

**GEOG 3001 Fall Term, 2023**  
**DOING QUALITATIVE RESEARCH**  
**Instructor: Andy Kusi-Appiah**  
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**Office Hours: Thursdays 18h00-19h00**  
**Seminar: In Person**  
**Wednesdays: 18h05-20h55**



Prerequisite: Second-year standing or permission from the Department.

### **Course 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.

**Format:** Seminar, three hours per week.

### **COURSE 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 the relationship between power, knowledge, and discourse;

theorization of identity involving multiple axes of social differentiation (e.g., gender, race, class, etc.); the relationship between theory and method; and adoption of mixed methods.

- To understand power dynamics in the research relationship and mitigate imbalances through reflexivity, situation, transparency, accountability and reciprocity strategies.
- To survey critical insights from the post-structural, postcolonial and feminist literature on qualitative methodologies.

## **CLASS FORMAT**

The course meets once a week (in person) for three hours. Classes will combine lectures, class discussions, case studies and audio-visual materials.

## **REQUIRED READING**

Required readings are detailed in the Course Outline. Several weeks include chapters from the required text, below. A copy of this text has been placed on reserve at MacOdrum Library. The text is also available for purchase at the Carleton University Bookstore. Please phone ahead [Tel.: (613) 520-3832] to ensure it is in stock.

For the remainder (and bulk) of the readings, URLs have been provided for open-access journal articles that can be publicly retrieved online. Otherwise, you can access readings through MacOdrum Library (you will either be advised of a physical holding on reserve, or you will be provided with a link to an electronic holding for which we have copyright).

### Required text:

Iain Hay & Meghan Cope (eds.) (2021). *Qualitative Research Methods in Human Geography*, 5th edition, Ontario, Canada: Oxford University Press, 536 pp.

Readings should be read in advance of the weekly online lectures.

## **COURSE WEBSITE**

A website for this course containing the course outline, a link to access the required readings, lecture slides, assignments, course-related links, an online discussion forum and occasional announcements can be found on Bright Space. **Please note that lecture slides provide only a partial summary of the material presented in class; they are not a replacement for attending class and taking notes.**

## EVALUATION

<b>Evaluation:</b>	<b>Value:</b>
Participation	20%
A1: Reading Review	10%
A2: Reading Review	10%
A3: Method Primer	25%
TCPS2-Core Tutorial	5%
Term Project	30%
<b>Total:</b>	<b>100%</b>

## PURPOSE OF LECTURES, ASSIGNMENTS AND READINGS

Readings, lectures, class discussions, audio-visual materials and assignments are designed to complement each other in meeting the course's learning objectives. Required readings establish the overall theme for each class, introducing key concepts, issues and information. Class lectures expand upon the readings, clarify key terms or issues, provide additional background context and present case study material to illustrate key concepts. Lectures will also incorporate guest speakers and audio-visual materials, as appropriate. The assignments provide the opportunity to deepen understanding and analysis of course-related themes and concepts. Students are expected to come to class prepared to discuss the readings in an informed manner and will be evaluated on their active participation.

### Submission and Grading of assignments

The penalty for late assignments is **2%** for each day past the assigned due date unless accompanied by University approved documentation (i.e., self-declaration form).

Submit the electronic copy of your assignment, but please always *keep your own copy* of submitted assignments until after final grades have been posted for the course. In the assignments, use complete sentences demonstrating your ability to convey ideas clearly and grammatically. Each assignment should have **a header with a title**, your name, your student number, the course number, the professor's name and the actual date of submission. Any questions regarding assigned grades must take place in written form (i.e., email) within ten days after the assignment in question is returned in the tutorial. Final grades are subject to the Dean's approval.

Late assignments are strongly discouraged but can be submitted on the Bright Space assignment dropbox. Note that this dropbox will be open for two weeks after the due date. After that, it will be closed and no more assignments will be accepted.

**The name of the professor must be on all pages of your assignment. Your electronic filename should include your surname, course code and assignment number: e.g. Kusi-Appiah GEOG 3001 #1**

Contact the Information Technology Service Desk (ITS) for BrightSpace support. They are located on Floor 4 of the Library or can be reached via phone at 613-520-2600 x3700 or via email at [its.service.desk@carleton.ca](mailto:its.service.desk@carleton.ca)

NOTE: Do not use this as an excuse to get more time for the assignment.

**The course instructor determines Standing in a course, 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 the Dean has approved them.**

## LECTURE SCHEDULE

*\*Lecture topics and required readings are subject to change at the discretion of the instructor.*

Date	Topic	Reading	Assignment
Sept. 13, 2023	Introduction: Practicing Qualitative Research	Chpt. 1: Where are we now.... (pgs. 3-17)	<i>Reading review instructions given</i>
Sept. 20, 2023	Research Design Asking Questions	Chpt. 6: Rigorous & Trustworthy Research Design (pgs. 92-105).  Chpt. 13: Using Questionnaires in Qualitative Human Geography (pgs. 244-269).	.
Sept. 27, 2023	Research Proposal	Chpt. 5: Writing a compelling research proposal (pgs. 79-91).	
Oct. 4, 2023	The Politics of Constructing Knowledge I: Ethical Considerations	Chpt. 2: Power, Subjectivity, & Ethics in Qualitative Research (pgs. 18-39).	
Oct. 11, 2023	The Politics of Constructing Knowledge II: Ethical Considerations	Chpt. 2: Power, Subjectivity, & Ethics in Qualitative Research (pgs. 18-39).	
Oct. 18, 2023	The Politics of Constructing Knowledge III: Decolonizing Research	Empowering Methodologies: Feminist & Indigenous Approaches (pgs. 60-78)	Reading Review 1 assignment due
Oct. 25, 2023	Methods I: Case Study & Discourse Analysis	Chpt. 7: Case Studies in Qualitative Research (pgs. 109-124)	Reading Review 2 assignment due
Nov. 1, 2023	Methods II: Interviews and Focus Groups	Chpt. 9: Engaging Interviews (pgs. 148-185). Chapter 11: Focusing on the Focus Group	A visit to Maple Hill Urban Farm (200 Moodie, Ottawa) for focus group discussion – <i>“Community gardening in the post-pandemic era.”</i>
Nov. 08, 2023	Methods III: Personal Narratives		

Nov. 15, 2023	Methods IV: Visual Modes of Analysis		<i>Method primer due</i>
Nov. 22, 2023	Methods V: Participant Observation and Critical Ethnography		
Nov. 29, 2023	Engaged Scholarship: Participatory and Activist Research		
Dec. 6, 2023	Conclusions: Working with Qualitative Data	Chapters 17-20 (pgs. 331-412)	<i>Term Project due.</i>

## Instructional and Conduct Offences

Carleton University has clear and firm policies regarding instructional and conduct offences. Among other activities, instructional offences include cheating, contravening examination regulations, plagiarism, submitting similar work in two or more courses without prior permission, and disrupting classes. Conduct offences apply in areas of discrimination and sexual harassment. Further information about University regulations which define and regulate these offences can be found at <http://www1.carleton.ca/studentaffairs/academic-integrity/>.

Plagiarism is one kind of instructional offence. Examples of plagiarism include:

- Reproducing or paraphrasing portions of someone else’s published or unpublished material and presenting these as one’s own without proper citation or reference to the original source;
- Submitting an assignment written, in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgement in any academic assignment;
- Failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- Handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

For more information on how to cite sources, refer to the library web page “*Citing Your Sources*” available at <http://www.library.carleton.ca/help/citing-your-sources>.

Plagiarism is a serious offence which cannot be resolved directly with the course instructor. The Associate Deans of the Faculty conduct 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 include sanctions ranges from a grade of zero for the assignment to suspension from your program of study.

### **Academic Accommodations:**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

*Pregnancy obligation:* write to us with any requests for academic accommodation during the first two weeks of class or as soon as possible after the need for accommodation is known to exist. For more details visit the Department of Equity and Inclusive Communities (EIC) website: <http://www.carleton.ca/equity/>.

*Religious obligation:* write to us with any requests for academic accommodation during the first two weeks of class or as soon as possible after the need for accommodation is known to exist. For more details visit the Department of Equity and Inclusive Communities website: <http://www.carleton.ca/equity/>.

*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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send us 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*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*) at <http://www.carleton.ca/pmc/students-registered-with-pmc/important-dates-and-deadlines/>.

**Survivors of Sexual Violence:** For support regarding sexual violence, please refer to the following link or make an appointment with an Equity Advisor in EIC. The support is survivor-centric, anonymous, and confidential. <https://carleton.ca/equity/focus/exual-violence-prevention-survivor-support/>

You can visit the Department of Equity and Inclusive Communities website to view the policies and obtain more detailed academic accommodation information at <http://www.carleton.ca/equity/>.

### **Campus Resources for Students**

Student Experience Office:

<http://www.carleton.ca/seo/>

### **Health and Counselling Services:**

<http://www.carleton.ca/health/resource-library/mental-health-resources>

### **International Student Services Office**

<http://www.carleton.ca/isso>

### **Student Academic Success Centre**

<http://www.carleton.ca/sasc>