

Fall 2016

GEOG 5003/CDNS 5002: Critical Approaches to Qualitative Inquiry

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I. Course Description:

Content

This course will focus on the theoretical claims that frame the way we approach the production of knowledge and change. Rather than a common-sense route to authoritative truths, the standard set of assumptions about who we are as knowers, what knowledge is, and how it works represent a historically and culturally-specific (white, western, positivist) mode of inquiry. While these tools may be useful and habitual, their association with colonial, capitalist, and androcentric intellectual traditions calls us to apply them with care, and to consider alternatives. What if research is a peculiar form of storytelling? Do our feelings contaminate our data? Are places and things actually inert? Is time a line that we slide along, with the past receding behind us? Where does the self end, and the other begin? What makes research good – to whom? In order to explore these (and other) questions, this course considers creative, critical, emotional, embodied, Indigenous, Eastern, poststructural, new materialist, psychoanalytic, and feminist approaches to qualitative inquiry.

Learning Objectives

This course has two primary goals:

- to expose students to ideas and examples that might help make their own inquiries more engaging, ethical, and useful; and
- to focus on writing as the foundational academic method of knowledge production, in order to help students become more confident and skilled as writers.

II. Prerequisites:

Open to all graduate students.

III. Texts:

Course readings will consist of three required articles and/or chapters per week, as listed below. Unless otherwise noted, the readings can be downloaded from the library or the course page on CULearn. Students are responsible for ensuring that they have access to all the readings – and they are expected to read, and take notes on, all the assigned readings BEFORE the class in which they are being discussed. Success in this course depends on meeting this requirement.

IV. Course calendar:

This course consist of one three-hour seminar, Thursdays 8:35-11:25, in A220 Loeb.

8 September

Week 1: Opening

15 September

Week 2: Creative Research

1. Margaret Somerville, Textual genres and the question of representation. In Sara Delamont and Angela Jones, (Eds). Handbook of Qualitative Research in Education. Edward Elgar, Cheltenham, UK, 2012, 533-541.
2. Pranee Liamputtong, Innovative and alternative research methods in consideration, in Researching the vulnerable, Sage, 2007, 140-163.
3. Harriet Hawkins, Creative geographic methods: knowing, representing, intervening. On Composing place and page. Cultural Geographies 22 (2), 2015, 247-268.

22 September

Week 3: Critical Research

1. Foley, Douglas. Critical Ethnography: The reflexive turn. Qualitative Studies in Education 15 (5), 2002, 490-496.
2. Mike Kesby, Rethorizing empowerment-through-participation as performance in space: Beyond tyranny to transformation. Signs: Journal of women in culture and society 30 (4), Summer 2005, 2037-2065.
3. Ashley Barnwell, Creative Paranoia: Affect and social method. Emotion, Space and Society 20 (2016), 10-17.

29 September

Week 4: Emotional Research

1. Stacey Hannem, 'Grappling with reflexivity and the role of emotion in criminological analysis, in Jennifer M. Kilty, Maritza Felices-Luna, and Sheryl C. Fabian, Degmarginalized voices: Commitment, emotion, and action in qualitative research. UBC Press, 2014, 267-285.

Note: this is available from the library as an e-book. You will need Adobe Digital Editions in order to access this book online. So far as I can tell, it is not save-able. Please return the book as soon as you are done reading the chapter in order to allow others to access it. (To return the book, right-click or go to 'Item Info' in the 'File' menu).

2. Nichola Wood and Susan Smith, Instrumental routes to emotional geographies. Social and Cultural Geography 5 (4), December 2004, 533-548.
3. Sara Smith, Intimacy and angst in the field. Gender, Place and Culture 23 (1), 2016, 134-146.

6 October

Week 5: Embodied Research

1. Margaret Somerville, Tracing bodylines: The body in feminist poststructural research. International Journal of Qualitative Studies in Education, 17 (1), Jan-Feb 2004, 47-63.
2. Wanda Pillow, Exposed methodology – the body as deconstructive practice. Qualitative Studies in Education, 10 (3), 1997, 349-363. (199) – example of research that counts the body and space/place as meaningful data; the leaky messy body; very accessible
3. Heidi Kaspar and Sara Landolt, Flirting in the field: Shifting positionalities and power relations in innocuous sexualisations of research encounters. Gender, Place and Culture, 23 (1), 2016, 107-119.

13 October

Week 6: Indigenous Research

1. Margaret Kovach, Emerging from the margins: Indigenous methodologies. In Leslie Brown and Susan Strega, Eds. Research as resistance: Critical, Indigenous, and Anti-Oppressive approaches. Canadian Scholars Press, Toronto, 2005.19-36.

Note: Available online at

https://occupyresearchcollective.files.wordpress.com/2012/06/research_as_resistance__critical__indigenous__and_anti_oppressive_approaches1.pdf

2. Leeane Simpson. Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. Decolonization: Indigeneity, Education & Society, 3 (3), 2014, 1-25.

3. Zohl de Ishtar, Striving for a common language: A white feminist parallel to Indigenous ways of knowing and researching. Women's Studies International Forum, 28, 2005, 357-368.

20 October

Week 7: Eastern Research

1. Eugene Taylor, The Zen doctrine of 'no method.' The Humanistic Psychologist, 37, 2009, 295-306.

2. Avital Ronell, Koan Practice or Taking down the test, Parallax, 10 (1), 2004, 69-84.

3. Aislinn O'Donnell, Contemplative Pedagogy and Mindfulness. Journal of Philosophy of Education, 49 (2), 2015.

3 November

Week 8: Poststructural Research

1. Deborah Britzman, The question of belief – writing poststructural ethnography. Qualitative Studies in Education, 8 (3), 1995, 229-238.

2. E. Jeffrey Popke, Poststructuralist ethics: Subjectivity, responsibility and the space of community. Progress in Human Geography, 27 (3), 2003, 298-316.

3. John Law and John Urry, Enacting the social. Economy and Society 33 (3), August 2004, 390-410.

10 November

Week 9: New Materialist Research

1. Ben Anderson and Paul Harrison, The promise of non-representational theories. Taking Place: Non-representational theories and geography. Ashgate, 2010, p 1-34.

2. Maggie Maclure, Qualitative Inquiry: Where are the ruins? Qualitative Inquiry 17 (10), 2011, 997-1005.

3. Kate McCoy. Toward a methodology of encounters: Opening to complexity in qualitative research. Qualitative Inquiry 18 (9), 2012, 762-772.

17 November

Week 10: Psychoanalytic Research

1. Liz Bondi, Empathy and identification: Conceptual resources for feminist fieldwork. ACME: An International E-Journal for Critical Geographies, 2 (1), 2003.

2. Katy Bennett, Allan Cochrane, Giles Mohan, and Sarah Neal. Listening. Emotion, Space and Society 17, 2015, p 7-14.

3. Mary Thomas, The Implications of Psychoanalysis for Qualitative Methodology: The Case of Interviews and Narrative Data Analysis. The Professional Geographer, 59 (4), 2007, 537-546.

24 November

Week 11: Feminist Research

1. Rachel Colls, Feminism, bodily difference and non-representational geographies. Transactions of the Institute of British Geographers 37, 2012, 430-445.

2. Mark Carey et al, *Glaciers, gender and science: A feminist glaciology framework*. *Progress in Human Geography* 2016, 1-24.

3. AnaLouise Keating, *Speculative realism, visionary pragmatism, and poet-shamanic aesthetics in Gloria Anzaldua – and beyond*. *WSQ: Women's Studies Quarterly*, 40 (3 & 4), Fall/Winter 2012, 51-69.

1 December

Week 12: Closing

V. Evaluation

Grading Scheme

Grading will be based on a mix of self-assessment, peer evaluation, and the instructors' assessment. Please note that the weighting of each item may vary, based on enrollment.

Participation – 30%

The success of small graduate seminars depends on consistent, attentive student engagement. In order to earn the full 30%, students are expected to show up, mentally and physically; to share their perspectives and questions; to listen respectfully and respond frankly; to support the creation of a positive, safe learning environment; to participate in class activities; and to initiate problem-solving with the instructor and/or their peers if something is limiting their engagement. **In-class activities that have been missed cannot be made up, so attendance is mandatory.**

-Facilitation – 30-45%

Every week (other than the first and last), a student will be matched with one of the three assigned readings. The class will be divided into three small groups, and the facilitators will lead 20 minute discussions with each group. After the class has rotated through all three concurrent discussions, each facilitator will summarize the most significant elements of their reading and most interesting bits of their small-group discussion for the whole class. **Each facilitator will also provide a 10-minute introduction to an additional, non-assigned reading, which they have fished from the bibliography of the assigned text, based on their own interests and inclinations.**

The number of times each student serves as facilitator will depend on total enrollment, but the expected minimum is twice. Each facilitation is worth roughly 15% of the final grade.

If you are unable to attend on a day when you have signed up to facilitate, it is your responsibility to arrange to switch dates/readings with a classmate (and to inform the instructor). Scheduling a 'make-up' reading may not be possible. Unless there are truly exceptional circumstances, no-shows will forfeit 15% of their grade.

-Reading Journal and Synthesis – 25-40%

Students are expected to keep a reading journal throughout the term, in which they

- a) summarize and/or paraphrase the main points from the reading
- b) capture any direct quotations that they might find useful in future writing
- c) record their comments, questions, feelings, concerns, or other responses to the reading

Students are welcome (but not required) to use a database (such as Bookends or Endnote) to organize this content.

At the end of the semester, based on their reading journals, students will be asked to write a 5-10 page synthesis that organizes the main ideas that they have collected and critically reflects on the development of their own thinking. The synthesis will be structured around a few questions, which will be developed collaboratively, in the last class. Students will be given time during the last class to work on their syntheses, but it can be handed in later, as a take-home exam. Reading journals must be attached as an appendix.

Communication of Grades

Grades will be posted on CULearn as they become available. However, standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Academic Conduct

Students are expected to be punctual, as a courtesy to their classmates and teacher, and to conduct themselves in a way that fosters the open exchange of ideas and perspectives. Mutual respect is required in all face-to-face and written interactions. If something is inhibiting your participation or making you uncomfortable in class, it is your responsibility to promptly bring this issue to the attention of the Instructor. Creating an inclusive, welcoming learning environment takes a team effort; I rely on feedback from students to make this the best experience possible.

The quality and usefulness of this course depends on students being present, prepared, and attentive. Web-browsing, texting, chatting, tweeting, facebooking, gaming, online shopping, or otherwise causing a distraction is not permitted in class, because it harms your classmates' ability to learn. **Student who will not or cannot set their gadgets aside will be asked to leave.** If personal circumstances (such as a sick child) require you to be accessible to others during class time, please discuss this with the instructor before class.

Academic Integrity

Ideas and the words that express them are the currency of the academic world. Good scholarship locates itself within its field by showing, through proper use of citations and bibliographies, whose ideas it has borrowed and built upon. Scholarship that fails to do so steals intellectual property and cannot contribute to the advancement of knowledge.

Plagiarism is defined by the Carleton University Senate as "presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own." This can include:

- Reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting it as your own, without proper citation or reference to the original source;
- Submitting work written, in whole or in part, by someone else;
- Using ideas, direct quotations, or paraphrased material without appropriate acknowledgement in any academic assignment;
- Using another's data or research findings without attribution;
- Using direct quotations without quotation marks;
- Handing in substantially the same piece of work for academic credit more than once without prior written permission from the instructor.

Plagiarism is a serious offence that cannot be resolved directly with the instructor. All suspected cases are sent to the Associate Dean, who conducts a rigorous investigation, including an interview with the student. Penalties are not trivial and can include failing the course.

It is the students' obligation to ensure that they are familiar with the rules for proper citation and attribution of sources. I urge you to be extremely careful in this regard, particularly if you are using on-line or other non-standard sources. The library website offers a wide range of style guides and other citation tips as well as subject area specialists who would be happy to assist you.

VII: Requests for academic accommodations

Academic Accommodation

Some students need special arrangements to meet their academic obligations during the term. All students who are struggling with their studies or circumstances are encouraged to speak to their Instructor, and/or to get in touch with the friendly folks here:

The Student Academic Success Centre - Drop-in academic support - 302 Tory
The Writing Tutorial Service - 4th floor Library
International Student Services - 128 University Centre
Office of Student Affairs - 430 Tory, www.carleton.ca/studentaffairs
Health and Counselling Services - 2600 Carleton Tech and Training Centre
www.carleton.ca/health

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. You should then make an appointment to speak with me about your needs at least two weeks prior to the first academic event requiring accommodation.

Students requiring accommodations for religious observances should write me a formal, written request for alternate dates or means of satisfying academic requirements. Such requests should be made in the first two weeks of class, or as soon as possible, and no later than two weeks before the compulsory academic event. We will work out accommodations directly and individually in a way that does not disadvantage the student. Those with questions about the eligibility of religious events or practices for academic accommodations may refer to the Equity Services website for a list of holy days and Carleton's accommodation policies, or contact an Equity Services advisor for assistance.

