. (2004). The social context of focus groups. *Journal of Contemporary Ethnography*, 33(5), 602-637.

Excerpt from: Liamputtong, P. (2013). *Qualitative research methods* (Fourth Edition ed.). New York: Oxford University Press. (pp. 118-138).

Tang, N. (2002). Interviewer and interviewee relationships between women. *Sociology*, 36(3), 703-721.

Excerpt from: van den Hoonaard, D. K. (2012). *Qualitative research in action: A Canadian primer*. Don Mills, ON: Oxford University Press. (pp. 75-94).

Reading Week: February 17 - 21, No Classes.

Week 7: Possibilities of the "Interview Society": Part 2

February 25

Kannen, V. (2013). Pregnant, privileged and PhDing: Exploring embodiments in qualitative research. *Journal of Gender Studies*, 22(2), 178-191.

Louis, R. P. (2007). Can you hear us now? Voices from the margin: Using Indigenous methodologies in geographic research. *Geographical Research*, 45(2), 130-139.

Nairn, K., Munro, J., & Smith, A. B. (2005). A counter-narrative of a 'failed' interview. *Qualitative Research*, 5(2), 221-244.

Rapley, T. J. (2001). The art(fulness) of open-ended interviewing: Some considerations on analysing interviews. *Qualitative Research*, 1(3), 303-323.

Week 8: Observation and Thinking About Space and Place

March 4

Cocks, A. (2008). Researching the lives of disabled children: The process of participant observation in seeking inclusivity. *Qualitative Social Work, 7*(2), 163-180.

Elwood, S. A., & Martin, D. G. (2000). 'Placing' interviews: Location and scales of power in qualitative research. *Professional Geographer, 52*(4), 649-657.

O'Toole, P., & Were, P. (2008). Observing places: Using space and material culture in qualitative research. *Qualitative Research, 8*(5), 616-634.

Watts, J. H. (2011). Ethical and practical challenges of participant observation in sensitive health research. *International Journal of Social Research Methodology, 14*(4), 301-312.

Week 9: Translations and Analyses

March 11

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*, 77-101.

Churchill Jr., C. J. (2005). Ethnography as translation. *Qualitative Sociology, 28*(1), 3-24.

Hall, J. (2011). Narrative methods in a study of trauma recovery. *Qualitative Health Research, 21*(1), 3-13.

Excerpt from: Wood, L., & Kroger, R. (2000). *Doing discourse analysis: Methods for studying action in talk and text*. Thousand Oaks, CA: Sage. (Pages 3-33).

Week 10: Qualitative Practices in Virtual Spaces

March 18

Baltar, F., & Brunet, I. (2012). Social research 2.0: Virtual snowball sampling method using Facebook. *Internet Research, 22*(1), 57-74.

Cromptoets, S. (2010). Using online qualitative research methods in medical education. *International Journal of Multiple Research Approaches, 4*, 206-213.

McDermott, E., & Roen, K. (2012). Youth on the virtual edge: Researching marginalized sexualities and genders online. *Qualitative Health Research, 22*(4), 560-570.

Pfeil, U., & Zaphiris, P. (2010). Applying qualitative content analysis to study online support communities. *Universal Access in the Information Society*, 9(1), 1-16.

Week 11: Presentations

March 25

-Final Project

Week 12: Presentations

April 1

-Final Project

Important Reminders

- Please type and double space all assignments, using standard margins and 12 pt. Times New Roman font.
- No title page is necessary; please place your name and student number, my name, and the date. Please also paginate each page on your written assignments.
- Prepare your assignments using APA formatting guidelines.
- Each assignment will be explained in detail well in advance of their due dates.

Late Policy

- The late penalty is 10% per day late (including weekends).
- Extensions will only be offered to students who provide appropriate documentation of illness, etc.

E-mail Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course in writing, with your name, id#, and e-mail contact. See the graduate calendar for information on regulations and procedures for Academic Consideration:

http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1400.shtml

Drop Date

The last date to drop one-semester courses, without academic penalty, is March 7th. Two-semester courses must be dropped by the last day of the add period in the second semester. Refer to the Graduate Calendar for the schedule of dates:

<http://www.uoguelph.ca/registrar/calendars/graduate/current/sched/sched-dates-f10.shtml>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. The Academic Misconduct Policy is detailed in the Graduate Calendar:

http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1687.shtml

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

Resources

The Graduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs:

<http://www.uoguelph.ca/registrar/calendars/graduate/current/>