

Lakehead University
Department of Sociology

Qualitative Methods
SOC 5113 / SOCJ 5011
Sept–Dec 2019

Dr. Barbara Parker

barbara.parker@lakeheadu.ca

Phone: 343-8792

Office: RB 2043

Office Hours: Wednesday 1-2pm

Class Time: Tues 2:30-5:30

Place: ATAC 3006

Welcome to SOC 5113 Qualitative Methods: In this course, we will examine qualitative research methodology, methods and epistemology. We will explore the relationship between theory and methodology, and query why and when qualitative research methods are best employed. This will involve thinking about epistemological, ethical *and* pragmatic issues relating to a qualitative research process. We will learn how to conduct qualitative research by learning observational techniques, interviewing skills, critical self-reflexivity and data analysis. Finally, emphasis will be placed on designing a research methodology and developing a qualitative research proposal.

LEARNING OBJECTIVES

- Develop our perspectives about epistemology and methodology;
- Understand distinct methods employed in qualitative research design;
- Understand ethics and self-reflexivity in qualitative projects;
- Explore links between methodology and the construction of theory;
- Learn design elements of a qualitative research proposal; and
- Develop university-level research, analytical and writing skills.

REQUIRED TEXTBOOKS

1. *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*, (2018), by John W. Creswell and Cheryl N. Poth.

2. *Decolonizing Methodologies: Research and Indigenous Peoples*, 2nd E. (2012), by Linda Tuhiwai Smith.

** Additional required readings will be posted on the Desire to Learn (D2L) course website that accompanies this course.

Additional Resource (not required):

Qualitative Research in Action: A Canadian Primer, 2nd Ed. (2015), by Deborah K. van den Hoonaard.

HOW THE COURSE IS ORGANIZED

This is a graduate seminar course and as such, requires your full participation. This means that you are required to come each week to class with the readings complete. You should be prepared to discuss the content and provide critical observations and reflections on the weekly assigned materials. To do this, you must write 2 page critical reflection paper (double spaced) with questions that have arisen in your reading of the required readings, which you will put into the D2L Assignments Folder before the start of class. Bring a copy to class to assist you with seminar participation and help to facilitate discussion of the weekly topics.

Seminars work best when everyone is informed and there is a collective sense of curiosity and interest in the subject. To this end, we will take turns facilitating our seminar class. Although one student will be responsible for leading the discussion each week, all of us are required to be prepared to discuss the readings and think critically about what we are learning.

If you have questions, at any time during this course, please connect with me in my Office Hours (as listed above) or through email at: barbara.parker@lakeheadu.ca

Please note: I will only respond to emails sent from a Lakehead university email account. In the subject heading, please put the Course Number (SOC 5113/SOCJ 5011). I will do my best to reply to your emails within 24 hours.

CLASSROOM ETTIQUETTE: As a courtesy to your peers and the instructor, please turn off or mute all phones and be advised that laptops are only to be used in the classroom for Zoom or note-taking purposes.

LEARNING ACCOMODATIONS: Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please visit: <http://studentaccessibility.lakeheadu.ca>

PLAGIARISM & ACADEMIC MISCONDUCT: Plagiarism is a serious academic offence. Please take the time to familiarize yourself with what it means to plagiarize and your responsibilities as a student at Lakehead University from the Course Calendar.

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=21&chapterid=3506&loaduserredits=False>

If you have questions, consult the professor.

COURSE EVALUATION

1. Ethics Paper	15% (Due: Oct 22)
2. Interviewing Paper	15% (Due: Nov 19)
3. Seminar Facilitation	10% (ongoing)
4. Weekly Response Papers.....	20% (weekly)
5. Participation	10% (ongoing)
6. Qualitative Research Proposal.....	30% (Due: Dec 6)

* **Late Penalty** Students are reminded that late assignments will be penalized 5% per day, including weekends and holidays, unless PRIOR approval for an extension has been obtained.

EVALUATION INFORMATION

All assignments will be discussed in class and you will have the opportunity to ask questions about expectations. Please note that unless otherwise specified, assignments are due on the due date at the start of class, submitted to the D2L Assignments Folder. All written work will be evaluated based on organization, presentation, grammar and clarity as well as content. Ensure that all assignments are double-spaced in 12 font, with a title page. Finally, you are required to use the ASA (American Sociological Association) Referencing Style for all assignments. There are ASA resources on D2L as well, you can visit:

https://owl.purdue.edu/owl/research_and_citation/using_research/formatting_in_sociology_asa_style/index.html

It is suggested that for your benefit, keep a back up copy of all work.

1. Ethics Paper and Tri-Council Policy Statement (TCPS 2) Certificate (15%)

This paper requires you to complete the TCPS 2 tri-council ethics certificate. If you have completed the certificate previously, please revisit the tutorial and review (you can log in with your email) or you can create an account here: <https://tcps2core.ca> .

As well, you must also review Module 9, *Research Involving the First Nations, Inuit and Métis People of Canada*, located at

http://www.ger.ethique.gc.ca/eng/documents/Module9_en.pdf

Upon completion of the modules, consider your own (developing) research question in relation to the 3 core principals of ethics: respect for persons, concern for welfare and justice. Identify any ethical concerns you have with your project through the lens of TCPS 2 and the REB. Engage with the readings from week 6 and specifically, Doucet & Mauthner's concept of "ethical issues of accountability". How will you deal with the

ongoing ethics concerns over the course of your research? Be sure to clearly state your research question in the introduction and provide brief context for the proposed project.

Your paper will be 5 pages in length, double-spaced in 12 font. Please include a separate title page and references page using ASA style.

You will need to upload your TCPS 2 tutorial certificate to the Assignments Folder as part of this assignment.

* Please note that there can be difficulties with registering to complete the tutorial so begin the registration process early to avoid delays. Once you begin, the tutorial plus Module 9 will take you 3-3.5 hours to complete.

2. Interviewing Paper (15%)

For this assignment, you are required to work with a classmate to develop a set of research questions based on your conversation of a specific issue or idea (from the media, or an experience you have had). Once you have developed questions together (I will provide time in class for this activity), you will arrange a time outside of class to conduct a mock interview with one another and then practice your interview techniques. If you are each agreeable, audio record the process of asking each other the interview questions and take notes of the process. Once you have completed the mock interview, transcribe a minimum of 15 minutes of the audio recording, and then write up an analytical and reflexive paper of the process.

Your paper will be 5 pages in length, double-spaced in 12 font. Please include a separate title page, references page using ASA style and attach the transcript of your mock interview.

3. Seminar Facilitation (10%)

When it is your turn to facilitate the weekly readings, you will lead the class in a discussion based on your careful consideration of the weekly materials. You will not summarize the readings, rather, you will identify themes and raise questions or points of conversation. You are expected to present for about 20-30 minutes prior opening it up for class discussion. You will be evaluated based on the quality of your critical reading and the questions you have prepared. At the end of the class, please hand in a 5 page paper (double-spaced) based on your facilitation notes.

4. Weekly Response Papers (20%)

To assist you with seminar preparation, you are required to write a weekly 2-3 page critical response paper (double spaced) with a minimum of 2 questions, which you will put in the Assignments Folder on D2L prior the beginning of class.

*Note that there are 11 weeks of readings and you must hand in a total of 10 papers over the course of the Term. This means that you can choose to skip one week of your choice without penalty.

5. Participation (10%)

This is a graduate seminar course and as such, you need to come to class prepared to discuss the readings and the key themes they present. You can also bring any questions raised by the readings, even if it is not your week to facilitate the seminar.

Your participation grade will reflect my consideration of:

- completion of required readings;
- participation level (i.e. none, little, active, above the norm);
- level of analysis and/or critique of readings;
- pertinence of comments to course content;
- willingness to ask for clarification and identify problem areas in the readings;
- ability to link specific readings to the broader themes of the course;
- ability to present summaries of readings when requested; and
- ability to respond to questions posed by classmates / professor.

6. Research Proposal (30%)

The final project in this class requires you to develop a qualitative research proposal. This will include identifying a research question (with rationale & supporting literature review) and methodology with clear methods for approaching your research study. The methodology should be outlined, including why it is appropriate and important for your particular research study. Describe how you will collect data including recruitment strategies. Please include any ethical considerations emerging in the construction of your research design.

Your final assignment will be 15-20 pages in length, double-spaced in 12 font. Please include a separate title page and references page in ASA style. As well, attach any appendices as required.

READINGS BY WEEK * Please note that all readings are in the textbooks or on the D2L website that accompanies this course.

Week 1 – Sept 3 Welcome & Overview

Review Syllabus and discuss expectations

Week 2 – Sept 10
No Class

Week 3 – Sept 17
Qualitative Research: Inductive Reasoning, Philosophical Assumptions and Interpretive Frameworks

Readings:

1. Chapter 1 (1-14), in Creswell & Poth
2. Chapter 2 (15-38) in Creswell & Poth
3. Chapter 1 (1-18) in Linda Tuhiwai Smith

Week 4 – Sept 24
Designing Research: Unpacking Epistemologies

Readings:

1. Ch 2 (42-57) (2012) Research Through Imperial Eyes, in Linda Tuhiwai Smith
2. Ch 3 *Designing a Qualitative Study*, in Creswell & Poth
3. Carter, S. M., & M. Little (2007). Justifying Method, Taking Action: Epistemologies, Methodologies and Methods in Qualitative Research. *Qualitative Health Research* 17(10): 1316-28.

Week 5 – Oct 1
Reflexivity and the Intersections of Social Location

Readings:

1. Broom, A., K. Hand & P. Tovey, (2009). The Role of Gender, Environment and Individual Biography in Shaping Qualitative Interview Data, *International Journal of Social Research Methodology*, 12(1): 51-65.
2. Finlay, L., (2002). Outing the Researcher: The Provenance, Process and Practice of Reflexivity. *Qualitative Health Research*, 12(4): 531-45.
3. Berger, R. (2015). Now I see it, Now I don't: researcher's position and reflexivity in qualitative research, *Qualitative Research*, 15(2): 219-234.

Week 6 – Oct 8
Designing Research: Ethical Considerations

Readings:

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1. Doucet, A. & Mauthner, N. S., (2002). Knowing Responsibility: Linking Ethics, Research Practice and Epistemology. In *Ethics in Qualitative Research*, edited by M. Mauthner, M. Birch, J. Jesop & T. Miller, pgs. 123-145.
2. Cochran, P. A.L., Marshall, C., Garcia-Downing, C., Kendall, E., Cook, D., McCubbin, L., & Gover, R.M.S. (2008). Indigenous Ways of Knowing: Implications for Participatory Research and Community, *American Journal of Public Health*, 98(1): 22-27.
3. Ch. 4, *Research Adventures on Indigenous Land*, in Linda Tuhiwai Smith
4. Ch. 5, *Notes from Down Under*, in Linda Tuhiwai Smith

Week 7 – Oct 15

NO CLASS FALL READING WEEK

Week 8 – Oct 22

Designing Qualitative Research

Readings:

1. Ch 4, *Five Qualitative Approaches to Inquiry*, in Creswell & Poth
2. Ch 6, *Introducing and Focusing the Study*, in Creswell & Poth

* Ethics Paper due

Week 9 – Oct 29

Sampling and Methods of Data Collection

1. Ch 5, Five Different Qualitative Studies, in Creswell & Poth
2. Ch 7, *Data Collection*, in Creswell & Poth

**This week you are to look closely at the Appendixes B through F in Creswell & Poth paying particular attention to sampling and data collection in each example (narrative, grounded theory, phenomenology, ethnography or case study).

Week 10 – Nov 5

Community-Based Research and Social Justice

1. Martin, D. (2012). Two-eyed seeing: a framework for understanding indigenous and non-indigenous approaches to indigenous health research. *Canadian Journal of Nursing Research*, 44(2): 20-42.
2. Graveline, F. J., (2000). Circle as methodology: Enacting an Aboriginal paradigm, *International Journal of Qualitative Studies in Education*, 13:4, 361-370.
3. Ch 7, *Articulating an Indigenous Research Agenda*, in Linda Tuhiwai Smith

4. Ch 8, *Twenty-five Indigenous Projects*, in Linda Tuhiwai Smith

Please also review the **OCAP Principles** at: <http://fnigc.ca/node/2>

Week 11 – Nov 12 **Interviewing**

1. DeVault, M. L., (2004). *Talking and Listening from Women's Standpoint: Feminist strategies for Interviewing and Analysis*, in *Feminist Perspectives on Social Research*, edited by S. Nagy Hesse-Biber & M. L. Yaiser, pgs. 227-250.
2. 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, in *Health & Place*, 15: 263-272.
3. Deakin H. and K. Wakefield. (2014). Skype Interviewing: reflections of two PhD researchers, *Qualitative Research*. 14(5): 603-616.

Week 12 – Nov 19 **Ethnography, Field Research and Observations**

1. Kontos, P. (2004). Ethnographic reflections on selfhood, embodiment and Alzheimer's disease. *Aging and Society*, 24: 829-849.
2. Buscatto, M. (2011). *Using Ethnography to Study Gender*, Ch 3 in *Qualitative Research*, edited by D. Silverman, pgs 35-52.
3. Murthy, D. (2008). Digital Ethnography: An examination of the use of new technologies for social research, *Sociology*, 42(5): 837-855.

* Interviewing Paper due

Week 13 – Nov 26 **Analysis and Interpretation**

1. Chapter 8 (181-223), *Data Analysis and Representation*, in Creswell & Poth
2. Pope, C., Ziebland, S., and Mays, N. (2000). Analyzing Qualitative Data. *British Medical Journal*, 320: 114-116.
3. Hsieh, H, F., and Shanon, S. E., (2005). Three Approaches to Qualitative Health Research, *Qualitative Health Research*. 15(9): 1277-1288.

Make Up Week: Dec 3 **Writing Qualitative Research**

1. Chapter 9 (225-251), *Writing a Qualitative Study*, in Creswell & Poth.
2. Frank, A. (2004). After Methods, the Story: From Incongruity to Truth in Qualitative Research, *Qualitative Health Research* 14: 430-440.

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* Final Research Proposal due Dec 6

** Please note that the Readings may change with notice from the Professor

Have a great winter break!