

LAKEHEAD UNIVERSITY - OUTD 5050/NECU 5101 YA
Qualitative Methods for Research and Inquiry
Fall 2013

Instructor:	R. Harvey Lemelin	Office:	SN 2005E
Classes:	Thursdays: 2:30-5:30 PM	Telephone:	343-8745
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Office Hours:	Or by appointment		

COURSE DESCRIPTION:

An examination of different traditions of qualitative inquiry including hermeneutics, ethnography, phenomenology, community research, and its extension into mixed-method approaches to research design.

COURSE OBJECTIVES:

The course aims to review and compare the structure and process of different data collection techniques, and explore ways of recording, analyzing, and reporting qualitative research. Students will have an opportunity to engage in various research activities and debates in the application of qualitative and mixed methods to geography, archaeology, anthropology, tourism, protected area management, and northern studies.

The course differs from other courses on research design in that it is decidedly interdisciplinary in nature (including drawing on literature from sociology, anthropology, and geography) and it consciously address the unique nature of social science research within environmental studies.

During the semester, we will explore the interrelated dimensions of research, the *theoretical* foundations of science and research, the various methods available to researchers for data collection and analysis, and finally we will complete exercises in the *practical* application of various methods.

LEARNER OUTCOMES:

- Understand interdisciplinary research
 - Understand mixed-methods research
 - Identify, interpret and incorporate current and emerging trends and issues in northern studies, geography, anthropology, archaeology, parks and tourism management in Canada and elsewhere.
 - Demonstrate advanced skills in conducting and reporting research.
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REQUIRED READINGS:

- ⊙ **Course material:** All course materials will be emailed or provided to the students for replication.

SUGGESTED READINGS:

- ⊙ **Denzin, N., & Lincoln, Y. S** (various years) The Handbook of Qualitative Research editions 1 to 4.
- ⊙ **Limb, M., & Dwyer, C.** (2001). Qualitative Methodologies for Geographers: Issues and Debates. Routledge.
- ⊙ **Yin RK** (2009) Case Study Research: Design and Methods. Sage Publications, Thousand Oaks, California.

ASSIGNMENTS AND GRADES

Mandatory Assignments		Due Date	Value
Exercise 1 – In-class activity (group discussion)	Naggel - discussion	Week 2	2.5
Exercise 2 – take home (1 page max.)	Reflective paper - Mindwalk	Week 3	5
Exercise 3 – In-class activity (1-on-1)	The interview	Week 3	2.5
Exercise 4 – In-class activity (group discussion)	Mixed methods or mixed-up methods?	Week 4	2.5
Exercise 5 - Take home – individual activity. (3 references min. 3 pages max.)	Participant observation - undertake a recreational experience (first time, or re-experience)	Week 8	10
Exercise 6– In-class activity (1-on-1)	The image exercise	Week 9	2.5
Exercise 7 – In-class activity (group discussion)	Ethics and obligations, conducting collaborative research in the 21 st century.	Week 10	2.5
Exercise 8 – In-class activity (individual presentations)	Interdisciplinarity –find and present or design an interdisciplinary project that you found of interest or would like to conduct.	Week 12	7.5
Exercise 9 – In-class activity	Class reading – select one of the class readings and lead a discussion, provide an additional reading(s) and discuss the new reading	Weeks 2-12	10
Exercise 10 – Take-home paper individual assignment (3 ref. 3 pages max.)	Coding exercise	Week 12	15
TOTAL			60%

Major Assignments		Due Date	Value
Option A 20-30 pages 10 References	Methods Section of Your Proposal: Outline (10%) Full paper (30%)	Week 6 Dec. 9, 2013	40%
Option B 10-20 pages 10 references	Sustainability or Resilience Outline (10%) Full paper (30%)	Week 6 Dec. 9, 2013	40%
Option C 10-20 pages 10 references	The dominant paradigm in popular media Outline (10%) Full paper (30%)	Week 6 Dec. 9, 2013	40%
Option D 10-20 pages 10 references	Student-driven initiative Outline (10%) Full paper (30%)	Week 6 Dec. 9, 2013	40%
TOTAL			40%

Date*	Theme	Reading
Week 1 Sep. 12, 13	Introduction, the philosophy of science, theories, concepts, research tools Interdisciplinarity Selection of readings <i>Movie: Mindwalk: The New Paradigm (55 minutes)</i>	Dods, R. R. (2004). Knowing ways/ways of knowing reconciling science and tradition. <i>World Archaeology</i> , 36(4): 547-557. Naggel, T. "What Is It Like to Be a Bat?" http://www.cs.helsinki.fi/u/ahyvarin/teaching/niseminar4/Nagel_WhatIsItLikeToBeABat.pdf
Week 2 Sep. 19, 13	Traditional Ecological Knowledge, Complexity Resilience <i>Student lecture</i> <i>In-class activity: Review of the Naggel article</i>	Berkes, F., & Kislalioglu-Berkes, M. (2009). Ecological complexity, fuzzy logic, and holism in indigenous knowledge, <i>Futures</i> , 41(1): 6-12. Scott, D.D. (2003). Oral Tradition and Archaeology: Conflict and Concordance Examples from Two Indian War Sites. <i>Historical Archeology</i> , 37(3), pp. 55-65. Stroink, M., & Nelson, C.H. (2013, in press) Complexity and food hubs: five case studies from Northern Ontario. <i>Local Environment</i> , http://dx.doi.org/10.1080/13549839.2013.798635
Week 3 Sep. 26, 13	Case studies <i>Student lecture</i> The interview <i>Student lecture</i> <i>In-class activity: the face-to-face interviews</i>	Dowsley, M., & Wenzel, G. (2008). "The Time of the Most Polar Bears": A Co-management Conflict in Nunavut. <i>Arctic</i> , 61(2), pp. 177– 189. Honggen, X., & Smith, L.J. Case studies in tourism research: A state-of-the-art analysis. <i>Tourism Management</i> , 27(5), pp. 738-749. Jennings, G. R. (2005). Interviewing a focus on qualitative techniques. In B. W. Rithie, P. Burns., & C. Palmer (Eds.). <i>Tourism research methods: Integrating theory with practice</i> (99-118). Cambridge, MA: CABI Publishing. Winchester, H.M. (1996). Ethical issues in interviewing as a research method in human geography, 27(1), 117-131.
Week 4 Oct. 3, 13	Guest speaker: Jay Dampier Video interviews The go-along interviews	Carpiano, R. M. (2009). Come take a walk with me: The "Go-Along" interview as a novel method for studying the implications of place for health and well-being. <i>Health & Place</i> , 15(1), 263-272. Igoe, J., Neves, K., & Brockington, D. (2010). A Spectacular Eco-Tour Around the Historic Bloc: Theorizing the Current Convergence of Conservation and Capitalism. <i>Antipode</i> 42(3): 486-512 (Special Issue on Conservation and Capitalism).
Week 5 Oct. 10, 13	Mixed Methods <i>Student lecture</i> <i>In-class activity: Mixed methods or mixed-up methods?</i>	Denscombe, M. (2008). Communities of Practice: A Research Paradigm for the Mixed Methods Approach. <i>Journal of Mixed Methods Research</i> , 2, 270. Johnson, B. R., Onwuegbuzie, A.J., & Turner, L.A. (2007). Toward a Definition of Mixed Methods Research. <i>Journal of Mixed Methods Research</i> , 1, 112.
Week 6 Oct. 17, 13	Participant observations Ethnography <i>Student lecture</i>	Cole, S. (2005). Action ethnography: Using participant observation. In B. W. Rithie, P. Burns., & C. Palmer (Eds.). <i>Tourism research methods: Integrating theory with practice</i> ((63-72). Cambridge, MA: CABI Publishing.

*Schedule is subject to change and guest speaker availability

Date*	Theme	Readings
Week 7 Oct. 24, 13	Class cancelled due to 2013 Canadian Rural Revitalization Foundation (CRRF) annual conference being held in Thunder Bay	
Week 8 Oct. 31, 13	Reflexivity Sampling, collecting, transcribing Coding, analyzing Member checking <i>Student lecture</i>	Bradshaw, M. (2001), Contracts and member checks in qualitative research in human geography: reason for caution?. <i>Area</i> , 33: 202–211. doi: 10.1111/1475-4762.00023 Dupuis, S. (1999) Naked truths: Towards a reflexive methodology in leisure research. <i>Leisure Sciences</i> 21, 43–64. Feighery, W. (2006). Reflexivity and Tourism Research: Telling An (other) Story. <i>Current Issues in Tourism</i> . 9(3), 269–282. *Saldanña, J. (2009). An introduction to codes and coding. <i>The Coding Manual for Qualitative Researchers</i> , (pages 1-31). Los Angeles, CA: Sage.
Week 9 Nov. 7, 13	Visual ontology Understanding the gaze Photo-history Photovoice <i>Student lectures</i> <i>In-class activity: The image</i>	Lemelin, R.H., Wiersma, E., Trapper, L., Beaulieu, M., Kapashesit, R., & Dowsley, M.. (2013). A dialogue and reflection on photohistory: Engaging indigenous communities in research through visual analysis. <i>Journal of Action Research</i> . 11(1), pp. 92-107. Prosser, J. (2012). "Visual methodology: Toward a more seeing research," in N. Denzin & Y. Lincoln (Eds.), <i>The Sage Handbook of Qualitative Research</i> (4 th edition) (pp. 479-495). Sage, Los Angeles.
Week 10 Nov. 14, 13	Guest speaker: Rhonda Koster Community research Collaborative research <i>Student lecture</i> <i>In-class activity: Ethics and obligations, conducting collaborative research in the 21st century.</i>	Koster, R & Lemelin, R. H. (2009). Appreciative Inquiry and Rural Tourism: A Case Study from Canada. <i>Tourism Geographies</i> , 11(2), 259-270. Lemelin, R. H., Wiersma, E., and Stewart, E.J. (2010). Integrating Researchers and Indigenous Communities: Reflections From Northern Canada. (pp. 289-307). In M. Hall (Ed.). Chapter 22: Fieldwork in Tourism: Methods, Issues and Reflections. NY: Routledge.
Week 11 Nov. 21, 13	Grounded Theory <i>Student lecture</i>	Charmaz, K. (2010). <i>Constructing Grounded Theory: A Practical Guide through Qualitative Analysis</i> . Sage Publications. (pick one or two chapters) Pandit, N. R. (1996) The creation of theory: A recent application of the grounded theory method. <i>The Qualitative Report</i> , 2(4). Retrieved from http://www.nova.edu/ssss/QR/QR2-4/pandit.html
Week 12 Nov. 28, 13	Critical theory Oxford University Podcast The Sandwich that Sabotaged Civilisation http://podcasts.ox.ac.uk/sandwich-sabotaged-civilisation-audio <i>Student lecture</i> <i>In-class activity: Interdisciplinarity</i> <i>Student lecture</i>	

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MAJOR ASSIGNMENT DESCRIPTIONS

Option A – Methods

Paper outline

Full paper

- Evaluation:**
- 20-30 pages maximum double-spaced includes reference section
 - Provide a literature review to set the context (i.e., define location, participants), then provide an overview of research objectives and goals.
 - Methods section outline process, method, transcribing, coding
 - Conclusion
 - Since spelling and grammar will be worth 50% of the mark, succinctness and clarity count.
 - Text are to be at min. 1.5 spacing, left-justified, one-inch margins, pages numbered using a running header, using 12-point Times type, and double-sided (if possible).
 - All papers are required to use at least 10 references sources of which at least half should be from referred journals. All cited material in the text should be documented in an APA fashion.
 - Papers are due at the beginning of class, unless otherwise noted.
 - No late assignments without prior approval will be accepted.
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Option B – Sustainability and Resilience

Project Type: Take home, personal assignment

Activity: Students will be required to select one community, organisation or group and analysed that particular's group dedication to environmental sustainability and resilience. Analysis may include an overview of:

- ◆ mission statements and/or goals
- ◆ policies
- ◆ strategies
- ◆ expertise (staff, volunteers, members)
- ◆ projects (funding)
- ◆ dedication to sustainability

- Evaluation:**
- Purpose/introduction (i.e., identification of research topic, of research, research questions); project description and demonstrated understanding of the issues under consideration (i.e., introduction - topic presentation – conclusion); substantive elements of the report (i.e., observations and discussion regarding the organisation's dedication to sustainability); literature review.
 - 10-15 pages maximum (includes reference section)
 - Since spelling and grammar will be worth 50% of the mark, succinctness and clarity count.
 - Text are to be at min. 1.5 spacing, left-justified, one-inch margins, pages numbered using a running header, using 12-point Times type, and double-sided (if possible).
 - All papers are required to cite at least 10 references sources of which at least half should be from referred journals. All cited material in the text should be documented in an APA fashion.
 - Papers are due at the beginning of class, unless otherwise noted.
 - No late assignments without prior approval will be accepted.
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Option C – The dominant paradigm in popular media

Purpose:	Watch a popular television show (medical or law drama - CSI, Law and Order, Grey's Anatomy). Describe and highlights themes or concepts. For example what stereotypes are promoted, what is being presented, what is not? Are the images, and/or messages reflective of modern society? How do popular TV series promote the positivistic paradigm that science is infallible and always correct? You can also note what type of commercials are aired during the series.
Project Type:	Personal and group assignment.
Problem:	<ol style="list-style-type: none">1. Examine how the dominant paradigm is presented without being contested.2. Highlight the type of commercials that are presented.
Materials:	Television, notepad, portable laptop
Time:	Most dramas are 60 minutes in length, actually about 45-50 minutes excluding commercials. To facilitate the analysis you may want to record the episode.
Activity:	This activity serves to sharpen awareness of the role of the researcher by working with a somewhat familiar medium (TV). At the same time, it extends and reviews observation expertise by moving to the description of a familiar television series from a new perspective.
Discussion:	Continue on self-evaluation for your portfolio.
Rationale:	This exercise is part of the practice of disciplined inquiry designed to make the researcher more reflective and aware of different perspectives. Reflection on the actual mechanics of approaching the description of the television series is the first part of the activity. In the second part, individuals are forced to reflect on their own role as researchers, and on existing paradigms.

Option D – Student driven initiative

A draft outline of the proposal must be provided to the instructor by early October.
