

**QUALITATIVE METHODS
SOC 5113 / SOCJ 5011 FDG
September-December 2020
Wednesday 2:30-5:30**

Dr. Barbara Parker

Contact: barbara.parker@lakeheadu.ca

Office Hours: by Zoom appointment

Welcome to Qualitative Methods: In this graduate seminar class, we will examine qualitative research methodologies, epistemologies and methods. We will think about social justice as an ontological commitment in our research. 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, ontological, ethical *and* pragmatic issues relating to the 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 on epistemology, ontology and methodology;
- Understand ethics and self-reflexivity in qualitative projects;
- Explore links between methodology and the construction of theory;
- Understand distinct methods employed in qualitative research design;
- Query social justice as an ontological commitment in research;
- 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.

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

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

HOW THE COURSE IS ORGANIZED

This graduate seminar course is being offered via Zoom in a synchronous format. As such, it will require your full participation in our scheduled class time (Wednesday 2:30-5:30 EST). This means that you should come to class each week with the readings complete and be prepared to discuss the content and provide critical observations. Additionally, we will take turns facilitating our seminar class. I will have you sign up for a date in Weeks 1-2 and student-led seminar facilitation will begin in Week 3.

To help you prepare for our seminar class time, I ask that you prepare a 2-3 page Reading Reflection paper (double spaced) weekly. You are asked to hand this Reading Reflection paper in before the start of class each week. Papers can be uploaded to the D2L Assignments Folder.

If you have questions, at any time during this course, please connect with me through email at: barbara.parker@lakeheadu.ca

Please note: I 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.

ZOOM ETTIQUETTE: I ask that you participate in our Zoom Seminar class with your video link turned "on" and your sound "muted" unless you are speaking. This will minimize the sound distractions of many microphones while enabling us to see one another, which will help us get to know one another. If you are unable to keep your video on throughout class (personal, technological or other reasons), having the video on at the beginning of class will help us to establish relationships and community with one another. As a courtesy to your peers and myself, please turn off or mute all phones while in our Zoom Room.

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. Reading Reflection Papers	20% (weekly)
2. Seminar Facilitation	15% (ongoing)
3. Ethics Paper	15% (Due: Oct 21)
4. Interviewing Paper	15% (Due: Nov 18)
5. Participation	10% (ongoing)
6. Qualitative Research Proposal.....	25% (Due: Dec 9)

* **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.

COURSE EVALUATION

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 (See Resources on D2L).

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

1. Reading Reflection Papers (20%)

To assist you with seminar preparation, you are asked to write ten (10) 2-3 page Reading Reflection papers (double spaced) over the course of Term beginning Week 2.

Remember that this paper is not a reading summary. Although you encouraged to briefly explain the authors' main argument or point of the paper, I encourage you to choose themes or points of discussion and develop your paper around these ideas. You can discuss why you find an idea particularly compelling; or what you disagreed with or any questions that linger upon your reading. Identify one or two take-away points and a question you have that has emerged from your reading. When possible, I encourage you to make connections with other week's readings.

These Reading Reflection papers are to be uploaded to the the Assignments Folder on D2L prior the beginning of class.

2. Seminar Facilitation (15%)

Each student is responsible for facilitating one of the week's readings. When it is your turn, you will lead the class in a discussion of the weekly materials. Again, please don't summarize the readings as everyone in the class will have come to the seminar prepared with their readings done and ready to participate. Rather, use the opportunity to identify author's main arguments or themes and raise questions and/or points of conversation. You are expected to present for about 25-30 minutes before opening it up for class discussion. You will be evaluated based on the quality of your critical reading, the questions you have prepared and class engagement with your presentation materials. You will hand in a 4-5 page paper (double-spaced) after class on the week you facilitate (this replaces your Reading Reflection paper for this week). In your paper, reflect and respond not only on the readings but also to your experience facilitating the seminar. This paper can be uploaded to the Seminar Facilitation Assignments Folder.

3. 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 5 and 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.

4. Interviewing Paper (15%)

For this assignment, you will work with a classmate and conduct a mock interview with one another to develop and practice your interview skills and techniques. Once you have completed the mock interview you will transcribe a minimum of 15 minutes of the digital recording. This will be followed by your writing up an analytical and reflexive paper on interviewing as a method of social research.

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.

More details will be provided in class and are available on D2L.

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 (25%)

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 research proposal 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 9

Welcome & Overview

Review Syllabus and discuss expectations

1) Potts, K., and L. Brown. (2005). Becoming an Anti-oppressive Researcher, in Brown, L. & Strega S. (Eds). *Research as Resistance: Critical, Indigenous & Anti-Oppressive Approaches*, Toronto: Canadian Scholars Press. Page 255. See link on D2L.

Week 2 – Sept 16

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 3 – Sept 23

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 4 – Sept 30

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 5 – Oct 7

Designing Research: Ethical Considerations

Readings:

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 6 – Oct 14

NO CLASS FALL READING WEEK

Week 7 – Oct 21

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 8 – Oct 28

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 9 – Nov 4

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 on D2L** and available at: <http://fnigc.ca/node/2>

Week 10 – Nov 11

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 11 – Nov 18

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 12 – Nov 25

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.

Week 13 – Dec 2

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.

* Final Research Proposal due Dec 9

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

Have a great winter break!