

Geography 525
Advanced Qualitative Methods in Geography
Fall 2014

Lucy Jarosz

Office: 303C Smith

543-7933, jarosz@u.washington.edu Office hour: by appointment

The purpose of this course is: 1) to expand and deepen your knowledge about qualitative research methodology and methods; 2) to practice the use of qualitative research techniques such as, interviewing and discourse analysis; 3) to examine current issues in qualitative methodology such as research ethics and power relations; 4) to discuss the intersections between critical social theory and methods

The learning objectives of this course are threefold. First, we learn how social theory and philosophy continually and reciprocally shape methodology as well as research methods. Second, we study and practice various qualitative research techniques. And finally, we examine modes of analysis such as coding, textual interpretation, and discourse analysis. We close by discussing the process of writing up and representing the results of our research.

Required Readings:

Available on Canvas course website

Course Requirements and Grading Criteria

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------|-----|
| 1. Completion of weekly short essays, facilitation of one in-class discussion session and participation in research project evaluation | 20% |
| 2. Oral presentation of research | 25% |
| 4. Methods Exercises | 30% |
| 5. Write-up of research process (12-18 pages) | 25% |

Weekly Short Essays: of 1-2 paragraphs, which are composed of your reflections, reactions, questions and comments about the week's readings. This essay can take multiple forms. It can be a close reading and reaction to one or more readings, center upon questions to be explore orally in class, compare and contrast multiple readings, draw connections among present and past readings. The purpose of these short essays is help deepen your engagement and thinking about the topic and readings of the week and to help contribute to strong class discussions. You will be given credit for each

essay completed and submitted with extra credit given for work that is especially outstanding (i.e., creative, well-written, innovative, original, thoughtful). Your essays are due by 2:30 pm. on each Tuesday before class, giving all class members adequate time to review all essays before our class meeting. Please post your essays on the Canvas class website.

Methods Exercises: There are three required exercises for this class. They involve interviews and interview preparation, interview transcription and discourse analysis. Handouts containing directions and details for each exercise will be emailed to you in advance of the due date of each exercise.

Research: We learn by doing. Thus, this class is built around studying qualitative methodology and practicing qualitative methods that are of particular interest to you, or which have particular relevance to your research. I expect you to complete at least ONE portion of your research project within the class (i.e., completion of preliminary research in anticipation of beginning a larger project, completion of a portion or a complete research proposal, completion of two or more interviews and transcription, completion of a textual or narrative analysis relevant to your interests). You are free to use any method (participant observation, textual analysis, discourse analysis, interviews, life history, autoethnography, or focus groups) or combination of techniques that directly address your research goals or question(s). You will orally present your work in class at the end of the quarter and participate in evaluating the presentations of your fellow researchers. I will email you instructions for the evaluation process.

Oral Presentations of Research: You will present your research to a group of fellow researchers interested in your topic, well versed in qualitative research methodology and eager to hear about and discuss your presentation. Each presenter will be allotted 20 minutes plus 10 minutes for questions and discussions. Hearing about the projects of your research colleagues is really the high point of this course. For many students, presenting their own work and getting feedback from others and, in turn, evaluating other projects is challenging and engrossing. The research community will submit email evaluations of each presentation to me and to each presenter. I will hand out peer evaluation sheets for you to use closer to the end of the quarter. Active, thoughtful participation in the evaluations of oral presentations is a part of each person's final grade. Learning to give and get constructive criticism and comments is an important part of being a researcher.

Write-up of Research Project: In this final paper for the course, I expect you to write about what you completed during the course of the quarter and link this to a relevant set of readings or ideas that emerged from assignments, class, discussion and your own research experience. Please

focus upon **process rather than product**. What did you learn? How well did you complete your objectives? What worked and didn't work? What did you do this quarter? (You may incorporate the results of one or all of the exercises as part of this reflection on process. "A" papers synthesize multiple readings, display a deep knowledge and mastery of key concepts and reflect upon the research methods you practiced and completed during the quarter. The paper should describe your research project or goals and exhibit some reflexivity on your part as to the experience and learning process. Papers should be typed in at least 12-point font, double-spaced and range from 12-18 pages.

Course Schedule and Readings

Week 1, September 25: Introduction: defining qualitative research in human geography

Cope, M. 2010. A History of Qualitative Research in Geography. In D. DeLyser, S. Herbert, S. Aitken, M. Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*, pp. 25-45.

DeLyser, D. and D. Sui. 2013. Crossing the qualitative-quantitative chasm III: Enduring methods, open geography, participatory research, and the fourth paradigm. *Progress in Human Geography* 38:2:294-307.

Week 2, October 2: Ethics, Power and Politics in Qualitative Research

Said, E. 1981. Chapter 3, Knowledge and Power in *Covering Islam*. Pantheon Press, p. 127-164.

Jensen, K. B. and A.K. Glasmeier. 2010. Policy, Research Design and the Socially Situated Researcher. In D. DeLyser, S. Herbert, S. Aitken, M. Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*, pp. 82-93.

M. Water. 1999. Notes on Methodology. *Black Identities*. New York: Russell Sage, 347-371.

Week 3, October 9: Designing and Doing Interviews

Sarah A. Elwood and Deborah G. Martin. 2000. Placing Interviews: Locating and Scales of Power in Qualitative Research. *Professional Geographer* 52:4:649-657.

McDowell, L. 2010. Interviewing Fear and Liking in the Field. In D. DeLyser, S. Herbert, S. Aitken, M. Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*, pp. 156-171.

P. Jackson and P. Russell. 2010. Life History Interviewing. In D. DeLyser, S. Herbert, S. Aitken, M. Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*, pp. 172-192.

Exercise 1 is discussed and assigned.

Week 4, October 16: Ethnography

A. Watson and K.E. Till. 2010. Ethnography and Participant Observation. In D. DeLyser, S. Herbert, S. Aitken, M. Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*, pp. 121-137.

S. Herbert 2000. For ethnography. *Progress in Human Geography*. 24:4:595-613.

T. Gowan. 2000. Excavating "Globalization" from Street Level, in M. Burawoy, M. et al., Eds. *Global Ethnography*. Berkeley: University of California Press. 74-105.

P. Lapegna. 2014. Global Ethnography and Genetically Modified Crops in Argentina. *Journal of Contemporary Ethnography* 43:2:202-227.

Week 5, October 23: Focus Groups and Autoethnography

J. Cameron. 2010. Focusing on the focus group. In I. Hay, Ed. *Qualitative Research Methods in Human Geography*. Oxford: Oxford University Press, pp. 152-172.

Cook, Ian. 2001. "You Want to Be Careful You Don't End Up Like Ian. He's All Over the Place," in P. Moss, Ed. *Placing Autobiography in Geography*. Syracuse: Syracuse University Press, pp. 99-120.

Anderson, L. 2006. Analytic Autoethnography. *Journal of Contemporary Ethnography*. 35:4:373-395.

Valocchi, S. 2012. Activism as a Career, Calling and Way of Life. *Journal of Contemporary Ethnography* 42:2:169-220.

Exercise 1 is due in class.

Week 6, October 30: Decolonizing Methodologies and Participatory Action Research

M. Goeman. 2013. *Native Women Mapping Our Nations*. Introduction, Chapter 4 and Conclusion. Available as Ebook online through UW Library.

A. Moreton-Robinson and M. Walter. 2009. Indigenous Methodologies in Social Research. In Moreton-Robinson and Walter, eds. *Social Research Methods*. Oxford University Press: 1-18.

G. Myers. 2010. Representing the Other: Negotiating the Personal and the Political. In D. DeLyser, S. Herbert, S. Aitken, M. Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*, pp. 373-387.

Exercise 2 is discussed and assigned in class.

Week 7, November 6: Making Sense of Qualitative Data

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

D. DeLyser. 2010. Writing Qualitative Geography. In D. DeLyser, S. Herbert, S. Aitken, M. Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*, pp. 341-358.

MacKian, S. 2010. The Art of Geographic Interpretation. In D. DeLyser, S. Herbert, S. Aitken, M. Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*, pp. 359-372.

Exercise 2 is due in class.

Week 8, November 13: Textual and Discourse Analysis

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

Ferguson, J. 1994. Conceptual apparatus: the constitution of the object of “development”—Lesotho as “less developed country, in *The Anti-Politics Machine: “Development,” Depoliticization, and Bureaucratic Power in Lesotho*. Minneapolis: University of Minnesota Press, pp. 25-73.

L.A. Bell. Telling Tales: what stories can teach us about racism. *Race Ethnicity and Education*. 6:1:3-28.

Exercise 3 is discussed and assigned in class.

Week 9, November 20: Oral Presentations of Research

Week 10, November 27: Thanksgiving Day Holiday

Week 11, December 4: Oral Presentations of Research

Exercise 3 is due in class.

Final Papers due on Wednesday December 10 in my mailbox in 303C Smith Hall.