

Department of Sociology and Anthropology

Sociology 5107W:
Advanced Qualitative Research Methods

Winter Term, 2023

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Office hours: Tuesdays
1:00 pm to 2:00 pm
Or by appointment

Course time: Tuesdays, 14:25 to 17:25 (2:25 pm to 5:35 pm)
Jan 10 to Apr 11, 2022

Course location: Southam Hall 507

Course Description and Objectives

This seminar course is designed to provide students with both theoretical and practical skills in the art of qualitative research. By the end of the course, students will have followed one complete cycle of the qualitative research process, from developing a research question, to gathering and analyzing data, to writing up results. Students are strongly encouraged to develop a research question that is related to their thesis research. These practical skills will be augmented through in-depth theoretical discussions of some of the core issues and dilemmas within qualitative methodologies, such as questions pertaining to ethics, positionality, power, and interpretation. By the end of the course, students should have a clear sense of the major components of qualitative research projects, an understanding of the key dilemmas associated with the field, and a practical knowledge of various qualitative methods.

Course Readings

There is one textbook for this course:

Tracy, Sarah J. (2019). Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact, 2nd edition. Malden, MA: Wiley-Blackwell.

It can be ordered online; e-copies are also available for purchase.

The textbook is also available on reserve through the Carleton library.

Any additional readings will be posted on our Brightspace page, through the Ares link.

DIVERSITY AND INCLUSION IN LEARNING

This course has been designed with a commitment to diversity and inclusion at the forefront of consideration, influencing everything from assignments, to readings, to seminar format. Our shared

responsibility is to ensure that everyone in the class has an opportunity to contribute from their own unique perspectives on the world, which are shaped by both personal biography and social context. We will be learning not only from the course materials and the assignments, but also from one another. Part of committing to diversity and inclusion is being cognizant of power dynamics, which can emerge from a variety of sources, including historically entrenched white dominance, colonialism, racism, classism, sexism, heterosexism and ableism. These dynamics will both be the subject of dialogue in relation to our class topic – qualitative methods – as well as components of classroom dynamics towards which we will need to be attentive. As the instructor, I will strive to facilitate open and respectful dialogue at all times, with gentle reminders, as necessary, should troubling dynamics emerge. As students, you will be responsible for participating in dialogue with an open mind and respectful tone at all times, and for challenging yourselves to unpack hidden or submerged dynamics of power in which you may unwittingly participate – as we all do, at times. Students are also encouraged to approach the instructor at any time with feedback or concerns regarding any aspect of the course, including with respect to issues of diversity and inclusion.

ASSIGNMENTS

Item for Evaluation	Value	Deadline
RESEARCH QUESTION, LIT REVIEW, TCPS2-CORE, AND CONSENT FORM	15%	JAN 31 ST
TRANSCRIBED INTERVIEW AND INTERVIEW QUESTIONS	15%	FEB 28 TH
SECOND METHOD OF CHOICE	15%	MARCH 14 TH
THIRD METHOD OF CHOICE	15%	MARCH 28 TH
PARTICIPATION	10%	THROUGHOUT
FINAL REPORT	30%	APRIL 11 TH

Overview of assignments:

Students will pursue a miniature qualitative research project for the duration of this course, ideally something directly related to their thesis research. Students will begin by developing a research question in relation to their topic, then carry out each of the subsequent three methods-based assignments in pursuit of investigating this question. The final report will be a miniature ‘research paper’ based on the findings that have emerged from your research. This structure will allow students to experience the entire cycle of a qualitative research process from within the confines of a single course (with the notable exception of developing a theoretical framework! We will discuss this in the course).

Please note that all assignments must be submitted in paper format, not online. Most assignments are due in class, in which case they can be handed in. If for some reason you are unable to hand the assignment in during class time, you may submit it through the Sociology/Anthropology dropbox, located at the main office, Loeb A750. For the final assignment, the Instructor will be available for you to drop the paper off in person, or it can be submitted through the dropbox.

**** A note on ethics:** Because this course is pedagogical, you are exempt from applying for formal ethics approval for the purpose of the research you will be conducting. The instructor will obtain course-based ethics on your behalf. We will always be working with the highest standards of research ethics in mind, and you will prepare consent forms to ensure that your research participants are giving their informed

consent. You will also submit the TCPS2-2022 CORE (Course on Research Ethics) certificate with your first assignment, confirming that you have completed this online course. We will conduct 'minimal risk' research only; the criteria for this will be discussed in class. We will follow any directions coming from the Carleton Research Ethics office regarding restrictions required due to the ongoing Covid-19 pandemic, which can be found at <https://carleton.ca/researchethics/cureb-requirements-during-covid-19/>

If you wish to use the data you have obtained through this course for your thesis research in future, you will need to go back and obtain additional permission from your participants, after you have gone through the formal ethics process at Carleton.**

Detailed instructions:

1. Research question, TCPS2 2022 online tutorial certificate, literature review, and consent form – 15% (due January 31st)

Students will develop a specific research question, ideally in relation to their proposed thesis topic. That said, you also need to be realistic about being able to negotiate access to people who have knowledge related to your research question in a relatively short time frame. If this seems unrealistic, you may choose to develop a research question related to 'the graduate student experience.' Speak to the professor if you are unsure about whether you will be able to find suitable research participants within the limited time frame of the course.

The research question should take the form of a question, and ought to be one that can be fruitfully investigated through qualitative methods. Finding the right 'level' at which to pitch your research question will be the challenge of this assignment. That is, it cannot be too narrow, nor can it be unreasonably broad. For example, a question such as 'do graduate students like chocolate?', would be too narrow for effective qualitative research. A broader framing of the question, such as: 'What do graduate students eat as comfort food?' might seem more amenable, but still might be too narrow for a detailed qualitative examination. An even better question for qualitative research might be: 'How do graduate students use food as a means other than nutrition? (e.g. for comfort, socially, to avoid work, etc).' A question such as 'What do graduate students eat?' would be unacceptably broad and require narrowing and re-focusing in order to be manageable.

As the above examples illustrate, a good qualitative research question must not foreclose possibilities (for example, by posing a simple 'yes/no', or 'closed' question), but cannot be so broad as to leave the researcher swimming in possibilities without focus. Developing an appropriate and manageable research question is the first step towards carrying out effective qualitative research.

The second part of this assignment is to conduct a short literature review on existing sociological literature that is relevant to your research question. You ought to include AT LEAST FIVE scholarly journal articles or book chapters that address your topic, all of which ought to be cited in-text and included in your final bibliography. Your 3 to 5 page written summary will provide an overview of the major findings, assumptions, gaps, and preoccupations within the literature you have found, and some provisional suggestions on how your own research will contribute to the literature.

The third part of this assignment is to create a consent form, which you will use throughout your data collection. You can find templates for consent forms on the Carleton research ethics website. **If you**

anticipate doing a focus group or arts-based or movement-based method for one of your upcoming assignments, please include these methods in your consent form.

You must also submit a certificate of completion for the most recent TCPS2 CORE online tutorial (2022 version). You may have already completed this certification; if you have not, be sure to structure in time to complete the tutorial so that you can submit the certificate with this assignment (approx. 4 hours). *You will not be able to proceed to the other assignments without submitting this certificate.* You can find the online course at: <https://tcps2core.ca/welcome>

Submit your research question, lit review, TCPS2 2022 CORE certificate, and consent form in class on January 31st.

2. Transcribed interview and interview questions – 15% (due February 28th)

Once you have established your research question, you will create a list of 7 to 10 semi-structured interview questions. You will then use this list as the basis for a **30 to 60 minute interview**, to be carried out with a person of your choice. You will audio-record your interview. You may use your own equipment, or you can borrow equipment from Instructional Media Services for this task. If you have a smart phone or tablet, you probably have or can download voice recording software that will do the trick.

Be sure to have your participant fill out your consent form!

The second part of this assignment is to transcribe this interview. *Please do not use automatic transcription software, such as is available over Zoom and other video-meeting programs.* The point of the assignment is to get a real sense of the process of converting spoken words to written text. Give yourself at least three to four hours to complete this task – you will be amazed at how long it will take you to transcribe a short interview.

The third part of this assignment is to reflect on the process of interviewing and transcribing. **Please include reference to AT LEAST THREE course readings (chapters in the textbook count as separate readings) in your reflection.** Your reflection ought to be 2 to 3 pages in length.

Submit the completed consent form, your list of semi-structured interview questions, your transcript of the interview, and your 2-3 page double-spaced reflection in class on February 28th.

3. and 4. Second and third methods of choice – 15% and 15% (due March 14th and March 28th)

For your next TWO assignments you may choose any TWO of the following:

a. **Talk-based focus group** – Develop a series of **focus group interview questions** with which to structure your small group discussion. Conduct a 30-60 minute focus group with 3 to 5 people who have knowledge related to your research question. Think about issues of access and ease before deciding upon who you will target for your focus group. Don't forget to ask them to complete consent forms, and be sure to audio-record it!

b. **Arts-based or movement-based** focus group or individual interaction. We will be discussing some examples in class. Depending on your research topic, you may ask participants to draw pictures, take photos, take you on a walking tour, map out geographic areas, or participate in skits. You may also opt to do the arts-based or movement-based option with a single participant rather than a group (which might work better for methods such as walking interviews or photovoice). Don't forget to ask them to complete consent forms, and be sure to audio-record it!

FOR BOTH OPTIONS (a) AND (b): Submit the completed consent forms, your focus group or method outline (i.e. the questions or activities you used), and a 3-5 page (double spaced) reflection on the experience of conducting the focus group or individual method: what worked, what didn't, what you would do differently next time, whether you felt that it helped you develop more insight into your research question. **Please incorporate reference to AT LEAST THREE course readings in your reflection (note that individual chapters in the class textbook count as separate readings).** You do NOT have to submit a transcription of the focus group or individual method for this assignment, but it would be advisable to take detailed notes and retain the audio recording for the sake of data analysis later in the term. You may ultimately decide to transcribe all or portions of the focus group to help with your final assignment.

c. Field observation: Set yourself up in a place where you can unobtrusively observe your research participants in action for half an hour, in order to generate fieldnotes. Choose a place that you suspect will yield insight into your research question (eg if you are asking the question, 'How do graduate students use food as a means other than nutrition? (e.g. for comfort, socially, to avoid work, etc),' you might set yourself up in a cafeteria), and a public location where individuals entering the space cannot reasonably expect to be unobserved (we will discuss this nuance in class). The process of taking fieldnotes will be discussed in class, but here are a few guidelines: when in the field, take jot notes that capture details that you might otherwise forget. As soon as possible once you are out of the field, write up your jot notes in more detailed form – these are your fieldnotes. A half hour of field observation ought to yield at least 2 to 3 double-spaced pages of fieldnotes (if not more). Submit both your jot notes and your fieldnotes, alongside a 3 to 5 page double-spaced reflection on the process, **incorporating reference to AT LEAST THREE course readings in your reflection (note that individual chapters in the class textbook count as separate readings).**

d. Auto-ethnography: If you are doing a research project on the graduate student experience, or are otherwise implicated in your own research topic, take field notes about your own experience, over any twelve hour period, keeping in mind your research question. Throughout the 12 hour period, take jot notes about anything that happens to you or that you experience that is relevant to your research question. Then write up your jot notes as fieldnotes. One day's self-observation should yield at least 2 to 3 double-spaced pages of fieldnotes. Submit both your jot notes and your fieldnotes, alongside a 3 to 5 page double-spaced reflection on the process, **incorporating reference to AT LEAST THREE course readings in your reflection (note that individual chapters in the class textbook count as separate readings).**

e. Discourse analysis: Conduct a discourse analysis of news articles, websites, or other textual sites related to your research topic. If you choose this option, discuss with the professor in advance the scope of your selection (e.g. let's talk about how many media articles would be appropriate, or how many websites, etc). For this method, you will be required to submit two written components: (1) a 2 to 3 page double-spaced description of what sources you used, why you chose them, what criteria you used to conduct your discourse analysis, and your preliminary findings; and (2) a 3 to 5 page double-spaced reflection on the process and on how productive the method was for yielding insight into your research question, **incorporating reference to AT LEAST THREE course readings in your reflection (note that individual chapters in the class textbook count as separate readings).**

f. On-line method: Develop a process for using social media or other on-line sources (not including Zoom or other video interviewing methods) to respond to your research question (e.g. Facebook, Twitter, TikTok, etc). Discuss options with the professor before proceeding. For this method, you will be required to submit two written components: (1) a 2 to 3 page double-spaced description of what sources you used, why you chose them, what criteria you used to conduct your analysis, and your preliminary findings; and (2) a 3 to 5 page double-spaced reflection on the process and on how productive the method was for yielding insight into your research question, **incorporating reference to AT LEAST THREE course readings in your reflection (note that individual chapters in the class textbook count as separate readings).**

5. Final report – 30% (Due April 11th)

Your final report will take the form of a miniature thesis or dissertation (total length 20 to 25 pages). In it, you will describe your research question (including any ways in which it shifted over the course of the term), situate it within the literature, describe what methods you used and why you chose them, describe your data analysis and your findings, and draw some provisional conclusions. You are encouraged to draw on your previous assignments in crafting this final report, though you ought to avoid simply cutting and pasting from one assignment to the next. The best final reports will build upon and expand the insights from previous assignments, in order to create a coherent whole.

Integrated into this report will be a meta-reflection on your experiences of conducting qualitative research. These reflections should be meaningfully integrated into various sections of the final report (e.g. methods section, data analysis, etc). Drawing on **AT LEAST SEVEN of the course readings**, you will discuss some of the dilemmas, problems, insights, and issues that emerged for you in the process of conducting your research. For example, what ethical issues arose as you conducted your research? How did you account for your position and for power relations within the research field? Did the research process proceed as you expected? Do you feel as if you gathered enough information to answer your question? Would you change your question if you had the opportunity to do so? Etc.

The due date for this report is April 11th.

6. Participation -- 10%

Your active participation is essential to your success in this course! Participation in the course includes not only punctual and consistent attendance at each and every seminar, but also thoughtful, engaged, and respectful involvement during class time. In order to engage effectively, **you will be expected to have completed the assigned readings before class.** You will not be able to succeed in this course without attending every seminar, and without actively participating within the workshop discussions that take place there. Your own success as well as that of the course depends on everyone's active and engaged participation.

I recognize, however, that different people have varying degrees of comfort with participating in class. It is important to recognize that your participation is not dependent on the *quantity* of spoken contributions in class, but rather on the *quality* and *context*. For example, if you know yourself to be someone who speaks a great deal in class, then active participation for you might involve sitting back and listening. If you know yourself to be someone who is reluctant to speak in front of others, then active participation for you might entail challenging yourself to speak during alternating seminar weeks. You will have an opportunity near the end of the term to offer some written reflections on your own participation, as a pedagogical exercise and also to assist me in better understanding your experience with the course. Please also feel free to approach me at any time with concerns or questions about yours or others' participation in class.

OTHER RELEVANT INFORMATION

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

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
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	DEF = Deferred	

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

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:

- any submission prepared in whole or in part, by someone else;
- 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.

Statement on Student Mental Health

As a University 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. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

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: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling->

[services/](#)

- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Academic Accommodation

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 me 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me 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 [click here](#).

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). 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).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Assistance for Students:

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.

- 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.
 - Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
 - In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
 - Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>
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Readings and Course Schedule

Please ensure that you complete ALL required readings prior to attending class!

A note about seminar structure:

Seminars will typically be divided into three parts: one part will involve an in-depth discussion of the assigned readings; the second part will be an opportunity for you to share with one another your experiences of doing qualitative research and to reflect on how the readings speak to (or do not speak to) your own experiences of conducting research; and the third part will consist of workshopping and/or preparing your tasks for future assignments. Thus, although the course is quite heavy on assignments, time has been worked into multiple classes for you to develop interview and focus group questions/activities, work on fieldnotes, or find items for your discourse analysis. If you use a laptop, it would be wise to bring your computer with you to class, in order to facilitate this process. There will also be guest speakers attending the class throughout the term, typically other qualitative researchers who will be sharing aspects of their own research experience.

January 10th

Introduction to the course: overview of readings, assignments, and expectations

January 17th

Theory: Situating qualitative research within the wider research field

Practice: Developing a research question

Readings:

Tracy, Sarah J. (2019) 'Chapter 1: Developing Contextual Research that Matters' and 'Chapter 3: Paradigmatic Reflections and Qualitative Research Territories,' in Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact, 2nd edition, pp. 1-24; and pp 48-74.

Lincoln, Yvonna, Susan Lynham and Egon Guba (2017), 'Paradigmatic controversies, contradictions, and emerging confluences, revisited,' from The SAGE Handbook of Qualitative Research, 5th edition, pp 108-150. (Available through Ares.)

Bourdieu, Pierre (1992), 'The practice of reflexive sociology (the Paris workshop),' from An Invitation to Reflexive Sociology, pp 216-243 (Available through Ares).

January 24th

Theory: What is ethical research?

Practice: Ethics processes at universities

Guest speaker (2:45 to 3:45): Dr. Augustine Park, Co-Chair, CUREB-A, on ethics processes at Carleton

Readings:

Tracy, Sarah J. (2019) 'Chapter 4: Research design: Sampling, research proposals, ethics, and IRB,' in Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact, 2nd edition, pp 75-103.

Mosby, Ian and Jaris Swidrovich (2021) Medical experimentation and the roots of Covid-19 vaccine hesitancy among Indigenous Peoples in Canada. *Canadian Medical Association Journal*. 193(11) E381-383; DOI: <https://doi.org/10.1503/cmaj.210112>
<https://www.cmaj.ca/cotent/193/11/E381.short> (Available through Ares).

Guillemin, Marilys and Lynn Gillam (2004). Ethics, reflexivity, and 'ethically important moments' in qualitative research. *Qualitative Inquiry*, (10)2: 261-280. (Available through Ares.)

McDonald, Lauren and Moshoula Capous-Desyllas (2021). Navigating ethical issues in Photovoice: Balancing the principles of community-based participatory research ethics with Institutional Review Board requirements. *Journal of Empirical Research on Human Research Ethics*. Vol 16(4):364-373. (Available through Ares.)

January 31st

Assignment 1 due: research question, TCPS2 2022 CORE certificate, lit review, and consent form

Theory: Positionality, power, and reflexivity

Readings:

Nxumalo, Fikile (2021), Disrupting anti-Blackness in early childhood qualitative inquiry: Thinking with Black refusal and Black futurity. *Qualitative Inquiry*, Vol 27(10):1191-1199 (Available through Ares.)

Archibald, Jo-Ann Q'um Q'um Xiiem and Amy Parent Nox Ayaawilt (2019). "Hands back, hands forward for Indigenous storywork as methodology." From Sweeney Windchief and Timothy San Pedro (Eds), Applying Indigenous Research Methods: Storying with Peoples and Communities., pp 3-20 (Available through Ares.)

Reich, Jennifer (2021). Power, positionality, and the ethics of care in qualitative research. *Qualitative Sociology*. 44:575-581. (Available through Ares).

Wacquant, Loic. (1992) 'Epistemic Reflexivity,' excerpted from "The Structure and Logic of Bourdieu's Sociology," in Wacquant, L. and P. Bourdieu, An Invitation to Reflexive Sociology, pp. 36-46. (Available through Ares.)

February 7th

Theory: Validity and Legitimacy in Qualitative Research

Practice: Interviewing

Readings:

Tracy, Sarah J. (2019) Chapters 5, 7, and 11: 'Negotiating access and exploring the scene,' ; 'Interview planning and design' ; and 'Qualitative quality: Creating a credible, ethical, significant study', in Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact, 2nd edition, pp 104-128 ; pp 155-180 ; and pp 265-291

Torrance, Harry (2017). 'Evidence, criteria, policy, and politics: The debate about quality and utility in educational and social research,' from The SAGE Handbook of Qualitative Research, 5th edition, pp 766-795. (On reserve at the library.)

February 14th

Theory and Practice: Focus groups and fieldnotes

Guest speaker (confirmed): Dr. Warren Clarke, on focus groups and interviews with Afro-Caribbean & Black young men living in poverty (2:45 to 3:45)

Readings:

Tracy, Sarah J. (2019) Chapters 6 and 8: 'Field roles, fieldnotes, and field focus' and 'Interview practice: Embodied, mediated, and focus-group approaches,' in Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact, 2nd edition, pp 129 - 153 and pp 181 - 207.

McNaughten, Phil (2020). Towards an anticipatory public engagement methodology: deliberative experiments in the assembly of possible worlds using focus groups. *Qualitative Research*. <https://doi.org/10.1177/1468794120919096> (Available through Ares).

Vanderbeck, Robert M. (2005) 'Masculinities and Fieldwork: Widening the discussion.' *Gender, Place & Culture*, 12(4): 387-402, DOI: 10.1080/09663690500356537 (Available through Ares.)

February 21st – READING WEEK. No class.

February 28th

Assignment 2 due: transcribed interview and interview questions

Theory and Practice: Discourse analysis and auto-ethnography

Readings:

Walford, Geoffrey (2021). What is worthwhile auto-ethnography? Research in the age of the selfie. *Ethnography and Education*. 16(1): 31-43. (Available through ARES).

Ali, Rabia (2015). Rethinking representation: negotiating positionality, power and space in the field. *Gender, Place and Culture* Vol 22(6): 783-800 (Available through ARES).

Fairclough, Norman (2014). General Introduction, from Critical Discourse Analysis: The Critical Study of Language (Second Edition). New York: Routledge, pp 1-23. (Available through ARES.)

Khan, Mohsin Hassan, Hamed Mohd Adnan, Surinderpal Kaur, Rashid Ali Khuhro, Rohail Asghar and Sahira Jabeen. (2019). Muslims' representation in Donald Trump's anti-Muslim-Islam statement: A critical discourse analysis. *Religions*. 10, 115; doi:10.3390/rel10020115 (Available through ARES).

March 7th

Theory and Practice: Arts-based and spatial methods

Readings:

Kennelly, Jacqueline. (2017) "'This Is the View When I Walk into My House': Accounting Phenomenologically for the Efficacy of Spatial Methods with Youth." *Young*. 25(3): 305-321. (Available through Ares).

Gallagher, Kathleen, Nancy Cardwell, Danielle Denichaud, and Lindsay Valve. (2022). The ecology of global, collaborative ethnography: Metho-pedagogical moves in research on climate change with youth in pandemic times. *Ethnography and Education*. Vol 17(3): 259-274.

Furman, Ellis, Amandeep K. Singh, Ciann Wilson, Fil D'Allesandro, and Zev Miller. (2019). "'A Space Where People Get It': A Methodological Reflection of Arts-Informed Community-Based Participatory Research with Nonbinary Youth. *International Journal of Qualitative Methods*. <https://doi.org/10.1177/1609406919858530>. (Available through Ares).

Annamma, Subini Ancy. (2017). Mapping Consquential Geographies in the Carceral State: Education Journey Mapping as a Qualitative Method with Girls of Color with Dis/Abilities. *Qualitative Inquiry*. <https://doi.org/10.1177/1077800417728962>. (Available through Ares).

March 14th

Assignment 3 due (choose one of six options)

Theory and Practice: On-line methods and Participatory Action Research

Guest Speakers (confirmed): Dr. Miranda Brady and Christine Jenkins (autistic advocate and Community Research Associate) to discuss [Bridging the Silos: Autistic Experiences of Menopause](#) project.

Readings:

Ditchfield, Hannah and Joanne Meredith. (2018). 'Chapter 32: Collecting qualitative data from Facebook: Approaches and Methods.' In Uwe Flick (Ed), *The SAGE Handbook of Qualitative Data Collection*. (Available through Ares).

Riggs, Nicholas (2014). Following Bud: Blogging at the end-of-life. *Qualitative Inquiry*, 20(3): 376-384. (Available through Ares).

Fields, Jessica (2016). The racialized erotics of participatory research: a queer feminist understanding. *WSQ: Women's Studies Quarterly*, 44(3 & 4):31-50. (Available through Ares.)

Roy, Alastair, Jacqueline Kennelly, Harriet Rowley, and Cath Larkins (2020). A critical discussion of the use of film in participatory research projects with homeless young people: an analysis based on case examples from England and Canada. *Qualitative Research*, 21(6): 957-974. (Available through Ares).

March 21st

Theory and Practice: Analyzing data

Introduction to NVivo. Hands-on workshop with Judy Senecal (4:00 to 5:25). MacOdrum Library Rm 252A. Download Nvivo trial software to your device in advance. Bring digital file of your transcript!

Readings:

Tracy, Sarah J. (2019) Chapters 9 and 10: 'Data analysis basics' and 'Advanced data analysis' in Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact, 2nd edition. pp. 208-264.

Rosiek, Jerry Lee and Julia Heffernan (2014). Can't code what the community can't see: A case of the erasure of heteronormative harassment. *Qualitative Inquiry*, 20(6): 726-733. (Available through Ares).

Tuck, Eve and K. Wayne Yang (2014). Unbecoming claims: pedagogies of refusal in qualitative research. *Qualitative Inquiry*, 20(6): 811-818. (Available through Ares).

Jackson, Kristi, Trena Paulus, and Nicholas H. Woolf. (2018.) The walking dead genealogy: Unsubstantiated criticisms of qualitative data analysis software (QDAS) and the failure to put them to rest. *The Qualitative Report*. 23(13): 74-91. <https://doi.org/10.46743/2160-3715/2018.3096> (Available through Ares).

March 28th

Assignment 4 due (choose one of six options).

Theory and practice: Communicating your results

Tracy, Sarah J. (2019) Chapters 12 and 13: 'Theorizing and Writing' and 'Drafting, polishing and publishing,' in Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact, 2nd edition, pp. 292-343.

Mackenzie, Catrina, Julia Christensen, Sarah Turner (2015). 'Advocating beyond the academy: dilemmas of communicating relevant research results,' *Qualitative Research*, 15(1): 105–121 (Available through Ares)

Naidu, Thirusha and Neil Prose. (2018). 'Re-envisioning member checking and communicating results as accountability practice in qualitative research: A South African community-based organization example.' *Forum Qualitative Social Research*, 19(3), Art. 26. (Available through Ares).

April 4th

Participation self-reflection due (complete in-class).

Theory: the difficult yet essential work of qualitative researchers

Tracy, Sarah J. (2019) Chapter 14: 'Qualitative methodology matters' in Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact, 2nd edition. pp. 344-366.

Clark, M. Carolyn and Barbara F. Scharf. (2007.) The dark side of Truth(s): ethical dilemmas in researching the personal. *Qualitative Inquiry*. 13(3): 399-416. (Available through Ares)

Spooner, Marc (2017). 'Qualitative Research and Global Audit Culture: The Politics of Productivity, Accountability and Possibility,' from The SAGE Handbook of Qualitative Research, 5th edition, pp 894-914. (Available through ARES)

April 11th

Final report due.

No formal class; instructor will be available for consultation.