Instructor:
Professor Jerry P. White

CONTACT:

<table>
<thead>
<tr>
<th>Office</th>
<th>Email</th>
<th>Telephone X</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC 5412</td>
<td><a href="mailto:white@uwo.ca">white@uwo.ca</a></td>
<td>85230</td>
<td>Monday 1:30 – 2:30;</td>
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<td></td>
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<td></td>
<td>Weds 1:30-2:30 or appointment</td>
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COURSE BASIC INFO:

MONDAY 9:30 – 12:30 ROOM 5220 SSC Winter 2015 January 5 through March 26th;

First Class - Jan 5, 2015 will be used to organize the rest of the semester, acquaint students with how the class will function and handle organizational issues. ATTENDENCE IS ABSOLUTELY MANDITORY. Your presentation topic will be assigned in this first class. If you want to have a particular topic write me white@uwo.ca and indicate the session you wish to lead. You will get preference. Look over the list below. Others will be assigned on the basis of a lottery draw.

Course Description:

This course provides students with an overview of several of the main types of qualitative research methods as well as the epistemological issues that distinguish qualitative from quantitative methods. It also considers ethical issues, data analysis and management challenges that are associated with qualitative research. Students will have three hands on projects and will use the knowledge that they gain in this course to write a research project proposal. It is expected that the proposal will reflect the students proposed research program or a future project that they may undertake.

Course Cap is 16 students (with flexibility to take an absolute maximum of 18 where the course is needed to complete a degree program).

Due to an arrangement between Sociology and Geography - students from those departments are allowed to sign up first (until early December) after that the course opens up to graduate students from other departments. If you are a sociologist or a geographer, please sign up as soon as possible so we can determine the current enrollment and allow others to join the class. If you are interested in the course and are outside of these two departments contact Professor JERRY WHITE (white@uwo.ca) and ask to be put on the waiting list. You may do this any time after September 1, 2014.
Students wishing to audit one or more of the classes may make that request to Professor Jerry White directly (make the request as early as possible).

**Format**

As a graduate class, each session will be led by student facilitators based on the assigned readings. The group of facilitators can organize the class discussion any way they like which might include: a formal presentation of the readings, (PowerPoint or other format) handouts, problems for the class to ponder, questions and/or other approaches. The student led discussion is graded and will last for 1.5 hours including discussion.

Each course meeting will have a one hour session led by Dr. Jerry White. These sessions will be more “hands-on” discussions of different types of qualitative research highlighting issues researchers face and drawing on actual studies carried out by the instructor.

**Evaluation**

<table>
<thead>
<tr>
<th>Required for course</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>Paper (See Appendix One A below)</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Proposal for paper</td>
<td>February 9\textsuperscript{th}</td>
<td>5/20</td>
</tr>
<tr>
<td>Final draft</td>
<td>April 15\textsuperscript{th}</td>
<td>15/20</td>
</tr>
<tr>
<td>Seminar Presentation: (see Appendix One B below)</td>
<td>Assigned</td>
<td>20%</td>
</tr>
<tr>
<td>Participation/weekly assignments</td>
<td>On-going</td>
<td>15%</td>
</tr>
<tr>
<td>(See Appendix One C. below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three Hands-on qualitative mini-studies</td>
<td>Various</td>
<td>45%</td>
</tr>
<tr>
<td>(See Appendix D below)</td>
<td></td>
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</table>

**Readings [SEE APPENDIX TWO BELOW]**


Additional readings: Note that there are additional REQUIRED READINGS for many sessions. Students will be responsible for these readings whether they are presenting or not. The course outline (Appendix 2) indicates these readings, some of which will be available for you on OWL others through Western’s free on-line subscriptions at the library.

Student leaders may opt to ADD other readings they feel will enhance their presentations. This should be approved by the Professor at least one week prior to the presentation. *I urge you to restrict the extra work you give your fellow students.*
IN OUR FIRST MEETING YOU WILL BE CHOOSING A CLASS TO LEAD. SEE BELOW IN THE COURSE OUTLINE “STUDENT LED” WEEKS INDICATE YOUR CHOICES.

COME PREPARED: SELECT THREE IN ORDER OF YOUR CHOICE . I WILL ASK FOR VOLUNTEERS, WHERE WE HAVE MORE THAN 2 WISHING A PARTICULAR SUBJECT I WILL CHOOSE THROUGH LOTTERY.

Class Schedule:  Monday  9:30am- 12:30pm  SSC 5220. Readings: Appendix two below

FIRST 1.5 HOURS STUDENT LED LAST 1 hour 15 mins  PROFESSOR LED

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Graduate Student Leader</th>
<th>Professor Lecture/commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 5th</td>
<td>Organizational Meeting: See course basic info above</td>
<td>Fill out survey in appendix 3</td>
<td>students will select a presentation session</td>
<td>Assign presentations and explain course</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 12th</td>
<td>Paradigms*</td>
<td>Text Chapters 1 and 2</td>
<td>STUDENT LED</td>
<td>Lecture: Doing Case Studies</td>
</tr>
<tr>
<td>3</td>
<td>Jan. 19th</td>
<td>Using Photo Voice</td>
<td>Wang et al 1996; Wang 1997; Harrison 2002</td>
<td>Guest researcher or Professor</td>
<td>Explain Photo Voice assignment</td>
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<tr>
<td>4</td>
<td>Jan. 26th</td>
<td>Feminist*Approaches/Standpoint Methodology</td>
<td>Readings Text Ch3,</td>
<td>Guest lecture</td>
<td>Lecture: Ethics in Research: Practical issues**</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 2</td>
<td>Mixed Methods *</td>
<td>Text Ch4, Ch5</td>
<td>STUDENT LED</td>
<td>Doing Mixed Methods</td>
</tr>
<tr>
<td>6-6</td>
<td>Feb. 9</td>
<td>In-Depth Interviewing</td>
<td>Text Ch9, Readings</td>
<td>STUDENT LED</td>
<td>Lecture: How to use focus groups AND Explain Interviewing Assignment</td>
</tr>
<tr>
<td>7</td>
<td>Feb. 16</td>
<td>READING WEEK</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>Feb. 23</td>
<td>Participatory Action Research * Interviewing Assignment given</td>
<td>Readings</td>
<td>STUDENT LED</td>
<td>Discuss Photo Voice Assignment</td>
</tr>
<tr>
<td>9</td>
<td>Mar. 2</td>
<td>Ethnography and Grounded Theory</td>
<td>Text Ch20, Ch23, Prus 1997</td>
<td>STUDENT LED</td>
<td>Lecture: Doing Ethnography: Practical Issues AND Explain Ethnography Assignment</td>
</tr>
<tr>
<td>10</td>
<td>Mar. 9</td>
<td>Discourse and Text Analysis *</td>
<td>P3 Opener, Ch15, Readings</td>
<td>STUDENT LED</td>
<td>Lecture: Preparing an Ethics Application</td>
</tr>
<tr>
<td>11</td>
<td>Mar. 16</td>
<td>Qualitative Rigour and the Role for &quot;Counting&quot;?</td>
<td>Readings</td>
<td>STUDENT LED</td>
<td>Lecture: Qualitative Data: Practical issues in Analysis and Interpretation</td>
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<tr>
<td>12</td>
<td>Mar. 23</td>
<td>Interpretation, Coding and Computer-Assisted Data Analysis</td>
<td>Ch25, Readings</td>
<td>GUEST LECTURE</td>
<td>Discuss ethnography assignment Discuss Research proposal assignment</td>
</tr>
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</table>
13 April 6th Community Based Research Methods: Utilizing Indigenous Peoples as an example  The role of qualitative research in policy making None Professor Questions you have

**Get your tricouncil policy statement CORE training** - If this link is not operative go to http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/

Add this to your CV
When in doubt about the principles that should guide the ethical conduct of your research, consult the Tri-Council Policy Statement on Ethics

APPENDIX ONE

A. Paper: Plan for a qualitative study

**Due**: Proposal: **FEB 9th**  final paper Friday **Apr. 15th, 2015**. This will be submitted on line. One hard copy also dropped off to instructor. Only under the most exceptional circumstances will extensions be granted. I STRONGLY SUGGEST YOU NOT PURSUE AN EXTENSION FOR “TIME MIS-MANAGEMENT”. IT WILL BE DENIED. For the most part, there will be no exceptions to this.

**Worth**: TOTAL 20% NOTE THAT THERE ARE TWO DATES TO KEEP IN MIND: THE PROPOSAL IS DUE FEB 9TH (5%) and your PAPER in the April 10th to 15th period (15%).

**Description**: The paper will be MINIMALLY approximately 12 pages. Under no circumstances should it be over 20 pages (double spaced, 1.5 inch margins, 12 point font including references reasonable margins). You have several OPTIONS (choose only one):

A. Design a Qualitative study, frame the problem; note key literature*; Discuss your methodological approach and your ontological and epistemological premises. Discuss your recruitment methods and indicate how you would deal with the ethical issues that could arise. Consider both the researcher and the participant’s perspectives. Be sure to outline your research questions and hypotheses. Include a discussion and justification for what tools/particular methods you will employ (semi-structured interviews, photo voice, grounded theory and so on). You are asked to choose from one of the following methods:

- Interviews  OR
- Photovoice  OR
- Ethnography OR
- Mixed methods including one or more of the above (and/or quantitative)
- Other method  APPROVED BY THE PROFESSOR at proposal stage .

PLEASE NOTE THAT IT WOULD BE ADVISABLE TO CHOOSE A RESEARCH AREA THAT YOU WILL BE USING FOR YOUR THESIS / DISSERTATION. IT WILL SAVE YOU TIME DOWN THE ROAD.
This is to be a scholarly research proposal, properly referenced with title page, abstract (which do not count as pages) and bibliography. Papers will be uploaded to a plagiarism checking site. Information on plagiarism can be found at the following websites:

http://sociology.uwo.ca/graduate_handbook/academic_matters.html
http://www.uwo.ca/ombuds/pdf/academicintegrity.pdf,
http://history.uwo.ca/undergraduate/Docs/Plagiarism2011-12.pdf;

* This is NOT a full literature review. It is similar to a compressed review for ethics or a grant application. Therefore it would be 2-3 pages touching on the main concepts and knowledge that applies to your research question. This is very circumscribed and not expected to be detailed.

B. Seminar Presentation

**Worth: 20%**

Schedule: see lecture schedule

At our first class, January 5th, you will be selecting/be given a seminar/subject class to lead. Each class is based on the week’s readings. Students will make critically informed presentations to the class about the weekly readings and will use whatever strategies they like to stimulate discussion within the group. Students are expected to organize as a group (if more than one student is involved) and should prepare to lead the two hour student session - keeping in mind that group discussion should be a focus. The key themes of the readings should be summarized, critically evaluated, and presented clearly and concisely. You will be assessed on any formal presentation materials provided (e.g., PowerPoint, handouts) as well as contributions to the discussion. The FIRST SESSION is paradigms and is only a week afterward. Anyone wishing to do that one could ask the professor in advance of January 5th (by email). This is a shorter reading presentation.

**Evaluation of student led presentation:**

Summary/Synthesis of the readings ~ 45%  **THIS INCLUDES A 500 WORD DESCRIPTION OF WHAT YOU ARE PLANNING TO COVER IN THE SEMINAR AND AT LEAST 3 QUESTIONS YOU WILL BE POSING TO ELICIT DISCUSSION.**

Your presentation and written summary will be evaluated looking at:

- Are you able to identify the key themes of the chapters?
- How well do you understand the arguments? Have you presented them properly?

Critical Thinking/Assessment ~ 30%
- Do the students demonstrate critical thinking in their presentations?
- Are the students able to identify the assumptions behind the author's arguments?

Presentation/Facilitation Style ~ 25%
- Is the presentation/facilitation clear?
- Is the presentation/facilitation well organized?

Were the methods used interesting and stimulating? Did they engage the class?
C. Class Participation

There are several components to participation. There is direct participation during the seminar and short weekly commentaries handed in to the instructor.

**Worth:** 15%

1) **Participation in the Seminar part 2:** Students are expected to contribute to discussion in every class. Participation will be noted by the professor and evaluated on the basis of quality of your comments including value added for other students, clarity of your understanding and/or import of the questions you raise.

2) **Critical Comments:** Each student presentation week by 12 noon Friday, following the class, a short commentary is due. **THIS DOES NOT INCLUDE THE WEEK WHERE YOU ARE PREPARING YOUR PRESENTATION.** That leaves 10 weeks where each of you has an evaluation due. The evaluation would include a critical assessment of whether the seminar leaders understood and presented the main concepts of the week. The commentaries should indicate strengths and weaknesses of the presentation AND discussion from that week. These commentaries may be stripped of identifiers and passed on to the presenters so they may learn from them. They will be assessed by the professor. **These should be one page or less in length.** Failure to turn one in leads to a 1 % reduction in gross final grade.

D. **COURSE ASSIGNMENTS: Learning Hands on**

**Worth 45% of the course**

**Assignment #1: Photo Voice:**

Worth 15%

Due: FEB 2\textsuperscript{nd}, 2014

You will act as both researcher and research participant. You will decide on a theme for your photo voice. It can be anything connected to your “public life” as a student at Western OR private life.

Ex: Becoming a graduate student; your challenges to getting to where you are; greatest disappointments or surprises; facing a personal dilemma; a passion in your life; what friendship means to you; a family challenge; coping with an illness and so on.

You will think through the things you would tell a research participant (i.e. yourself). Make a record of your approach and instructions. Then you will send yourself out to collect 3-5 pictures that capture the issue from your personal perspective.

You will write a short description of the photos taken and what they mean to you. Write up your approach and the instructions utilized and submit this as your project. A description of the photo meaning can be a paragraph.

Length: It can be done in five pages or might take you a bit more. You decide
Assignment #2: Interviewing:

Worth 15%

Due: Feb 23rd

You will be interviewing two people, both Graduate students (ANY Department). You will be trying to determine what if any changes have taken place in their career or life ambitions since they entered graduate school.

The assignment is to draft an interview guide: Semi-structured. Recruit the interviewees; get their consent (signed); conduct the interviews: One taking notes, one using a recorder; analyze the data and write up your results. The paper will be 5-10 pages and will outline each stage of the study you did.

You will include an INTERVIEWER REFLECTIONS appendix where you discuss anything unexpected that occurred, things you would do differently and finally the difference between notes based and recorded interviews: pros and cons.

Assignment #3: Ethnography:

Worth: 15%

Due: March 16th

Write an ethnography OR a grounded theory (3-5 pages) about the culture of Tim Hortons or Starbucks. On the public side of the counter, it can be anything about this "culture" from the lines, behind the counter, in front of the counter, special fads or promotions (roll up the rim or working with your latte whatever). You can try and include what you see of the servers’ side but this is not mandatory. This will help us explore several issues including: doing ethnography as an insider (some of you may yet be "outsiders" to this strange culture), data management, field notes, memos, as well as bracketing, reflexivity, disciplined subjectivity, what counts as (good) theory, and rigour. I encourage you to (re)read an empirical ethnography or grounded theory study as a guide – There is a journal-length ethnography by Schouten and McAlexander for you to look at in the Readings folder on Owl.

This is a partial ethnography/grounded theory study to learn about the culture of Tim Hortons/Starbucks and/or develop a theory of the phenomenon. You may find yourself as “either” an observer/participant or a participant/observer (the difference is covered in a Professor lecture). You will learn about: data collection issues; interpretation issues and the scope of real ethnography.

You need not draw on the literature if you do not wish to. You do need to describe the challenges you had in data collection, the way you approached analysis of the data and your analysis itself.
APPENDIX TWO: Readings for Course
[all are available on the course website and Western Libraries]

Sociology 9021B Qualitative Methods for Sociology and Geography
Other Readings for Qualitative Methods

Many thanks to Dr. Jamie Baxter for all his work on developing this list of readings.

Feminist Approaches/ Standpoint Methodology


In-depth Interviewing


Participatory Action Research

This session reviews a broad range of literature on participatory action research in the social sciences. Both Saether and Bartlett review the literature and outline some of the different approaches to PAR. The remaining papers are short descriptions of case studies from the Nyden et al. book. All the papers raise the importance of and the considerable challenges of PAR.

Get all readings in this section at Owl course site: Resources


From the Canadian Geographer Vol 56, issue 2:

Rhonda Koster, Kirstine Baccar and R. Harvey Lemelin: “Moving from research ON, to research WITH and FOR Indigenous communities: A critical reflection on community-based participatory research (pages 195–210)”

Optional: Heather Castleden, Monica Mulrennan and Anne Godlewska: “I spent the first year drinking tea”: Exploring Canadian university researchers’ perspectives on community-based participatory research involving Indigenous peoples (pages 160–179)


**Photo Voice**


**Discourse and Text Analysis**


The opening section to Part 3 Hesse-Biber

**Ethnography**


**Rigour and Counting**


**Computer-Assisted Qualitative Data "Analysis"**


**Ethics**


APPENDIX THREE
Introductory survey for Qualitative Methods

Please fill in and submit as an email attachment subject line: SURVEY

TO: white@uwo.ca

Name and Department

What is the working title for your research?

What methods are you planning to use in your research?
Important Policies

A Note on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

Plagiarism Checking:

Students may be required to submit their assignments to turnitin.com on the class WebCT website after they are completed. These papers will be subject to submission for textual originality.

Policy on Laptops and other Electronics/Phones in Class:

Laptops are permitted in class. Be sure that all cell phones are turned off at the beginning of class.

Policy on Accommodation for Medical Illness:

Western’s policy on Accommodation for Medical Illness can be found at https://studentservices.uwo.ca/secure/index.cfm. GRADUATE STUDENTS SHOULD INFORM THE PROFESSOR WHEN THEY ARE ABLE SO ACCOMMODATION CAN BE MADE.

Accessibility Options:

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar’s website: http://www.registrar.uwo.ca/examinations/accommodated_exams.html

Scholastic Offences:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Mental Health:

Students who are in emotional/mental distress should refer to Mental Health@Western (http://www.uwo.ca/uwocom/mentalhealth/) for a complete list of options how to obtain help.