

**LAKEHEAD UNIVERSITY - OUTD 5050 FA/NECU 5101 YA**  
**Qualitative Methods for Research and Inquiry**  
**Fall 2014**

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| <b>Instructor:</b> R. Harvey Lemelin   | <b>Office:</b> SN 2005E                   |
| <b>Classes:</b> Fridays: 8:30-11:30 AM | <b>Telephone:</b> 343-8745                |
| <b>Lecture Room:</b> SN-2009           | <b>Email:</b> Harvey.lemelin@lakeheadu.ca |
| <b>Office Hours:</b> 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. 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.

**LEARNER OUTCOMES:**

- Provide an understanding of interdisciplinary research.
- Provide an understanding of mixed-methods research.
- Identify, interpret and incorporate current and emerging trends and issues in northern studies, geography, anthropology, archaeology, outdoor recreation and tourism management in Canada and elsewhere.
- Demonstrate advanced skills in conducting and reporting research.

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**REQUIRED READINGS:**

- ⊙ **Galman, S. C.** The Good, The Bad, and the Data. Left Coast Press, Walnut Creek, CA.
- ⊙ **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. Sage Publications, Thousand Oaks, California.
  - ⊙ **Given, L.M. (Ed.)** (2008). The SAGE Encyclopedia of Qualitative Research Methods. Sage Publications, Thousand Oaks, California.
  - ⊙ **Limb, M., & Dwyer, C.** (2001). Qualitative Methodologies for Geographers: Issues and Debates. Routledge, New York, NY.
  - ⊙ **Tashakkori, A. & Teddlie, C. (eds)** (2003) Handbook of Mixed Methods in Social and Behavioural Research. Thousand Oaks, CA: Sage.
  - ⊙ **Yin RK** (2009) Case Study Research: Design and Methods. Sage Publications, Thousand Oaks, California.
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## ASSIGNMENTS AND GRADES

| Mandatory Assignments*        |   | Due Date*        | Value       |
|-------------------------------|---|------------------|-------------|
| Take-home exercise            | Secrets of the Tribe (personal review and discussion on the main concepts featured in the movie - 2 pages max., 5 references)               | Week 2           | 5.0%        |
| Class activity                | Bring in an interview. Provide context, introduce interviewee and interviewer. Discuss how this is great or bad interview.                  | Week 3           | 5.0%        |
| Group discussion in the field | Ethics and obligations, conducting collaborative research in the 21 <sup>st</sup> century.  | Week 5           | 5%          |
| Take-home exercise            | On-Line Tutorial for the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS)**                               | Week 6           | 2.5%        |
| Class debate                  | Mixed methods or mixed-up methods?<br>Group discussion  | Week 8           | 2.5%        |
| Class activity                | Bring in an image, have a class analyse it, inform them how close or off the mark they are  | Week 11          | 2.5%        |
| Class activity                | Class reading – select <u>one</u> of the class readings and lead a discussion, provide an additional reading(s) and discuss the new reading | Weeks 2-12       | 2.5%        |
|                               |   | <b>Sub-total</b> | <b>25%</b>  |
| Team base learning activity   | Coding by Galman  | Weeks 2-12       | <b>25%</b>  |
| <b>Major Project</b>          | The Angler POW/Internment Camp  | Weeks 2-12       | <b>50%</b>  |
| Field Trip                    | Field trip contributions  | Week 4           | 10%         |
| Draft Overview                |   | Week 8           | 10%         |
| Presentation                  |   | Week 10          | 10%         |
| Final Paper                   |   | TBD              | 20%         |
|                               |   | <b>TOTAL</b>     | <b>100%</b> |

\*No late assignments, including in-class exercises will be accepted without prior approval.

\*\* As an MES student, you are required to submit your master's research proposal to the Lakehead University Research Ethics Board (REB), and as part of that submission, you are required to include a certification of completion of the On-Line Tutorial for the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS). The purpose of this assignment is to complete the certification so that it is out of the way! You will find the certification tutorial online at

<http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/> or through the Lakehead University Research Office Website.

### **CODING BY GALMAN: TEAM BASE LEARNING ACTIVITY**

Students are required to read and summarize the chapters in the Galman book. Individual papers will be evaluated by colleagues during the group work. Members of the group will also be provided with an opportunity to review and reflect on the coding assignments as a group. A final group discussion on Galman and coding will be held on the last class.

### **MAJOR PROJECT – POW AND INTERNMENT CAMPS ALONG THE NORTH-SHORE**

Working in collaboration with the *Marathon Economic Development Corporation* this project will examine the viability of integrating the Angler Prisoner of War and Internment Camp located near the community of Marathon into a regional tourism strategy along the north shore of Lake Superior.

The goal of this project is to acquire a greater understanding of POW and Internment camps located in the area, increase the awareness of these POW/Internment camps found throughout the region and examine ways in which they can be integrated into regional educational and tourism strategies.

The course will include a field trip to the Angler Prisoner of War and Internment Camp. The proposed dates for the field trip is:

- a. Friday, October 3<sup>rd</sup> to Sunday October 5<sup>th</sup>, 2014.
- b. Friday, October 10<sup>th</sup> to Sunday October 12<sup>th</sup>, 2014.

This research project will include the following research topics.

- i. Literature review – conduct an extensive literature review on POW and Internment Camps in Canada. This information may include websites, podcasts and social media.
- ii. Inventory Angler - provide a description of access to the site, describe what can be currently found on the site; provide sites where additional information can be found;
- iii. Create a POW/Internment Camp trail map for the POW/Internment Camps located throughout North-western Ontario.
- iv. Determine how federal and provincial agencies (Parks Canada, Ontario Parks and others) and existing legislation applies to the management of this and other sites;
- v. Select three positive case studies from the US and Canada and discuss lessons learned from these case studies;
- vi. Suggest/develop a tentative interpretation strategy

In early September 2014, students will be asked to join a working group composed of 5-7 individuals for the duration of the course. Each Work Group will have specific Terms of Reference (see below) to guide the work. Each Work Group will also contribute in its own way to the draft report, presentation and final report.

There are some clear overlaps between the Work Groups. In fact, one of the challenges of the feasibility assessment process will be to co-ordinate the activities of the Work Groups so that such overlaps help rather than hinder progress towards the final report.

#### Suggested Reading Materials on POW/Internment Camps:

- Nakano T.U., & Nakano, L. (1980). Within the barbed wire fence. University of Toronto Press, Toronto, ON.
- Okazaki, R.K. (1996). The Nisei Mass Evacuation Group and P.O.W. Camp '101' Angler, Ontario.
- Shimizu, Y. (1993). The exiles: An archival history of the World War II Japanese road camps in British Columbia and Ontario. NCC Printing & Publishing: Dehli, ON.

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#### **Phase A – Draft Paper**

- ◆ Representative groups will:
  - ◆ Set the context of your study;
  - ◆ State the objectives;
  - ◆ Outline preliminary findings;
  - ◆ Provide case examples (where appropriate); and,
  - ◆ Only one paper per group is required.

In 5-8 pages maximum (includes reference section) explain your ideas.

- ◆ Your spelling, succinctness, and clarity will greatly influence the grading of your paper.
- ◆ Text should be at min. 1.5 spacing, left-justified, one-inch margins, pages numbered using a manuscript header, using 12-point Times type, and double-sided.
- ◆ All papers are required to use at least six references sources of which at least half should be from refereed 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.

### **Phase B – Presentations**

- ◆ Each group will highlight their research objectives and outline their findings.
- ◆ Special attention should be paid to logic and organization, and the effective use of text, appropriate font, space and graphics (e.g., images, figures, tables).
- ◆ Legibility, grammar and spelling are essential components of a presentation.

### **Phase C - Final Paper**

The paper will review the topic, outline the working group's perspective and objectives, and highlight deliverables. The paper will also provide suggested timelines and required legislation and/or associated-costs (where applicable).

The paper (one per group) must include:

- Purpose/introduction (i.e., identification of research topic, research objectives, description of the context);
- Review objectives listed for your group, address issue that may have arisen as a consequence of these objectives;
- Project description and demonstrated understanding of the issues under consideration (i.e., introduction - topic presentation – conclusion);
- Substantive elements of the report;
- Key recommendations and future strategies (i.e., things to do);

In 15-20 pages (maximum, includes reference section) explain your ideas.

- Your spelling, succinctness, and clarity will greatly influence the grading of your paper.
  - Text should be at min. 1.5 spacing, left-justified, one-inch margins, pages numbered using a manuscript header, using 12-point Times type, and double-sided.
  - All papers are required to use at least 15 reference sources of which at least half should be from referred journals. All cited material in the text should be documented in an APA fashion.
  - No late assignments without prior approval will be accepted.
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| Date*                                 | Theme   | Readings/Viewings/Guest Speakers  |
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| <b>Week 1</b><br><b>Sep. 12, 2014</b> | <b>No-class</b>   | <b>Movie: <i>Secrets of the Tribe</i> (110 minutes).</b> The movie is available at:<br><a href="http://www.veoh.com/watch/v20723644bYDp46sP?h1=S+ecrets+of+the+Tribe">http://www.veoh.com/watch/v20723644bYDp46sP?h1=S+ecrets+of+the+Tribe</a><br>- this movie is to be viewed on your own time.<br><br>Galman, S. (2013). The good, the bad, and the data. Chapter 1   |
| Week 2<br>Sep. 19, 2014               | Course introduction<br>The philosophy of science, theories, concepts, & research approaches<br>Selection of readings<br><br>Coding – Team-based approach using the Galman <i>The good, the bad, and the data</i> book | Guest speaker – POW Camps in Northern Ontario<br><br>Galman, S. (2013). The good, the bad, and the data. Chapter 2 & 3  |
| Week 3<br>Sep. 26, 2014               | <i>Student lecture</i><br>The interview<br>Structuring an interview<br>Research statements, objectives, hypotheses and research questions<br><br><i>Class activity: Bring in an interview</i>                         | 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.<br>Winchester, H.M. (1996). Ethical issues in interviewing as a research method in human geography, 27(1), 117-131.   |
| Week 4<br>Oct. 3, 2014                | FIELD TRIP<br>Option I - October 3-5, 2014<br>Option II – October 10-12, 2014<br><br>Ethics – In-the field group discussion   | Koster, R., Baccar, K., & Lemelin, R.H. (2012). Working ON, WITH & FOR Aboriginal communities: a critical reflection on CBPR. <i>Canadian Geographer</i> , 56(2), 195-210.<br>Lemelin, R.H., & Baikie, G. (2012). Our home and Native Land: Recognizing the socio-cultural dimensions of Last Chance Tourism. In R.H. Lemelin, J. Dawson, & E. Stewart (Editors). <i>Last chance tourism. Adapting tourism opportunities in a changing world</i> (pp. 168-181). Routledge, New York.  |
| Week 5<br>Oct. 10, 2014               | <i>Student lecture</i><br>Sampling, collecting, transcribing<br>Coding, analyzing<br>Member checking<br><br>TBL - Coding by Galman  | 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<br>Saldanña, J. (2009). An introduction to codes and coding. <i>The Coding Manual for Qualitative Researchers</i> , (pages 1-31). Los Angeles, CA: Sage.<br>Shepardson, D.P. (2002) Bugs, butterflies, and spiders: Children's understandings about insects, <i>International Journal of Science Education</i> , 24:6, 627-643.<br>Galman, S. (2013). The good, the bad, and the data. Chapters 4 & 8 |
| Week 6<br>Oct. 17, 2014               | NO CLASS<br><br><i>At home activity: On-Line Tutorial for the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS)</i><br><br>TBL - Coding by Galman                                    | Galman, S. (2013). The good, the bad, and the data. Chapter 6.  |

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| <p>Week 7<br/>Oct. 24, 2014</p> <p>Student lecture<br/>Participant observations<br/>Ethnography<br/>Multispecies ethnography<br/>Dunkles, Rätselhaftes Österreich– Dark, Mysterious Austria (45 minutes).<br/>Available at:<br/><a href="https://www.youtube.com/watch?v=4_uMDQBJ7k8">https://www.youtube.com/watch?v=4_uMDQBJ7k8</a></p> <p>TBL - Coding by Galman</p> | <p>Cole, S. (2005). Action ethnography: Using participant observation. In B. W. Rithie, P. Burns., &amp; C. Palmer (Eds.). <i>Tourism research methods: Integrating theory with practice</i> ((63-72). Cambridge, MA: CABI Publishing.</p> <p>Galman, S. (2013). The good, the bad, and the data. Chapter 7.</p>   |
| <p>Week 8<br/>Oct. 31, 2014</p> <p>Student lecture<br/>Research method (quantitative, qualitative, mixed)<br/>Mixed Methods<br/>Proposal writing<br/>Class activity: <i>Mixed methods or mixed-up methods?</i></p>  | <p>Denscombe, M. (2008). Communities of Practice: A Research Paradigm for the Mixed Methods Approach. <i>Journal of Mixed Methods Research</i>, 2, 270.</p> <p>Johnson, B. R., Onwuegbuzie, A.J., &amp; Turner, L.A. (2007). Toward a Definition of Mixed Methods Research. <i>Journal of Mixed Methods Research</i>, 1, 112.</p>  |
| <p>Week 9<br/>Nov. 7, 2014</p> <p>Student lecture<br/>Interdisciplinarity/Transdisciplinarity<br/>Traditional Ecological Knowledge, Complexity<br/>Resilience<br/>Complexity Theory &amp; Panpsychism. Video available at:<br/><a href="http://vimeo.com/44013533">http://vimeo.com/44013533</a> (21.35 min.)</p>   | <p>Berkes, F., &amp; and Kislalioglu-Berkes, M. (2009). Ecological complexity, fuzzy logic, and holism in indigenous knowledge, <i>Futures</i>, 41(1): 6-12.</p> <p>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.</p> <p>Additional viewing: The Secret Life of Chaos – Documentary (54.46 min). Available at: <a href="http://tvo.org/video/173822/secret-life-chaos">http://tvo.org/video/173822/secret-life-chaos</a></p>  |
| <p>Week 10<br/>Nov. 14, 2014</p> <p>Student lecture<br/>In-class: Project Presentations</p> <p>TBL – Coding by Galman</p>   | <p>Burnard, P., Gill, P., Stewart, K., Treasure, E., &amp; Chadwick, B. (2008). Analysing and presenting qualitative data. <i>British Dental Journal</i>, 204(8): 439-432.</p> <p>Galman, S. (2013). The good, the bad, and the data. Chapter 9.</p>   |
| <p>Week 11<br/>Nov. 21, 2014</p> <p>Student lecture<br/>Visual ontology</p> <ul style="list-style-type: none"> <li>• Photo-history</li> <li>• Photovoice</li> <li>• The video interview</li> <li>• Mind maps</li> </ul> <p>TBL - Coding by Galman<br/>Class exercise – the image</p>  | <p>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 &amp; Place</i>, 15(1), 263-272.</p> <p>Igoe, J., Neves, K., &amp; 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.</p>   |
| <p>Week 12<br/>Nov. 28, 2014</p> <p>Student lecture<br/>Grounded Theory<br/>TBL - Coding by Galman wrap-up</p>  | <p>Charmaz, K. (2010). <i>Constructing Grounded Theory: A Practical Guide through Qualitative Analysis</i>. Sage Publications. (pick one or two chapters)</p> <p>Friesen, M. (2002). Analogues at Iqaluktuuq: The Social Context of Archaeological Inference in Nunavut, Arctic Canada, <i>World Archaeology</i>, 34(2): 330-345.</p> <p>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 <a href="http://www.nova.edu/ssss/QR/QR2-4/pandit.html">http://www.nova.edu/ssss/QR/QR2-4/pandit.html</a></p> <p>Dods, R. R. (2004). Knowing ways/ways of knowing reconciling science and tradition. <i>World Archaeology</i>, 36(4): 547-557.</p> <p>Wilson, C. (2007). Indigenous research and archaeology: Transformative practices in/with/for the Ngarrindjeri community. <i>Archeologies Journal of World Archeological Congress</i>, 220-</p> |

\*Schedule is subject to change and guest speaker availability