

Geography/USP 827: Qualitative Methodsⁱ

Spring 2020 –January 23, 2020ⁱⁱ

Dr. Kristin Sziarto

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Office hours:

Tuesdays & Thursdays,

11:15 am – 12:30 pm,

or by appointment

Office: Bolton 468

Spring 2020

Face-to-face class

Meets Thursdays, 4:30 – 7:10 pm

Bolton 487

For graduate students in Geography, Urban Studies, Public Health and related fields

Course objectives

This course aims to deepen your understanding of qualitative research methodology and methods. To this end, in this class we will

- ∞ examine key issues in qualitative research, such as research ethics, power relations, positionality, and representation;
- ∞ explore a range of qualitative methods, including interviews, focus groups, participant observation, and content and discourse analysis through reading and through practice;
- ∞ use and reflect on particular qualitative research techniques; and
- ∞ consider the interconnections between theory, epistemology, and research methods.

The course will be conducted as a **SEMINAR** focusing on your active engagement with the reading. I expect you as graduate students to read thoughtfully, deepen your engagement with the literatures through responsive writing and discussion, and build your own critical perspectives on the theories addressed.

Additionally, the class will operate as a **WORKSHOP**, in which you will engage with various research questions and practice selected qualitative methods as a means of considering theoretical, methodological and ethical concerns associated with the conduct of research. You will carry out practical work on your own research projects or on topics addressed by the entire class. Practical work may include conducting and transcribing an interview, archival work, observation, grounded theory-based coding, and practicing discourse analysis. The course as a whole will stress the ongoing practice of research as learning about the world, as emerging from interlinked practices of empirical research, various modes of reading, engagement with theory, and writing as a core practice for thinking. There will be no long final paper. Rather, the course emphasizes research and writing as everyday practices that enable the rigorous learning we call ‘research.’

Required course materials

Nearly all course materials will be provided on Canvas, but there is one text you should purchase:

Cresswell, John W., and Cheryl N. Poth. (2018). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. (Fourth Edition). Los Angeles: Sage. (4th edition.)

You will be required to complete the CITI Human Subjects Training; see p. 4 below. Consider doing this before the semester begins!

ASSESSMENT

Assessment will stress preparation for class, participation in discussion, and engagement as evident in written and oral practice. You will write weekly response pieces to engage with the reading throughout the semester, and work on longer essays using the course material to reflect on use of the qualitative methods practiced and critically engage with existing research.

Your work in this course will be assessed as follows:

Assessment	Learning Goals	% of grade	Grading basis
Response papers (9 papers @ 1 p each)	Develop critical understanding of qualitative methodologies and methods through independent reading and writing Develop scholarly analytical and writing skills	9 short papers @ 2% each for a total of 18%	Out of 2 points (2/√+ = meets at least 80% of criteria; 1/√ = meets <80% of criteria; 0=not submitted)
Completion of CITI human subjects training	Demonstrate knowledge of IRB policies Prepare for critical discussion of IRB	5%	Completion for full credit
Class participation, including leading class discussion for 1 session	Develop facility and self-confidence in professional and scholarly engagement and debate with peers	15%	Letter
Research practice assignments: Choose 2 1. Interview & transcript 2. Focus group interview & transcript 3. Archival work with notes 4. Field observation with notes	Practice qualitative data collection methods Acquire experience with methods to enable engagement with theoretical approaches to methods (methodological inquiry)	16%	Letter
Research analysis assignments: do both 1. Analytic memos on archival, fieldnotes, or interview 2. Coding	Practice qualitative data analysis methods	16%	Letter
Critical reflection papers: do all 1. Research example evaluation 2. Epistemological stances essay 3. Reflection essay on methodologies, methods and practice	Develop understanding of relationships among epistemology, methodology, and method Critically evaluate research practices in relation to theoretical inquiry, ethics, and power relations	30%	Letter

WORKLOAD

A three-credit course consists of at least 144 hours of time spent on the course; therefore, for every hour spent in the classroom, you can expect at least two hours spent on the course outside the classroom. In this course you should expect to spend at least 5-6 hours per week outside of class for reading, writing, CITI training, and data collection and analysis work.

All UWM course policies apply; please be familiar with the following:

Student Rights & Responsibilities: <http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>

ACADEMIC INTEGRITY

For scholars and students, academic integrity is of the utmost importance, and you should conduct your work in such a way as to acknowledge the intellectual labor of others. For the relevant UWM policy, see http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

COMMUNICATION AND UNEXPECTED EVENTS

Please check your university email regularly for occasional class announcements; such announcements will also be posted on the course Canvas page. In case of an H1N1 outbreak, severe weather events, or other disruptive large-scale phenomena, alternative arrangements will be made for class and a new syllabus will be distributed to organize the completion of remaining assessed work.

To request an office appointment or ask a quick question by email, always include “GEOG 827” in the subject header to Kristin <sziarto@uwm.edu>. I usually answer my e-mail within 24 hours during the week, 36 hours on the weekend.

RESPONSE PAPERS ASSIGNMENT

One of your tasks as a scholar is to develop your thinking, especially critical thinking. One of the most important ways to do this is through writing. This does NOT mean that you read a lot, think critically, then write about it. Rather, regular writing practice –while reading, immediately after reading an article, after a session of fieldwork, etc.—may actually start to tell you what you are thinking. To this end, in this course you will write at least **9 responses to the reading**. You should write an approximately one-page, single-spaced piece in response to the assigned reading(s), and circulate it to the entire class by posting to the appropriate Canvas Discussion by midnight on the Wednesday before class.

I recommend you use this assignment to work toward several different goals:

- ✓ Establishing a habitual process of writing (as thinking)
- ✓ Developing your ability to respond critically to reading
 - grasping the arguments even as you subject them to critical scrutiny
 - relating them to other scholarly work
- ✓ Getting around writer’s block by free-writing before you are sure of your argument
- ✓ Developing arguments through responding to & revising your writing

What should you strive to do in these response pieces? You might, depending on the reading(s), focus on a particular term, and trace how the author develops her/his argument about that

concept, OR how several authors use different conceptualizations of the same term (and think about which conceptualization works best for you). You might compare or contrast different authors' positions in a methodological debate. You might focus on grappling with one or two difficult concepts or passages by trying to summarize them, and relating them to the rest of the work. You might relate a reading to a previous week's reading(s), by comparing and contrasting their approaches to a topic.

REMINDER: Response pieces are due to the **course Canvas Discussion page** by Wednesday midnight, to give everyone time to read each other's responses before Thursday's class. Earlier is fine, too. See the instructions on that page regarding how to post your response paper. If your work or class schedule seems to make this impossible in some way, talk with Kristin as soon as possible.

COMPLETING CITI TRAINING

You must complete the online Collaborative IRB Training Initiative (CITI) program for Social & Behavioral researchers. CITI is UWM's approved web-based training addressing issues in research with human subjects.

You must complete the CITI training before you can do the practical assignments. The CITI training takes about 4-6 hours to finish. You do not have to do it all at once; you can complete one module, then return to the training later to do more by logging in with your username and password.

If you have previously completed the CITI training, and your certification is current, you can upload your documentation to the Canvas assignment space.

CITI Module Instructions

Go to <http://www.citiprogram.org/>

Create an account if you don't already have one.

Select UWM as your affiliation.

Add a new course. Choose: **IRB Human Subjects Training** and **IRB-Social & Behavioral Researchers**.

You must complete and pass **all** of the modules in this course to receive a completion report.

After you have completed the training and tests, go to "My Reports." Save the Completion Report as a PDF and upload to CANVAS.

LEADING DISCUSSION

You will work with one or more other classmates to facilitate discussion once in the semester. This work will count as part of your participation grade. At the first class meeting you will sign up for your session. How should you go about this? There are many ways to approach the reading, and your plans should take the nature of the reading, and the questions they raise, into consideration. Some reading will clearly lay out a theoretical approach (more or less clearly, which you may need to address). Some reading will obviously conflict with others. Some reading could work best when put into conversation with reading from previous weeks. In some weeks the reading should be put into conversation with preparation to practice the research method.

You should also consider the practicalities of the 4:30 – 7:10 pm time. It is unlikely that we will all be able to focus on one singular task for the entire class period.

I strongly recommend that you arrange to meet with your co-facilitator(s) the week before the class you are to lead. Also consider arranging to meet with me. I will generally be available to meet Thursday afternoons or Friday mornings (please e-mail to make specific arrangements).

QUALITATIVE DATA COLLECTION PRACTICE ASSIGNMENTS (choose 2 from 4 options)

You will complete two practical assignments in collecting qualitative data. The first is due at the end of Week 8, and the second at the end of Week 11. **You should start on each of them at least 4 weeks in advance of the due date, because of the challenges of arranging interviews, finding archives, etc.**

1. Interview

Carry out a pilot interview for your own research or relevant to a topic in your field. This interview should be at least 20 minutes (and no longer than an hour). Record it and transcribe 15-20 minutes of it. Include (at the end) a written reflection on the interview process, including questions, concerns, challenges and realizations before, during, and after the interview.

2. Archival work

“Archives” can be broadly understood as collections of documents. Some archives are already assembled as such; others you might need to create (making an archive of social media posts in a certain date range, on a particular event, etc.)

For this assignment you may create your own archive. Alternately you may use one of these archives:

- 1) Material in the Milwaukee Urban Observatory (box 1, folder 37, and box 2, all)
- 2) Material in Special Collections, especially oral history interviews, or media collections (e.g. the Milwaukee Kaleidoscope). Some of these are digital archives.

Regarding the material in the UWM archives, these sources offer perspectives on Milwaukee during particular time periods. You should take notes on them, asking: What do they understand as the key urban issues confronting Milwaukee during this time? How are their perspectives similar or different? What is the imaginative geography of Milwaukee, its neighborhoods, and its citizens constructed? – for example. You may well think of other interesting questions.

Type up your notes on these materials. You should have at least 8 pages (11- or 12-pt, single-spaced). Include (at the end) a written reflection on the experience of archival work, including questions, concerns, challenges and realizations before, during, and after the time spent on the archive.

3. Focus group interview

Carry out a pilot focus group interview for your own research or relevant to a topic in your studies. This interview should be at least 20 minutes (and no longer than an hour). Record it and transcribe 15-20 minutes of it. Include (at the end) a written reflection on the interview process, including questions, challenges and realizations before, during, and after the group interview.

4. Field observation

Select a place or an event to observe. Conduct several observations at one site, or a couple of related sites. Keep detailed fieldnotes about what you observe. Don't focus on talking with people, but, as you become more familiar at and with the site, don't shy away from interaction or incidental encounters. Remember to write analytic memos on your thoughts and speculations as well.

Type these notes up. You should have at least 8 pages of notes (11- or 12- pt, single-spaced). Alternately, if you think you will lose material by typing up, you may scan your notes and upload the scan. Include (at the end) a written reflection on the experience of field observation, including questions, concerns, challenges and realizations before, during, and after the time spent in the field.

QUALITATIVE RESEARCH ANALYSIS ASSIGNMENTS (do both)

1. Textual analysis/coding (due to Canvas week 13)

You should plan do to this assignment AFTER you have read the relevant material in week 10.

Review your transcript(s), interview notes, archival notes, and fieldnotes and analytic memos, and explore some codes and coding categories. If they all address the same topic, code it all together; if they are on different topics, choose the most interesting (richest data) and code that. Plan to do at least two rounds of coding (though depending on your approach, just one might do, or more may be needed. Be prepared to justify what you do!)

Bring:

- 1) a list of the coding categories (themes?) and some comments on/explanations of them, and
- 2) the coded data (a copy of what you have – keep a copy for yourself) .

2. Discourse analysis (due to Canvas week 15)

You should plan do to this assignment AFTER reading the relevant material in week 11.

Here you will use your coded data again. Revisit that material and read your data and notes, and coding and themes, in relation to (1) the relative power relations of the agents involved, (2) larger-scale social & power relations, and (3) interpret the material in relation to these to say something about how meaning and authority are established in the context studied.

CRITICAL REFLECTION PAPERS (do all)

1. Research example evaluation (due to Canvas at the end of week 6)

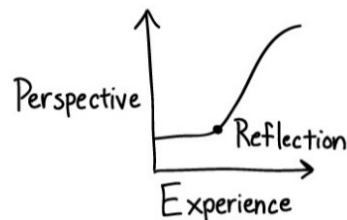
Select an example of research (ideally a journal article or book chapter) employing qualitative research methods that you find to be particularly compelling. It may be, for example, research that is empirically similar to your interests or perhaps an investigation that you'd like to model your own research after. Write up an analysis of the research, responding to the following questions (about 600-1000 words, 11- or 12- pt font): What are the research questions? Methods used? How do the questions and methods relate? How are the methods connected to the theoretical framing? How are findings relayed? Why is the project compelling? Be prepared to present and discuss your evaluation with your classmates.

2. Epistemological stances: critical discussion of epistemological grounding and research practice (due to Canvas at the end of week 8)

Choose one or more readings – especially from weeks 1, 4, and 6 –to reflect upon in relation to your own perspective on knowledge production (i.e. research practice). What theoretical framework do you lean toward? Why? What does this mean for your own choice(s) of research methods? Why? The best papers will answer such questions AND address a theme (i.e. ethics, politics, positionality, representation) from the readings and integrate a discussion of at least two of the papers assigned for that theme. Again, 11- or 12-pt font, 600-1000 words.

3. Reflections on methodologies, methods and practice (draft due in class and to Canvas week 16, final version due to Canvas May 13th)

Building on critical reflection paper 2, and on the practical exercises (archival, interview, observation) discuss one method that will be central to your own research, or that you find most appealing. What challenges have you encountered? How did you think through those challenges and address them? Were there unexpected issues with “data collection”? What were the challenges of interpretation and analysis? The best papers will respond to these questions and draw on several of the assigned readings, as well as work in your field, related to the methodologies and methods discussed. Again, 11- or 12-pt font, 600-1000 words, or more if you need to write more.



WEEK-BY-WEEK TOPICS AND READING

Week 1: Situating Qualitative Research

Required reading:

- G. Pratt. (2009). Qualitative methods and quantitative methods in D. Gregory, R. Johnston, G. Pratt, M.J. Watts and S. Whatmore, Eds. *The Dictionary of Human Geography*, 5th edition. West Sussex: Wiley-Blackwell, pp. 603-611.
- Denzin N. and Lincoln Y. (2018) Introduction: The discipline and practice of qualitative research. In N. Denzin and Y. Lincoln, eds. *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage Publications, pp. 1-24.
- Cresswell & Poth (2018). *Qualitative Inquiry and Research Design*, chapters 1 and 2.

Suggested reading:

- Denzin, N. K., Lincoln, Y. S., & Giardina, M. D. (2006). Disciplining qualitative research. *International Journal Of Qualitative Studies In Education (QSE)*, 19(6), 769-782.
- H.P.M. Winchester. 2005. Qualitative Research and its Place in Human Geography. in Iain Hay ed., *Qualitative Research Methods in Human Geography*. Oxford: Oxford University Press. pp. 1-18.

Week 2: Ethics, social justice, the history of human subjects research, and the IRB

Required reading:

- Reverby, S. (2012). Ethical failures and history lessons: The US Public Health Service Research Studies in Tuskegee and Guatemala. *Public Health Reviews*, 34(1), 1-18
- Fine, M. (2006). Bearing Witness: Methods for Researching Oppression and Resistance—A Textbook for Critical Research. *Social Justice Research*, 19(1), 83–108.
<https://doi.org/10.1007/s11211-006-0001-0>
- Mobley, A., Henry, S., & Plemmons, D. (2007). Protecting Prisoners from Harmful Research: Is “Being Heard” Enough? *Journal of Offender Rehabilitation*, 45(1/2), 33–46.
<https://doi.org/10.1300/J076v45n01-03>
- Hopkins, P. 2007. Positionalities and Knowledge: Negotiating Ethics in Practice. *ACME: An International E-Journal for Critical Geographies*, 6 (3), 386-394.

Suggested reading:

- Martin, D. G. and J. Inwood. (2012). Subjectivity, Power, and the IRB. *The Professional Geographer* 64 (1), p. 7-15.
- Johnson, T. S. (2008). Qualitative Research in Question : A Narrative of Disciplinary Power With/in the IRB. *Qualitative Inquiry* 2008 14: 212-232.
- Everything in this issue of ACME: <http://www.acme-journal.org/volume6-3.html>, including...
- * Bradley, Matt. (2007). Silenced for Their Own Protection: How the IRB Marginalizes those it Feigns to Protect. *ACME: An International E-Journal for Critical Geographies*, 6 (3), 339-349.
 - * Trudeau, D. (2012). IRBs as Asset for Ethics Education in Geography*. *Professional Geographer*, 64(1), 25-33.
 - * Martin, D. G. (2007). Bureaucratizing Ethics: Institutional Review Boards and Participatory Research. *ACME: An International E-Journal for Critical Geographies*, 6 (3), 319-328.
- Lincoln, Y. (2005). Institutional Review Boards and Methodological Conservatism: The Challenge to and from Phenomenological Paradigms. In N. Denzin and Y. Lincoln, eds. *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage Publications, pp. 165-181.

- Sauder, S., Stein, R., Feinberg, E., Bauchner, H., Banks, M., & Silverstein, M. (2011). When the Subject Is More Than Just the Subject: Two Case Studies of Family Involvement in Human Subjects Research. *Journal of Empirical Research on Human Research Ethics*, 6(1), 33–38.
- American Anthropological Association. (2012). Principles of Professional Responsibility (full ethics statement). Online at <http://ethics.americananthro.org/category/statement/>
- Indigenous Peoples Specialty Group (IPSG) of the Association of American Geographers (AAG). (2010). Declaration of Key Questions about Research Ethics with Indigenous Communities. Online at <http://www.indigenousgeography.net/ipsg/pdf/IPSGResearchEthicsFinal.pdf>

Week 3: Data collection (various issues); Interviews

Required reading:

- Cresswell & Poth (2018), Chapter 7
- K. Dunn. (2010). Interviewing. In I. Hay, Ed. *Qualitative Research Methods in Human Geography*, Third Edition, Oxford, Oxford Univ. Press, pp. 101-138.
- Elwood, S. & D. Martin. (2000). “Placing” interviews: location and scales of power in qualitative research. *Professional Geographer* 52(4): 649-657.
- Harvey, W. S. (2011). Strategies for conducting elite interviews. *Qualitative Research*. 11(4): 431-441.

Suggested reading:

- Kong, T. S., Mahoney, D., and Plummer, K. (2002). Queering the interview. In Holstein, J. and J. Gubrium (Eds.). *Inside Interviewing: New Lenses, New Concerns*. Thousand Oaks: SAGE, pp. 239-258.
- Baxter, J and J Eyles (1997) Evaluating qualitative research in social geography: establishing “rigour” in interview analysis. *Transactions of the Institute of British Geographers NS* 22:505-525.
- Duncan J. and N. Duncan. (2001). Theory in the field. *The Geographical Review* 91 (1-2): 399-406.
- Herod, A. (1993). Gender issues in the use of interviewing as a research method. *Professional Geographer* 45: 305-317.
- Starkweather, S. (2012). Telling family stories: collaborative storytelling, taking precedence and giving precedence in family group interviews with Americans in Singapore, *Area* 44(3), 289-295.
- Barnett, C., N. Clarke, P. Cloke, and A. Malpass. (2008). The Elusive Subjects of Neo-Liberalism. *Cultural Studies* 22 (5), 624-653; OR
- Inwood, J. and D.G. Martin. (2008). Whitewash: white privilege and racialized landscapes at the University of Georgia. *Social & Cultural Geography* 9 (4), 373-395.



Week 4: Epistemological stances and research design

Required reading:

- Review Chapter 2 in Cresswell & Poth (2018), read Chapters 3 & 4
- Charmaz K. (2005). Grounded theory in the 21st Century. In N. Denzin and Y. Lincoln, eds. *Handbook of Qualitative Research*. Thousand Oaks: Sage Publications, pp. 507- 535.

Del Casino, V., A.J. Grimes, S. P. Hanna, and J. P. Jones III. (2000). Methodological frameworks for the geography of organizations. *Geoforum* 31, 523-538.

Suggested reading:

Holton, J. (2008.) Grounded Theory as a General Research Methodology. *Grounded Theory Review* 7 (2), <http://groundedtheoryreview.com/2008/06/30/grounded-theory-as-a-general-research-methodology/>

Elwood, S. (2000). Mixed Methods: Thinking, Doing, and Asking in Multiple Ways. In DeLyser, D., S. Herbert, S. Aitken, M, Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*. London: Sage, pp. 94-113.

Bradshaw, M. and E. Stratford. (2000). Qualitative Research and Rigour. In DeLyser, D., S. Herbert, S. Aitken, M, Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*. London: Sage, pp. 67-76.

Kilburn, H. W. (2004). Explaining U.S. Urban Regimes. *Urban Affairs Review*, 39(5), 633-651.

Dewberry, J.D. 2010. Performative, Non-representational, and Affect-based Research: Seven Injunctions. in DeLyser, D., S. Herbert, S. Aitken, M, Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*. London: Sage. pp. 321-334.

Geertz G. (1973) Thick description: toward an interpretive theory of culture, Chapter One in *Interpretation of Cultures*. New York: Basic Books, pp. 3-30.

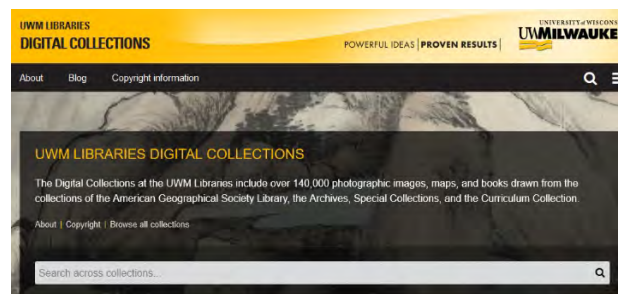
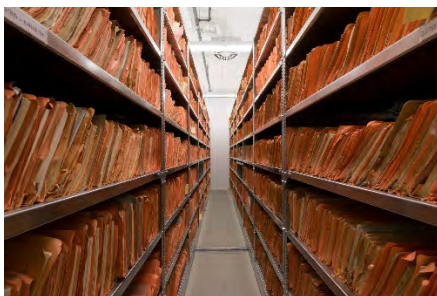
Smith, S. 2001. "Doing qualitative research: from interpretation to action," in Limb & Dwyer, eds. *Qualitative Methodologies for Geographers*. London: Arnold. pp. 23-40.

Valentine, G. 2001. "At the drawing board: developing a research design," Limb & Dwyer, eds. *Qualitative Methodologies for Geographers*. London: Arnold. pp. 41-54.

Herbert, S. (2000). A Taut Rubber Band: Theory and Empirics in Qualitative Geographic Research. In DeLyser, D., S. Herbert, S. Aitken, M, Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*. London: Sage, pp. 69-81.

Week 5: Archival work

What is an archive? Where do you find it? And other issues...



Required reading:

Lorimer, H. (2005). Caught in the Nick of Time: Archives and Fieldwork. In DeLyser, D., S. Herbert, S. Aitken, M, Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*. London: Sage.

Mallinson, Sara. (2003). Historical Data for Health Inequalities Research: A Research Note. *Sociology*, 37(4), 771-780.

Roy, P. (2010) Analyzing empowerment: an ongoing process of building state-civil society relations – the case of Walnut Way in Milwaukee. *Geoforum* 41, pp. 337-348.

Cruz, A.G.B., Y. Seo, and M. Rex. (2018). Trolling in online communities: A practice-based theoretical perspective. *The Information Society*, 34 (1), 15-26.

Suggested reading:

Harris C. (2001) Archival fieldwork. *The Geographical Review* 91 (1-2): 328-334.

Hodder I. (2000) The interpretation of documents and material culture. In N. Denzin and Y. Lincoln, eds. *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage Publications, pp. 703-715.

Raitz K. (2001) Field observation, archives and explanation. *The Geographical Review* 91 (1-2): 121-131.

Roche, M. (2010). "Historical Research and Archival Sources," in pp. 133-146. In I. Hay, Ed. *Qualitative Research Methods in Human Geography*. Oxford: Oxford University Press, pp. 173-190.

Week 6: The politics of knowledge production – Post-structuralism and the “crisis of representation”; femininisms, science studies, and critical race theory

Required reading:

Foucault, M (1970) Chapter One, The Order of Things. NY: Random House, pp. 1-16. (Reading includes Foreword and Preface as well). Also look at the painting *Las Meninas*.

Mohanty, C. T. (1988). Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Feminist Review* 30, 61-88.

Barnes, T. (1998). A history of regression: actors, networks, machines, and numbers. *Environment and Planning A*, 30, 203-223.

Ford, C. L. and Airhihenbuwa, C. O. (2010). Critical race theory, race equity, and public health: Toward antiracism praxis. *American Journal of Public Health*, 100(S1), S30-S35.

Suggested reading:

Harding, S. (1987). Introduction: Is there a feminist method? & Conclusion: epistemological questions. In S. Harding, ed., *Feminism and Methodology*. Bloomington, IN: Indiana University Press.

Kobayashi, A. 1994. Colouring the Field: Gender, 'race', and the politics of fieldwork. 46 (1), pp. 73-80.

Rose, G. 1997. Situating Knowledges: Positionality, reflexivities, and other tactics. *Progress in Human Geography*. 21 (3), pp 305 – 320.

Barnes T. and J. Duncan and Duncan J. and Barnes T. (1992) Introduction: writing worlds, and Afterword. In T. Barnes and J. Duncan, eds. *Writing Worlds: Discourse, Text, and Metaphor in the Representation of Landscape*. London and NY: Routledge, pp. 1-12, 248-253.

Week 7: Focus group interviews

Group interviews add their own challenges.

Required reading:

Cameron, J. 2010. Focusing on the focus group. In I. Hay, Ed. *Qualitative Research Methods in Human Geography*. Oxford: Oxford University Press, pp. 152-72.

Hopkins, P.E. (2007). Thinking critically and creatively about focus groups. *Area* 39, 4: 528- 535.

Wilkinson, C. E., C. E. Rees, and L. V. Knight. (2007). "From the Heart of My Bottom": Negotiating Humor in Focus Group Discussions. *Qualitative Health Research* 17 (3), 411-422.

Pain, R., Grundy, S., Gill, S., Towner, E., Sparks, G., & Hughes, K. (2005). 'So Long as I Take my Mobile': Mobile Phones, Urban Life and Geographies of Young People's Safety. *International Journal of Urban & Regional Research*, 29(4), 814-830



Suggested:

- Wilkinson, S. (1998). Focus Groups in Health Research. *Journal of Health Psychology* 3 (3), 329-348.
- Murtaugh, Brendan. (1999). Listening to Communities: Locality Research and Planning. *Urban Studies* 36 (7), 1181-1193.
- Bosco, F.J. and T. Herman. (2010). Focus Groups as Collaborative Research Performances. In DeLyser, D., S. Herbert, S. Aitken, M. Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*. London: Sage.

Week 8: Observation (Ethnographic, participant, etc.) and visual methods

Required reading:

Watson, A. and K. Till. (2010). Ethnography and Participant Observation. In DeLyser, D., S. Herbert, S. Aitken, M. Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*. London: Sage.

Billo, E. and A. Mountz. (2016). For institutional ethnography: Geographical approaches to institutions and the everyday. *Progress in Human Geography* 40(2), 199–220.

Sinding, C. (2010). Using Institutional Ethnography to Understand the Production of Health Care Disparities. *Qualitative Health Research* 20 (12), 1656-1663. **OR**

AND CHOOSE ONE from these:

Langhout, R. D. (2014). Photovoice as methodology. In Schenker, M. B., Castañeda, X., and A. Rodriguez-Lainz (Eds.). *Migration and Health: A Research Methods Handbook*. Berkeley: University of California Press, pp. 327-342. **OR**

Knowles, M., Rabinowich, J., Gaines-Turner, T., and Chilton, M. (2015). Witness to hunger: Methods for Photovoice and participatory action research in public health. *Human Organization*, 74(3), 255-265.

Suggested reading:

- Burawoy, M. (1991) The Extended Case Method, Chapter Thirteen in *Ethnography Unbound: Power and Resistance in the Modern Metropolis*. Berkeley: University of California Press, pp. 1-7; 271-287.
- Hyndman, J. (2001). The Field as Here and Now, Not There and Then. *Geographical Review* 91 (1-2), 262-272.
- Kitchin, R and P. Hubbard (1999) Research, action and “critical” geographies. *Area* 31(3): 195-198.
- Kearns, R. (2010). Seeing with clarity: Undertaking Observational Research. In I. Hay, Ed. *Qualitative Research Methods in Human Geography*, Second Edition, Oxford, Oxford Univ. Press, pp. 241 -257.
- Pain, R. (2004). Social geography: participatory research. *Progress in Human Geography* 28:5:652-663.
- Smith-Morris, C. (2017). Epidemiological placism in public health emergencies: Ebola in two Dallas neighborhoods. *Social Science & Medicine* 179, 106-114.

- Wang, C. C. (1999). Photovoice: A participatory action research strategy applied to women's health. *Journal of Women's Health*, 8(2), 185-192.
- Cahill, C. (2007). The personal is political: developing new subjectivities through participatory action research. *Gender, Place and Culture* 14:3:267-292.
- Dowler, L. Fieldwork in the trenches: participant observation in a conflict area. In Limb & Dwyer, eds. (2001) *Qualitative Methodologies for Geographers*. London: Arnold. pp. 153-164.
- Routledge, P. (2005). Major Disasters and General Panics: Methodologies of Activism, Affinity and Emotion in the Clandestine Insurgent Rebel Clown Army. In DeLyser, D., S. Herbert, S. Aitken, M, Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*. London: Sage.
- Cutchin, M. P. (2007). The need for the "new health geography" in epidemiologic studies of environment and health. *Health & Place* 13 (3), 725-742.
- Behar, Ruth. (2014). Goodbye, Comadre. *The Chronicle Review*, January 26, 2015. Available online at http://chronicle.com/article/Goodbye-Comadre/151325/?cid=cr&utm_source=cr&utm_medium=en.
- Winkelman, W.J. and N. V. D. Halifax. (2007). Power is Only Skin Deep: An Institutional Ethnography of nurse-Driven Outpatient Psoriasis Treatment in the Era of Clinic Web Sites. *Journal of Medical Systems* 31, 131-139.

Week 9: NO CLASS (Spring break)

Week 10: Coding data, analytic memos, content analysis

Cresswell & Poth (2018), chapter 8.

Cope, M. (2010). Coding Qualitative Data, In I. Hay, Ed. *Qualitative Research Methods in Human Geography*. Oxford: Oxford University Press, pp. 281-294.

Silverman, D. (2000). Analyzing talk and text. In N. Denzin and Y. Lincoln, eds. *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage Publications, pp. 821-834.

Saldaña, J. (2009). An Introduction to Codes and Coding, and Writing Analytic Memos. Chapters One and Two in *The Coding Manual for Qualitative Researchers*. London and Thousand Oaks: SAGE Publications.

Suggested reading:

Hsieh, H-F., and S. E. Shannon. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277-1288.

Week 11: Discourse analysis

Required reading:

Dittmer, J. 2010. Textual and Discourse Analysis. In DeLyser, D., S. Herbert, S. Aitken, M, Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*. London: Sage, pp. 274-286.

Waitt, G. 2010. Doing Foucauldian Discourse Analysis—Revealing Social Realities. In I. Hay, Ed. *Qualitative Research Methods in Human Geography*. Third Edition. Oxford: Oxford University Press, pp. 217-240.

Burnett, C., Ford-Gilboe, M., Berman, H., Ward-Griffin, C., & Wathen, N. (2015). A critical discourse analysis of provincial policies impacting shelter service delivery to women exposed to violence. *Policy, Politics, & Nursing Practice*, 16 (1-2), 5-16.

Suggested reading:

- Kenny, J. (1992). Portland's Comprehensive Plan as Text. In T. Barnes and J. Duncan, eds. *Writing Worlds: Discourse, Text, and Metaphor in the Representation of Landscape*. London and NY: Routledge, pp. 176-192.
- Brown, M. (2006). Sexual citizenship, political obligation and disease ecology in gay Seattle. *Political Geography* 25, 874-898.
- Richardson, T. and O. B. Jensen. (2003). Linking Discourse and Space: Towards a Cultural Sociology of Space in Analysing Spatial Policy Discourses. *Urban Studies* 40 (1), 7-22.
- Benjaminson, T. A. & H. Svarstad. (2008). Understanding Traditionalist Opposition to Modernization: Narrative Production in a Norwegian Mountain Conflict. *Geografiska Annaler B* 90 (1), 49-62.
- Chouliaraki, L. (2008). Discourse analysis. In Bennett, T; Frow, J. (eds.), *The SAGE handbook of cultural analysis*. London, UK : SAGE Publications, pp. 674-698.
- Mueller, M. (2008). Reconsidering the concept of discourse for the field of critical geopolitics: Towards discourse as language and practice. *Political Geography* 27, 322-338.
- Fairclough, N. (1991). A Social Theory of Discourse. *Discourse and Social Change*. Cambridge, MA: Polity Press.

Week 12: Computer-assisted qualitative analysis

Required reading:

Woods, M., R. Macklin, and G.K. Lewis. (2016). Researcher reflexivity: exploring the impacts of CAQDAS use. *International Journal of Social Research Methodology*, 19 (4), 385-403.

And choose one of these:

MacMillan, K. (2005). More Than Just Coding? Evaluating CAQDAS in a Discourse Analysis of News Texts. *Forum: Qualitative Social Research* 6 (3), article 25.

Saillard, E.K. (2011). Systematic Versus Interpretive Analysis with Two CAQDAS Packages: NVivo and MAXQDA. *Forum: Qualitative Social Research* 12 (1), article 34.

Week 13: The politics of evidence and policy-making

Required reading:

Harris, P., Kent, J., Sainsbury, P., & Thow, A. M. (2016). Framing health for land-use planning legislation: A qualitative descriptive content analysis. *Social Science & Medicine*, 148, 42-51.

Boyd, J., Boyd, S., & Kerr, T. (2015). Visual and narrative representations of mental health and addiction by law enforcement. *International Journal of Drug Policy*, 26(7), 636-644.

Cahuas, M. C., Wakefield, S., & Peng, Y. (2015). Social change or business as usual at city hall? Examining an urban municipal government's response to neighbourhood-level health inequities. *Social Science & Medicine*, 133, 366-373.

Wallace, B. C. (2014). Crack, policy, and advocacy: A case analysis illustrating the need to monitor emergent public health-related policy and engage in persistent evidence-based advocacy. *Journal of Equity in Health*, 3(1), 1-10.

Week 14: Writing about and presenting qualitative research

Required reading:

- Cresswell & Poth (2018), chapter 9.
- DeLyser, D. & E. Pawson. (2010). From Personal to Public: Communicating Qualitative Research for Public Consumption, *Qualitative Research Methods in Human Geography*. Oxford: Oxford University Press, pp. pp. 356-367.
- Maxwell, J. A. (2010). Using numbers in qualitative research. *Qualitative Inquiry*, 16(6), 475-482.

Week 15: Revisiting researcher positionality and reflexivity

Required reading:

- McDonald, J. (2013). Coming out in the field: A queer reflexive account of shifting researcher identity. *Management Learning*, 44(2), 127-143.
- Parker, B. (2017). The Feminist Geographer as Killjoy: Excavating Gendered Urban Power Relations. *Professional Geographer* 69(2), 321-328.
- Ponic, P. and Frisby, W. (2010). Unpacking assumptions about inclusion in community-based health promotion: Perspectives of women living in poverty. *Qualitative Health Research*, 20(11), 1519-1531.
- Radiolab. (2012). Yellow Rain [podcast]. Available from <http://www.radiolab.org/story/239549-yellow-rain/>
- Yang, K. K. (2012). The science of racism: Radiolab's treatment of Hmong experience. *Hyphen Magazine*: <http://www.hyphenmagazine.com/blog/archive/2012/10/science-racism-radiolabs-treatment-hmong-experience>

Suggested:

- Delph-Janiurek, T. (2001). (Un)consensual conversations: betweenness, 'material access', laughter and reflexivity in research. *Area*, 33(4), 414-421.
- Coddington, K. (2017). Voice Under Scrutiny: Feminist Methods, Anticolonial Responses, and New Methodological Tools. *Professional Geographer* 69(2), 314-320.
- Simpson, A. 2007. On ethnographic refusal: Indigeneity, "voice," and colonial citizenship. *Junctures* 9:67-80.

Week 16: Reflection on qualitative methods

No required reading. Be prepared to present ideas & material from your reflection paper.

Geography/USP 827 SEMESTER AT A GLANCE

Week	Date	Topic	Leaders/facilitators	Assignment due --due Friday or Sunday after class – see Canvas for deadline
1	23-Jan	Introductions & interests; Introduction to qualitative methods for geography, urban studies, and public health	n/a	
2	30-Jan	Ethics, social justice, the history of ‘human subjects’ research, and the IRB		Complete CITI training online
3	6-Feb	Data collection (various issues); Interviews		
4	13-Feb	Epistemological stances and research design		
5	20-Feb	Archival work		Critical reflection paper #1
6	27-Feb	The politics of knowledge production (review of epistemologies & research design)		
7	5-Mar	Focus group interviews		
8	12-Mar	Observation (ethnographic, cf. participant) and visual methods		Qual data collection #1
9	19-Mar	No class – spring break		
10	26-Mar	Content analysis (‘coding’)		Critical reflection paper #2
11	2-Apr	Discourse analysis (analyzing truth claims)		Qual data collection #2
12	9-Apr	Computer-assisted qualitative analysis (CAQDAS)		
13	16-Apr	Knowledge construction & the politics of evidence		Qual res analysis 1: Content analysis
14	23-Apr	Writing about and presenting qualitative research		Qual res analysis 2: Discourse analysis
15	30-Apr	Revisiting researcher positionality and reflexivity		
16	7-May	Reflection on methods and methodologies		Critical reflection paper #3

ⁱ Elements of this syllabus were informed and inspired by syllabi from Anne Bonds, Dydia Delyser, Caroline Faria, Hilda Kurtz, Judith Kenny, Jenna Loyd, Deborah G. Martin, and Jamie Peck.

ⁱⁱ This is NOT the final version – and even when we have the final version, if some unexpected event calls for some change, a dated revision will be provided.