

Department of Geography and Environmental Studies
GEOG 5003 (*Critical Approaches to Qualitative Inquiry*) /
CDNS 5002F (*Interdisciplinary Methods*)
Course Syllabus / Fall Term 2024

Instructor: Patricia Ballamingie, B.A.H., M.E.S., Ph.D.
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Institute of Political Economy
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Web site: <http://www2.carleton.ca/geography/staff-faculty/ballamingie-patricia/>
Seminar: Mondays, 2:35 p.m.-5:25 p.m.
Location:

Calendar description: Development of critical skills in qualitative research by considering the relationship between theory and method. Focus on engaged scholarship and participatory, community-based, action research. Practical experience with select methods, including: interviews, personal narratives, focus groups, participant observation, archival research, discourse analysis, and visual methodologies.

Prerequisite: Graduate student standing, or permission of the Department of Geography & Environmental Studies. [Open to students from all disciplines.](#)

Format: Seminar, three hours per week.

Learning Objectives

- To hone the critical skills necessary to conduct rigorous, ethical, qualitative research in the social sciences.
- To develop a methodological approach that remains sensitive to the construction of knowledge in the research process.
- To understand the merits and constraints associated with various qualitative methods (including surveys, semi-structured interviews, personal narratives, ethnography, focus groups, participant observation, archival research, visual methodologies, discourse analysis and participatory research).
- To appreciate the need for engaged scholarship, and community-based research.
- To explore themes such as: relationship between power, knowledge, and discourse; theorization of identity, involving multiple axes of social differentiation (e.g., gender, race, class, etc.); relationship between theory and method; and adoption of mixed methods.
- To understand power dynamics in the research relationship, and to mitigate imbalances through strategies of reflexivity, situation, transparency, accountability and reciprocity.
- To survey critical insights from the poststructural, postcolonial and feminist literature on qualitative methodologies.

Tentative Outline

1. Introduction: Practicing Qualitative Research (September 9)
2. Research Design (September 16)
3. The Politics of Constructing Knowledge I: Ethical Considerations (September 23)
4. The Politics of Constructing Knowledge II: Power and Performativity (September 30)
5. The Politics of Constructing Knowledge III: Decolonizing Research (October 7)
----- October 14 (no class, Thanksgiving Day)
----- October 21 (no class, Fall Break)
6. Methods I: Case Study and Discourse Analysis (October 28)
7. Methods II: Interviews and Focus Groups (November 4)
8. Methods III: Personal Narratives (November 11)
9. Methods IV: Visual Modes of Analysis (November 18)
10. Methods V: Participant Observation and Critical Ethnography (November 25)
11. Engaged Scholarship: Participatory and Activist Research (December 2)
12. Conclusions: Working with Qualitative Data (December 9)

Readings

The following text can be purchased at the Carleton Bookstore (please call first to ensure it is in stock):

I. Hay and M. Cope (Eds.) (2021) *Qualitative research methods in human geography*, fifth edition. Don Mills, ON: Oxford University Press.

Required readings are detailed in the Course Outline. Some readings will be available through MacOdrum Library (either as electronic holdings or on reserve); most readings with public URLs will be available online through Brightspace.

Distribution of Grades:

Evaluation:	Value:
Participation	20%
A1: Reading Discussant (2 x 10%)	20%
A2: Method Primer	25%
TCPS2-Core Tutorial	5%
Major Project	30%
Total:	100%

Your confidential grades will be sent by e-mail as soon as they are available. Please notify your professor of any omissions and/or inaccuracies. Detailed guidelines for each assignment and project will be available through Brightspace.

Assignments will generally be issued and received online, through Brightspace. Late assignments will be accepted without penalty if accompanied by a doctor's note. Otherwise, if you are late for a due date, hand the assignment as soon as you are able for small penalty (it is still well worth your while to complete all course work).

While you are encouraged to work cooperatively with your peers, identical assignments will be considered grounds for an allegation of Instructional Offense. Work submitted must be in your own words. Any reference to the work of others should be carefully acknowledged with full credit given to the source.

Participation

Representing 20% of your total grade, your participation will be evaluated in equal measure as follows:

- ❑ **Attendance** (a simple tally of the number of classes attended); multiplied by,
- ❑ **Participation** (a qualitative assessment of your contribution to class).

NB In a graduate-level, seminar setting, it is imperative that students complete the assigned readings prior to class; attend all classes; engage positively and respectfully in class discussions and group work; raise questions; complete voluntary activities when requested; bring in relevant materials to share with peers; and maintain their personal integrity and academic honesty throughout.

Grades

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 56-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN =	Withdrawn from the course
ABS =	Student absent from final exam
DEF =	Deferred
FND =	Failed, no Deferred (Student could not pass the course even with 100% on final exam)

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 Standing and Conduct

Students must familiarize themselves with the regulations concerning academic standing and conduct.

- For undergrad students, see the 2024/2025 *Carleton University Undergraduate Calendar*:
<https://calendar.carleton.ca/undergrad/>
- For grad students, see the 2024/2025 *Carleton University Graduate Calendar*:
<http://calendar.carleton.ca/grad/>

Statement on Academic Integrity

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include (but are not limited to): books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- submitting any work prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and,
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

- NB You may submit a piece of work that has been submitted in the context of another course, provided you are transparent in its use, seek permission from the instructor, and delineate duplications/extensions from the previous submission.

- NB Unless explicitly permitted, either generally or for a specific assignment, any use of generative AI tools to produce assessed content (e.g., text, code, equations, images, summaries, videos, etc.) is a violation of academic integrity standards. Keep your various drafts so that you can demonstrate the integrity and progress of your work.
- Guidelines for any group or collaborative work will be clearly delineated in the relevant assignment.

Statement on Student Mental Health

As a student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

Requests for Academic Accommodations

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You should provide any **additional information** on your requirements for short-term informal accommodations.

- If you require supporting documentation for short-term considerations, you may only request the [Academic Consideration for Coursework form](#). You may **not** request medical notes or documentation.
- Consult the [Academic Consideration Policy for instructors](#) information page for more details.

Department of Geography and Environmental Studies
GEOG 5003 (Critical Approaches to Qualitative Inquiry) /
CDNS 5002 (Interdisciplinary Methods)
Dr. Patricia Ballamingie, Fall Term 2024

Course Outline

(NB tentative schedule, subject to change)

Date	Lecture Topic	Activities	Due Dates
September 9	1. Introduction: Practicing Qualitative Research	Course Overview Distribution of Syllabus and Outline Lecture: <i>The Complexities of Field Work</i> (Ballamingie)	<u>DUE: Student Profiles</u> Schedule of Discussants + Discussant Guidelines

Required Readings:

Ballamingie, P. and Johnson, S. (2011, May). Researcher vulnerability: Some unanticipated challenges of doctoral fieldwork. *The Qualitative Report*, 16 (3), 711-729. URL: <http://www.nova.edu/ssss/QR/QR16-3/ballamingie.pdf>

Hay, I. and Cope, M. (2021). Chapter 1: Where are we now? Qualitative research in human geography. In I. Hay and M. Cope (Eds.) (2021) *Qualitative Research Methods in Human Geography*, Fifth Edition. Don Mills, ON: Oxford University Press.

Reed, M. G., and Peters, E.J. (2004). Using an ecological metaphor to build adaptive and resilient research practices. *ACME: An International E-Journal for Critical Geographers*, 3 (1): 18-40. URL: <http://www.acme-journal.org/vol3/ReedPeters.pdf>

Supplemental Reading:

Levin, M. and Greenwood, D. (2011). Revitalizing universities by reinventing the social sciences. In N.K. Denzin and Y.S. Lincoln (eds.) *The SAGE Handbook of Qualitative Research*. Thousand Oaks, CA: SAGE. [RESERVE: H62 .H2455 2011]

September 16	2. Research Design	Panel: 2:30-4 pm A selection of senior graduate students reflecting on lessons learned and research design: Monika Imeri Sneha Sumanth Jordan Moffat Taylor Mcneill	<u>Due: A1 for 2 discussants</u>
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Required Reading:

- Stratford, E. & Bradshaw, M. (2021). Chapter 6: Rigorous and trustworthy: Qualitative research design. In I. Hay and M. Cope (Eds.) (2021) *Qualitative Research Methods in Human Geography*, Fifth Edition. Don Mills, ON: Oxford University Press.
- Valentine, G. (2001). At the drawing board: Developing a research design. In M. Limb and C. Dwyer (eds.) *Qualitative Methodologies for Geographers: Issues and Debates*. New York: Arnold, pp. 41-54
- Bickman, L., & Rog, D. (2008). Applied research design: A practical approach. In Bickman, L. and Rog, D. (Eds.) *The SAGE Handbook of Applied Social Research Methods*. SAGE Publications. Pp. 3-43.

Supplemental Reading:

- Creswell, J.W. (2009). The selection of a research design. In J.W. Creswell, *Research Design, Qualitative, Quantitative and Mixed Methods Research*. Los Angeles: Sage, pp. 3-21.
- Hoggart, K., Lees, L. and Davies, A. (2002). Chapter 2: Research design. In *Researching Human Geography*. London, UK: Arnold.

September 23	3. The Politics of Constructing Knowledge I: Ethical Considerations	Guest speaker: Leslie MacDonald-Hicks (or Emily Hersey) Research Compliance Coordinator Office of Research Ethics Carleton University	<u>Due: A1 for 2 discussants</u>
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Required Reading:

Catungal, J.P. and Dowling, R. (2021) Chapter 2: Power, subjectivity, and ethics in qualitative research. In I. Hay and M. Cope (Eds.) (2021) *Qualitative research methods in human geography*, fifth edition. Don Mills, ON: Oxford University Press.

Kobayashi, A. (2002). Negotiating the personal and the political in critical qualitative research. In M. Limb and C. Dwyer (Eds.), *Qualitative Methodologies for Geographers*, London, Arnold, pp. 55-70.

Miraftab, F. (2004, December). Can you belly dance? Methodological questions in the era of transnational feminist research. *Gender, Place and Culture*, 11 (4): 595-604.

Rose, G. (1997). Situating knowledges: Positionality, reflexivities and other tactics. *Progress in Human Geography*, 21(3): 305-320.
URL: <http://phg.sagepub.com.proxy.library.carleton.ca/content/21/3/305.full.pdf+html>

Resource:

Government of Canada. (2022). [Tri-Council policy statement – Ethical conduct for research involving humans – TCPS2 \(2022\)](#). Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and the Social Sciences and Humanities Research Council of Canada.

September 30	4. The Politics of Constructing Knowledge II: Power & Performativity	Activity: "Power Flower" Exercise: Social Identity, Power & Performativity in Research	<u>Due: A1 for 2 discussants</u>
<p><u>Required Reading:</u></p> <p>Death, C. (Ed.) (2014). Critical, environmental, political: An introduction. In <i>Critical Environmental Politics: Interventions</i>. New York: Routledge. [Reflect explicitly on the methods appropriate to the theme, and the methodological tensions you might face.]</p> <p>Flax, J. (1992). The end of innocence. In J. Butler and J.W. Scott (Eds.) <i>Feminists Theorize the Political</i>. New York: Routledge, pp. 445-463.</p> <p>Pratt, G. (2004). Chapter 7: Feminist geographies: Spatialising feminist politics. In P. Cloke, P. Crang, M. Goodwin (Eds.) <i>Envisioning Human Geographies</i>. London, UK: Arnold, pp. 128-145.</p> <p>Tsing, A.L. (2004). Introduction. <i>Friction: An Ethnography of Global Connection</i>. Princeton University Press, pp. 1-18. URL: http://press.princeton.edu/chapters/i7885.pdf</p> <p><u>Supplemental Reading:</u></p> <p>Butler, J. (1992). Contingent foundations: Feminism and the question of 'postmodernism'. In J. Butler and J.W. Scott (Eds.) <i>Feminists Theorize the Political</i>. New York: Routledge, pp. 3-21.</p> <p>Moss, P. (2002). Chapter 1: Taking on, thinking about, and doing feminist research in geography. In P. Moss (Ed.) <i>Feminist Geography in Practice: Research and Methods</i>. Malden, Mass.: Blackwell Publishers.</p>			

October 7	5. The Politics of Constructing Knowledge III: Decolonizing Research	Video clip: Dr. Linda Tuhiwai Smith, Data Center	<u>Due: A1 for 2 discussants</u>
<p><u>Required Reading:</u> de Leeuw, S., Cameron, E.S. and Greenwood, M.L. (2012). Participatory and community-based research, Indigenous geographies, and the spaces of friendship: A critical engagement. <i>The Canadian Geographer</i>, 56 (2): 180-194.</p> <p>Johnson, J.T. and Madge, C. (2021). Chapter 4: Empowering methodologies: Feminist and Indigenous approaches. In I. Hay and M. Cope (Eds.) (2021) <i>Qualitative research methods in human geography, fifth edition</i>. Don Mills, ON: Oxford University Press.</p> <p>Tuhiwai Smith, L. (1999). Chapter 6: The Indigenous Peoples' Project: Setting a new agenda, (pp. 107-122) and Chapter 8: Twenty-five Indigenous projects, (pp. 142-162). In <i>Decolonizing methodologies: Research and Indigenous peoples</i>. London, UK: Zed. [RESERVE: GN380 .S65]</p> <p>Wilson, S. (2008). Foreword and conclusion. In <i>Research is ceremony: Indigenous research methods</i>. Halifax, Nova Scotia: Fernwood Publishing.</p> <p><u>Supplemental Reading:</u></p> <p>Absolon, K. E. (2011). <i>Kaandossiwin: How we come to know</i>. Halifax, NS: Fernwood Publishing.</p> <p>Association of Canadian Universities for Northern Studies (ACUNS). (2003). <i>Ethical principles for the conduct of research in the North</i>. Ottawa, ON: ACUNS. URL: http://acuns.ca/wp-content/uploads/2010/09/EthicsEnglishmarch2003.pdf</p> <p>Barron, J. (2000). In the name of solidarity: The politics of representation and articulation in support of the Labrador Innu. <i>Capitalism Nature Socialism</i>, 11 (3): 87-112.</p> <p>Braun, B.W. (1997). Buried epistemologies: The politics of nature in (post)colonial British Columbia. <i>Annals of the Association of American Geographers</i>, 87: 1, 3-31.</p>			

- Gergan, M. and Smith, S. (2021). Chapter 3: Reaching out: Cross-cultural research. In I. Hay and M. Cope (Eds.) (2021) *Qualitative research methods in human geography, fifth edition*. Don Mills, ON: Oxford University Press.
- Inuit Tapiriit Kanatami and Nunavut Research Institute. (2007). *Negotiating research relationships with Inuit communities*. URL: https://www.itk.ca/wp-content/uploads/2016/07/Negotiating-Research-Relationships-Researchers-Guide_0.pdf
- McGregor, D. (2004, Summer & Fall). Coming full circle: Indigenous knowledge, environment & our future. *American Indian Quarterly*, 28 (3&4), 385-410.
- Mohanty, C.T. (2004). Chapter 1: Under Western eyes: Feminist scholarship and colonial discourses. In (Ed.) *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Duke University Press.
- Robbins, P. (2006). Research is theft: Environmental inquiry in a postcolonial world. In S. Aitken and G. Valentine (Eds.), *Approaches to Human Geography*, London, Sage, pp. 311-324.
- Sharp, J.P. (2009). Chapter 6: Can the subaltern speak? In *Geographies of Postcolonialism*, London, UK: SAGE, 109–131. [JV51 .S44 2009]
- University of Victoria, Faculty of Human and Social Development. (2003, February). *Protocols and principles for conducting research in an Indigenous context*, 1-9. URL: <https://www.uvic.ca/hsd/research/igovprotocol.pdf>
- Wulff, D. (2010, September). Unquestioned answers: A review of Research is Ceremony: Indigenous Research Methods' in The Qualitative Report, 15 (5): 1290-1295. URL: <http://www.nova.edu/ssss/QR/QR15-5/wilson.pdf>

October 14	Carleton University CLOSED ("Thanksgiving" Day)		
October 21	Fall Term Break (October 21-25) NO CLASS		

October 28	6. Methods I: Case Study & Discourse Analysis	Exercise in Critical Discourse Analysis	<u>Due: A1 for 2 discussants</u>
<p><u>Required Reading:</u></p> <p>Baxter, J. (2021). Chapter 7: Case studies in qualitative research. In I. Hay and M. Cope (Eds.) (2021) <i>Qualitative research methods in human geography, fifth edition</i>. Don Mills, ON: Oxford University Press.</p> <p>Burawoy, M. (1998, March). The extended case method. <i>Sociological Theory</i>, 16 (1): 4-33.</p> <p>Flyvbjerg, B. (2006). Five misunderstandings about case-study research. <i>Qualitative Inquiry</i>, 12 (2); 219-245.</p> <p>Waite, G. (2021). Chapter 17: Revealing the construction of social realities: Foucauldian discourse analysis. In I. Hay and M. Cope (Eds.) (2021) <i>Qualitative research methods in human geography, fifth edition</i>. Don Mills, ON: Oxford University Press.</p> <p><u>Supplemental Reading:</u></p> <p>Cope, M. (2021). Chapter 18: Organizing, coding and analysing qualitative data. In I. Hay and M. Cope (Eds.) (2021) <i>Qualitative research methods in human geography, fifth edition</i>. Don Mills, ON: Oxford University Press.</p> <p>McGregor, A. (2005). Negotiating nature: Exploring discourse through small group research. <i>Area</i> 37(4): 423-432.</p> <p>Odell, J.S. (2001). Case study methods in international political economy. <i>International Studies Perspectives</i>, 2, 161-176.</p>			

November 4	7. Methods II: Interviews & Focus Groups	Guest speaker: Dr. Charles Levkoe, Canada Research Chair	<u>Due: A1 for 2 discussants</u>
<p><u>Required Reading:</u></p> <p>Levkoe, C.Z., Lowitt, K., Furlotte, S., and Sayers, D. (2023). Advancing radical food geographies praxis through participatory film: Reflections from an Indigenous-Settler food sovereignty collaboration. <i>ACME: An International Journal for Critical Geographies</i>, 22(1): 762-790.</p> <p>Breen, R.L. (2006). A practical guide to focus-group research. <i>Journal of Geography in Higher Education</i>, 30 (3): 463-475.</p> <p>Cameron, J. (2021) Chapter 11: Focusing on the focus group. In I. Hay and M. Cope (Eds.) (2021) <i>Qualitative research methods in human geography, fifth edition</i>. Don Mills, ON: Oxford University Press.</p> <p>Dunn, K. (2021) Chapter 9: Engaging interviews. In I. Hay and M. Cope (Eds.) (2021) <i>Qualitative research methods in human geography, fifth edition</i>. Don Mills, ON: Oxford University Press.</p> <p><u>Supplemental Reading:</u></p> <p>Bedford, T. and Burgess J. (2001). The focus-group experience. In M. Limb and C. Dwyer (Eds), <i>Qualitative Methodologies for Geographers</i>, London, Arnold, pp.121-135.</p> <p>Cotterill, P. (1992). Interviewing women: Issues of friendship, vulnerability and power. <i>Women's Studies International Forum</i>, 15 (5/6): 593-606.</p> <p>Crang, M. (2003). Qualitative methods: Touchy, feely, look-see? <i>Progress in Human Geography</i>, 27 (4): 494-504. URL: http://phg.sagepub.com/content/27/4/494</p> <p>Hoggart, K., Lees, L. and Davies, A. (2002). Close encounters: Interviews and focus groups. In <i>Researching Human Geography</i>, London, Arnold, pp. 201-250.</p> <p>Jacob, S. & Ferguson, S.P. (2012). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research. <i>The Qualitative Report</i>, 17 (6): 1-10. URL: http://www.nova.edu/ssss/QR/QR17/jacob.pdf</p>			

McLellan, E., MacQueen, K.M. and Neidig, J.L. (2003). Beyond the qualitative interview: Data preparation and transcription. *Field Methods*, 15 (1): 63-84.

Roulston, K., DeMarrais, K. and Lewis, J.B. (2003). Learning to interview in the social sciences. *Qualitative Inquiry*, 9: 643-668.

More qualitative methods titles from Dr. Levkoe:

Levkoe, C.Z., Cameron, N., Portinga, R.L.W., Galway. (forthcoming). A Watershed Approach to Creating Connections for Just Sustainabilities: Reflections on the Lake Superior Living Labs Network. *The International Journal of Partnership Studies*.

Levkoe C.Z., Ray, L., and McLaughlin, J. (2019). The Indigenous Food Circle: Reconciliation and Revitalization through Food in Northwestern Ontario. *Journal of Agriculture, Food Systems and Community Development*, 9(B), 101-114.

Levkoe, C.Z., Anderson, C. and Brem-Wilson, J. (2018, September 26). [People, power, change: Three pillars of a food sovereignty research praxis](https://doi.org/10.1080/03066150.2018.1512488). *Journal of Peasant Studies*, 46(7), 1389–1412. <https://doi.org/10.1080/03066150.2018.1512488>

Levkoe, C.Z. (2015). Food networks in Canada: Mixed methods in community-based participatory research. In *SAGE Research Methods Cases*, pp 1-20.

November 11	8. Methods III: Personal Narratives	Activity: Lab in which to begin the TCPS2 Core Tutorial (5%) Room A237, 3:30-5:30 pm	<u>Due: A1 for 2 discussants</u>
<p><u>Required Reading:</u></p> <p>Cameron, E. (2012). New geographies of story and storytelling. <i>Progress in Human Geography</i>, 36(5) 573–592.</p> <p>Ellis, C. and Adams, T. (2020). Practicing autoethnography and living the autoethnographic life. In <i>The Oxford Handbook of Qualitative Research, 2nd Edition</i>. DOI: https://doi.org/10.1093/oxfordhb/9780190847388.001.0001</p> <p>Scott, D. (2021). Chapter 10: Listening sensitively: Oral histories. In I. Hay and M. Cope (Eds.) (2021) <i>Qualitative research methods in human geography, fifth edition</i>. Don Mills, ON: Oxford University Press.</p> <p><u>Supplemental Reading:</u></p> <p>Smith, S. (1993). Who’s talking/who’s talking back? The subject of personal narrative. <i>Signs</i> 18 (2): 392-407.</p> <p>Stivers, C. (1993). Reflections on the role of personal narrative in social science. <i>Signs</i>, 18 (2): 408-425.</p> <p>Abu-Lughod, L. (1993). Introduction. In <i>Writing Women’s Worlds: Bedouin Stories</i>. Berkeley, CA: University of California Press, pp. 1-42.</p> <p>Archibald, L. and Crnkovich, M. (1995). Intimate outsider: Feminist research in a cross-cultural environment. In S. Burt and L. Code (Eds.), <i>Changing Methods: Feminists Transforming Practice</i>, Peterborough, Ontario, Broadview, pp. 105-126.</p> <p>Bondi, L. (2003). Empathy and identification: Conceptual resources for feminist fieldwork. <i>ACME: An international e-journal for critical geographies</i>, 2 (1). URL: https://www.acme-journal.org/index.php/acme/article/view/708</p> <p>Cotterill, P. (1992). Interviewing women: Issues of friendship, vulnerability and power. <i>Women’s Studies International Forum</i>, 15 (5/6): 593-606.</p> <p>Ellis, C. and Bochner, P. (date?) Autoethnography, personal narrative, reflexivity: Researcher as subject. In ...?</p>			

Francis, E. (1992). Qualitative research: Collecting life histories. In S. Devereux and J. Hoddinott (Eds.) *Fieldwork in Developing Countries*, Hemel Hempstead, Harvester Wheatsheaf, pp. 86-101.

Geiger, S. (1986). Women's life histories: Method and content. *Signs*, 11(20): 334-351.

Geiger, S. (1991). What's so feminist about doing women's oral history. In C. Johnson-Odim and M. Strobel (Eds.) *Expanding the Boundaries of Women's History: Essays on Women in the Third World*, Bloomington: Indiana University Press, pp. 305-318.

Goebel, A. (1994). *Life histories as a cross-cultural feminist method in African studies: Achievements and blunders*. Department of Sociology, University of Alberta.

Mbilinyi, M. (1989). 'I'd Have Been a Man', in Personal Narratives Group (Ed.) *Interpreting Women's Lives*. Bloomington, Indiana: Indiana University Press, pp. 204-227.

Oakley, A. (1981). Interviewing women: A contradiction in terms. In H. Roberts (Ed.) *Doing Feminist Research*, London: Routledge and Kegan Paul.

Polkinghorne, D.E. (2007). Validity issues in narrative research. *Qualitative Inquiry*, 13(4): 471-486.

Scott, J. (1992). Experience. In J. Butler and J.W. Scott (Eds.) *Feminists Theorize the Political*, New York, Routledge, pp. 22-40.

November 18	9. Methods IV: Visual Modes of Analysis	Exercise: Working with visuals	DUE: Methods Primer Due: A1 for 2 discussants
<p><u>Required Reading:</u></p> <p>Nykiforuk, C.I.J., Vallianatos, H. and Nieuwendyk, L.M. (2010). Photovoice as a method for revealing community perceptions of the built and social environment. <i>International Journal of Qualitative Methods</i>, 10 (2): 103-124.</p> <p>Rose, G. (2000). Practising photography: An archive, a study, some photographs and a researcher. <i>Journal of Historical Geography</i>, 26 (4): 555-571.</p> <p>Craine, J. and Gardner, C. (2016). Chapter 13: Visual methodologies. In I. Hay (Ed.) <i>Qualitative Research Methods in Human Geography, Fourth Edition</i>, pp. 189-201. Don Mills, ON: Oxford University Press. [Photocopy will be made available.]</p> <p><u>Supplemental Reading:</u></p> <p>Ballamingie, P., Chen, X., Henry, E. and Nemiroff, D. (2010). Edward Burtynsky's China photographs – A multidisciplinary reading. <i>Environments Journal</i>, 37(2), 66-92. URL: http://www.environmentsjournal.ca/index.php/ejis/article/view/14581/12047</p> <p>Beilin, R. (2005). Photo-elicitation and the agricultural landscape: 'seeing' and 'telling' about farming, community and place. <i>Visual Studies</i>, 20(1): 56-68.</p> <p>Braun, B. (2002). BC seeing / seeing BC. In <i>The Intemperate Rainforest</i>, Minneapolis: University of Minnesota Press, pp. 156-212.</p> <p>Castleden, H., Garvin, T. and Huu-ay-aht First Nation. (2008). Modifying Photovoice for community-based participatory Indigenous research. <i>Social Science & Medicine</i>, 66: 1393-1405.</p> <p>Dwyer, C. and Davies, G. (2010). Qualitative methods III: Animating archives, artful interventions and online environments. <i>Progress in Human Geography</i>, 34 (1): 88-97. URL: http://phg.sagepub.com.proxy.library.carleton.ca/content/34/1/88.full.pdf+html</p> <p>Rose, G. (2001). <i>Visual Methodologies</i>. London, UK: Sage. Chapter 1: Researching visual materials: Towards a critical visual methodology, pp. 5-32. Chapter 6: Discourse analysis I: Text, intertextuality, and context, pp. 135-163. Chapter 7 : Discourse analysis II: Institutions and ways of seeing, pp. 164-186.</p> <p>Schwartz, J. (2003). Photographs from the edge of Empire. In Aison Blunt et al. (Eds.) <i>Cultural Geography in Practice</i>. London: Edward Arnold, pp. 154-171.</p>			

November 25	10. Methods V: Participant Observation and Critical Ethnography	Nvivo Workshop: Ryan Tucci, Research Support Services, MacOdrum Library, Room 103, 2:30-4:30 p.m.	Complete TCPS2 Core Tutorial (5%)
<p><u>Required Reading:</u></p> <p>Burawoy, M. (1991). Chapter 14: Teaching participant observation. Pp. 291-300. In Burawoy, M. (Ed.) (1991) <i>Ethnography unbound: Power and resistance in the modern metropolis</i>. University of California Press.</p> <p>Dowler, L. (2001). Chapter 10: Fieldwork in the trenches: Participant observation in a conflict area. in M. Limb and C. Dwyer (Eds.) <i>Qualitative Methodologies for Geographers</i>. London, UK: Arnold, pp.153-164.</p> <p>Hart, G. (2004). Geography and development: Critical ethnographies. <i>Progress in Human Geography</i>, 28(1): 91–100</p> <p>Watson, A. (2021). Chapter 8: ‘Placing’ participant observation. In I. Hay and M. Cope (Eds.) (2021) <i>Qualitative research methods in human geography, fifth edition</i>. Don Mills, ON: Oxford University Press.</p> <p><u>Supplemental Reading:</u></p> <p>Kawulich, B.B. (2005). Participant observation as a data collection method. <i>Forum Qualitative Sozialforschung / Forum: Qualitative Social Research</i>, 6(2): 1-26.</p> <p>Hoggart, K., Lees, L. and Davies, A. (2002). Part of life: Research as lived experience. <i>Researching Human Geography</i>, London, Arnold, pp.251-301.</p>			

December 2	11. Engaged Scholarship: Participatory and Action Research	Lecture: <i>Publishing Graduate Student Research: The Fundamentals</i>	<u>Due: A1 for 2 discussants</u>
<p><u>Required Reading:</u></p> <p>Cameron, J. and Gibson, K. (2004). Participatory action research in a poststructuralist vein. <i>Geoforum</i>, 36: 315-331.</p> <p>Gibson-Graham, J.K. (2008). Diverse economies: Performative practices for 'other worlds'. <i>Progress in Human Geography</i> 32 (5): 613–632.</p> <p>DeLyser, D. and Pawson, E. (2021). Chapter 20: Small stories, big impact: Communicating qualitative research to wider audiences. In I. Hay and M. Cope (Eds.) (2021) <i>Qualitative research methods in human geography, fifth edition</i>. Don Mills, ON: Oxford University Press.</p> <p>Kindon, S. (2021). Chapter 16: Participatory action research: Collaboration and empowerment. In I. Hay and M. Cope (Eds.) (2021) <i>Qualitative research methods in human geography, fifth edition</i>. Don Mills, ON: Oxford University Press.</p> <p><u>Resources:</u></p> <p>Ballamingie, P. and Tudin, S. (2012). Publishing graduate student research in geography: The fundamentals. <i>Journal of Geography in Higher Education</i>, 37(2), 304–314. URL: http://dx.doi.org/10.1080/03098265.2012.729815 [Lecture is based on this article, so this will only be visible following class.]</p> <p>Blunt, A. and Souch, C. (Eds.) (nd) <i>Publishing in Geography: A Guide for New Researchers</i>. London, UK: Royal Geographical Society. URL: http://www.rgs.org/OurWork/Research+and+Higher+Education/Publishing+in+Geography.htm</p> <p>Gardner, R., Dodds, K., Souch, C. and McConnell, F. (nd) <i>Communicating geographical research beyond the academy: A guide for researchers</i>. URL: http://www.rgs.org/OurWork/Research+and+Higher+Education/Publishing+in+Geography.htm</p>			

December 9	12. Conclusions: Working with Qualitative Data	DUE: Major Project Presentations	<u>DUE: Major Projects sent as Word files to Trish by December 13, 2024 by midnight</u>
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Supplemental Reading:

Bryant, A. (2020). The grounded theory method. In Leavy, P. (Ed.) The Oxford Handbook of Qualitative Research, 2nd Edition. DOI: <https://doi.org/10.1093/oxfordhb/9780190847388.001.0001>

Kurtz, H.E. (2021). Chapter 5: Writing a compelling research proposal. In I. Hay and M. Cope (Eds.) (2021) Qualitative research methods in human geography, fifth edition. Don Mills, ON: Oxford University Press.

Mansvelt, J. and Berg, L.D. (2021) 'Chapter 19: Constructing meaningful geographical knowledges, writing qualitative geographies. In I. Hay and M. Cope (Eds.) (2021) Qualitative research methods in human geography, fifth edition. Don Mills, ON: Oxford University Press.

Watts, M. (2001). *The Holy Grail: In pursuit of the dissertation proposal*. Berkeley, CA: Institute of International Studies, University of California. URL: <http://iis.berkeley.edu/sites/default/files/InPursuitofPhD.pdf>