

## RES 505 Qualitative Methods in Interdisciplinary Contexts Winter 2017

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Wednesday 1-4 pm, AERL 107/108

### Course Description

This course offers an introduction to qualitative research approaches and their practical applications in interdisciplinary research related to socio-ecological sustainability. Using a student-led learning format, we will undertake original research as well as read and critically assess qualitative research conducted in interdisciplinary contexts. We will discuss the relationship between research motivations, paradigms, and methodological choices, the process of ethics review, and fieldwork experiences in both academic and applied research settings. Careful examination of representation, voice, reflexivity and researcher positioning will form an important part of the course. The course includes activities and assessments related to qualitative research design, ethics approvals, fieldwork methods (including observation and fieldnotes, interviewing, oral history, focus groups, visual methods, archival research) and approaches to qualitative data analysis, including coding and writing up qualitative research. Students will design and carry out an original field research project incorporating qualitative methods.

### Required Texts:

1. Marshall, Catherine and Gretchen Rossman. 2011. *Designing Qualitative Research, 5<sup>th</sup> Edition*. Thousand Oaks: SAGE.
2. Maxwell, Joseph. 2012. *A Realist Approach for Qualitative Research*. Thousand Oaks: SAGE
3. Auyero, Javier & Swistun, Débora A. Swistun. 2009. *Flammable: Environmental Suffering in an Argentine Shantytown*. Oxford: Oxford University Press.

### Expectations:

As a graduate seminar, this class operates through collective discussion and exploration of the issues surrounding the collection and interpretation of qualitative data. I expect that you will arrive to class prepared with a set of questions and comments related to the readings and assignments and that you will be ready to share these with the class. Please refer to the UBC Calendar for the University Policy on Academic Honesty and Standards <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0>

### Submission of Work:

Please submit all written work to me via email as **Word-compatible documents** (please no PDFs). Due dates for assignments are intended to ensure your timely progression through the course learning objectives. In cases other than sudden illness, please let me know at least 48 hours in advance if you will need an extension; alternatively a 5% per day late penalty will unfortunately apply.

## Grading:

Research Proposal	15%
Final Research Paper/Presentation	35%
Reviews and Exercises	40%
Participation	10%

## Course Tasks and Assignments

### *Discussion Leaders (10% of course grade)*

Discussion leaders are responsible for jointly organizing one brief (e.g. 20 min) presentation that includes a set of critical discussion questions and an activity related to the week's readings. Please **DO NOT** summarize the readings. We assume that all members of the class have read the material. Your task is to **critically examine and extend several main questions** that emerge from the material, identify key themes, ideas and/or contradictions, and offer the class a roadmap for discussion during the rest of the period. You are encouraged to bring in additional resources, case studies and/or examples from the literature or your own previous research or professional experience that would foster strengthened understanding and critical analysis of the topic at hand.

Please prepare a 1 page MAXIMUM handout for distribution to all members of the class outlining key themes, ideas, and short bibliography of additional resources. Please **contact me no later than Monday morning before the class to discuss** your activity and approach. Please **email a copy of your handout to me by 9 am on the day of class.**

### *Journal Article Review (10% total of course grade)*

Choose a recent article (published in last five years) relevant to your research interests carried out **using qualitative methods**. Prepare a 1 page, single spaced, critical peer review of the article that includes: statement of the research question; identification of the theoretical and methodological framework and qualitative research methods employed; analytical strategy; and summary of main findings. Discuss article in terms of credibility, clarity, reliability and validity. How well does the methodology, data, and mode of analysis support the aims and scope of the research conducted, as well as the conclusions? In your role as "peer reviewer" for the journal, give a recommendation of "accept" "revise and resubmit" or "reject". If a "revise and resubmit", please indicate what would be required in a re-submission.

Please see me if you are unsure if your article choice is appropriate for this assignment.

## Detailed Course Outline

<b>Week 1</b>	<b>Course Introduction</b>	<b>January 4</b>
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- Introductions, course expectations, planning for the semester
- Research Paradigms, Multi-Method Research, and Interdisciplinarity
- Validity, Reliability, and Reflexivity

***Please Review before Class:***

Marshall and Rossman, Chapters 1-4

Recommended:

Moon, K., Blackman, D., 2014. A Guide to Understanding Social Science Research for Natural Scientists. *Conservation Biology* 28, 1167–1177. doi:10.1111/cobi.12326

<b>Week 2</b>	<b>Qualitative Research in Sustainability</b>	<b>January 11</b>
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***Please Review before Class:***

Auyero, Javier & Swistun, Débora A. Swistun. 2009. *Flammable: Environmental Suffering in an Argentine Shantytown*. Oxford: Oxford University Press. Read Introduction, chapters 1-2, 7 and Conclusion carefully. Skim the rest.

Brewer and Hunter, 2006. A healthy skepticism about theory and method. Pp 17-38 in *Foundations of Multi-method research: Synthesizing Styles*.

Maxwell, Joseph, 2012. *A realist approach for Qualitative Research*. Los Angeles: Sage. (Chapters 1-4)

When reading *Flammable*, it might help to keep these questions in mind:

Define the empirical and theoretical objects of study. Can you identify several distinct research questions? Explore the relationship between the researcher(s) and the community. How were research sites chosen? What were the challenges faced in beginning research?

<b>Week 3</b>	<b>Research Questions, Ethics and Logistics</b>	<b>January 18</b>
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- Ethics and Consent in Qualitative Research [Guest Lecture, Jean Ruiz, UBC Office of Research Services]
- Intro to Research Design/Formulating Research Questions

***Please Complete the Tri-Council Policy Statement Ethics Tutorial (print certificate)***

<https://ethics.research.ubc.ca/education-training/online-tutorials-training>

- NOTE: if you have previously completed the Tri-Council Tutorial, please
  - a) bring your certificate to class and
  - b) complete the **Ethics for Social Science Research Module**
  - [http://www.mq.edu.au/ethics\\_training/login.php](http://www.mq.edu.au/ethics_training/login.php)

**Please Review before Class:**

Marshall and Rossman Chapters 5, 6, 7, 9 and 10

Maxwell Chapters 5-6-7

Davison, C., Brown, M., & Moffitt, P. (2006). Student Researchers Negotiating Consent in Northern Aboriginal Communities. *International Journal of Qualitative Methods*, 5(2), 1-10.

Review some of the sample ethics applications at UBC RISE - in particular, the Ethics and Focus Group Study [towards bottom of page]

<https://ethics.research.ubc.ca/behavioural-research-ethics/breb-sample-forms-applications>

**Additional Resources:**

Nancy Scheper-Hughes, 1995. "The Primacy of the Ethical: Propositions for a Militant Anthropology" *Current Anthropology*, Vol. 36, No. 3 pp. 409-440

Thorne, Barrie (2004) "You Still Takin' Notes: Fieldwork and Problems of Informed Consent" Chapter 7, *Approaches to Qualitative Research*, Hesse-Biber & Leavy eds. Oxford: Oxford University Press.

Janice Penrod, 2003, "Getting Funded: Writing a Successful Qualitative Small-Project Proposal" *Qualitative Health Research*, Vol. 13 No. 6, July 2003. (FullText via SFU Library)

van den Hoonaard, 2001. "Is Research Ethics Review a Moral Panic?" *CRSA* 38(1)

Hart, 1998. *Doing a literature review : releasing the social science research imagination*. London: Sage Publications.

Cooper, Harris. 1998. *Synthesizing Research: A Guide for Literature Reviews*. Thousand Oaks: SAGE

Locke et al, 2007. *Proposals That Work: A Guide For Planning Dissertations And Grant Proposals* Lawrence. SAGE

Seiber, Joan. *Planning Ethically Responsible Research: A Guide for Students and Internal Review Boards*. SAGE

<b>Week 4</b>	<b>A realist approach to qualitative research</b>	<b>Jan 25</b>
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**Presentation of Research Topics for In-Class Feedback**

Desai and Potter, 2006, "Participatory Methods and Approaches: Tackling the Two Tyrannies" in *Doing Development Research*. London: Sage pp 189-200.

Poteete, Amy, Marco Janssen and Elinor Ostrom, 2010. "Overcoming methodological challenges" (Pp 3-21) and "Small-N Case Studies: Putting the commons under a

magnifying glass” (Pp 31-62) in *Working Together: Collective Action, the Commons and Multiple Methods in Practice*. Princeton: Princeton Univ Press.

Timko, J., Green, S., Sharples, R., Grinde, A., Derudder, B., 2015. Using a community-driven approach to identify local forest and climate change priorities in Teslin, Yukon. *Cogent Social Sciences* 1, 1047564.

<b>Week 5 In the Field I: Representation and Power</b>
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<b>February 1</b>
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**Guest Lecture: Johnnie Manson**

**Please Review before Class:**

Hope Alkon, A. (2011). Reflexivity and Environmental Justice Scholarship: A Role for Feminist Methodologies. *Organization & Environment*, 24(2), 130–149.

Smith, Linda Tuhiwai (1999). Chapter Two: Research through imperial eyes in *Decolonizing Methodologies*. UK: Zed Books, p 42-57.

Walker, P. A., & Fortmann, L. (2003). Whose landscape? A political ecology of the “exurban” Sierra. *Cultural Geographies*, 10(4), 469–491.

Davis, A., & Wagner, J. R. (2003). Who Knows? On the Importance of Identifying “Experts” When Researching Local Ecological Knowledge. *Human Ecology*, 31(3), 463–489.

*Recommended:*

Haney, Lynne. 2002. “Negotiating Power and Expertise in the Field.” in May, ed *Qualitative Research in Action*. Thousand Oaks: Sage Publications, p 286-29

Sanchez-Janowski, Martín. 2002. “Chap 6: Representation, Responsibility, and Reliability in Participant Observation” pp 144-160 in May, *Qualitative Research in Action*. Thousand Oaks: Sage Pubs.

<b>Week 6 In the Field II: Participant Observation and Fieldnotes</b>
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<b>Feb 8</b>
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**Please Read before Class**

Emerson et al, 1995. Writing up Fieldnotes II: Creating Scenes on the Page. Pp 66-105 in *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

Leach, M., & Fairhead, J. (2000). Fashioned Forest Pasts, Occluded Histories? International Environmental Analysis in West African Locales. *Development and Change*, 31, 35–59.

Tremblay, C. (2013). Towards inclusive waste management: participatory video as a communication tool. *Proceedings of the ICE - Waste and Resource Management*, 166(4), 177–186. doi:10.1680/warm.13.00004

## Observation and Field notes in class exercise

### Recommended:

- DeWalt, Kathleen M., and Billie R. DeWalt. 2011. *Participant Observation: A Guide for Fieldworkers*. Lanham, MD: AltaMira Press.
- Guest, Gregory S., Emily E. Namey, and Marilyn L. Mitchell. 2013. "Ch. 3, Participant Observation" in *Collecting Qualitative Data: A Field Manual for Applied Research*. Thousand Oaks, CA: Sage.

<b>Week 7</b>	<b>In the Field III: Interviews</b>	<b>Feb 15</b>
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- Surveys and Interview Guides
- In-depth interviewing
- Sampling

- Fontana, Andrea and Anastasia Prokos. 2007. *The Interview: from Formal to Postmodern*. Walnut Grove: Left Coast Press.
- Guest et al, 2006, "How Many Interviews Are Enough? An Experiment with Data Saturation and Variability." *Field Methods* vol. 18: pp. 59 - 82.
- Seidman, 1998, "Technique isn't everything, but it is a lot" in *Interviewing as Qualitative Research*. New York: Teacher's College
- Huntington, H. P. (1998). Observations on the Utility of the Semi-directed Interview for Documenting Traditional Ecological Knowledge. *Arctic*, 51(3), 237-242.

## Interviewing in-class exercise/ Create Interview Guide

### Recommended:

- Holstein and Gubrium, eds 2003. *Inside Interviewing: New Lenses, New Concerns*. Sage.
- Rubin and Rubin, 2005. *Qualitative Interviewing: The Art of Hearing Data*. Sage.
- Morgan, David. *Focus Groups as Qualitative Research*. Sage, 1996
- Frickel and Schonlau, 2002, "Advantages and Disadvantages of Internet Research Surveys: Evidence from the Literature" *Field Methods* 14 (4)
- McLellen et al 2003, Beyond the Qualitative Interview: Data Preparation and Transcription *Field Methods* Vol. 15 (1) 63-84

<b>Week 8</b>	<b>READING WEEK</b>	<b>NO CLASS</b>	<b>Feb 22</b>
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<b>Week 9</b>	<b>Visual Methods and Mapping</b>	<b>March 1</b>
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## Fieldnotes Exercise Due

Review images in Chapters 2 and 3 in Auyero and Swistun

Harper, 2002. "Talking about photos: a case for Photo elicitation" *Visual Studies* 17 (1): 13-26.

Massey and Sanchez R, 2007. "Latino and American Identities as Perceived by Immigrants" *Qualitative Sociology* 30(1) 80-107.

Prosser and Swartz, 2004. "Photographs within the Sociological Research Process". Pp 334-349 in Hesse-Biber and Leavy, *Approaches to Qualitative Research: A reader on theory and practice*. NY: Oxford UP.

Cromley, Ellen. 1999. Mapping Spatial Data. Pp 51-124 in Schensul et al, *Mapping Social Networks, Spatial Data, and Hidden Populations*. Walnut Creek: Altamira Press.

FILM: The Making of Bus 174 (Brazil, 2004, 15 min).

Recommended:

Bach, Hedy. 2007. Composing a visual narrative inquiry. Pp 280-307 In Clanindin (ed). *Handbook of Narrative Research*. Sage Pub.

Becker, Howard. 1986. Do Photographs Tell the Truth? Pp 273-292 in *Doing Things Together*: Evanston: Northwestern Univ Press.

Heath, Christin and Jon Hindman (2002). Analysing Interaction: Video, ethnography and situated conduct. In May, ed, *Qualitative Research in Action*. Sage Pub.

<b>Week 10</b>	<b>Data Analysis I: Coding, Cases, Narratives</b>	<b>March 8</b>
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### **Interview Progress Report Due**

Marshall and Rossman, Chap 8

Maxwell, Chapter 7, 9 and 10

Ryan, G. W., & Bernard, H. R. (2003). Techniques to identify themes. *Field Methods*, 15(1), 85-109. doi: 10.1177/1525822x02239569

Thomas, David. 2006 A general inductive approach for analyzing qualitative evaluation data. *American Journal of Evaluation* 27: 237-246

Develop Concept Map (in class-exercise)

### **Recommended:**

Wolcott, Harry. 1994. "Description, Analysis, and Interpretation in Qualitative Inquiry" pp 9 – 53 in *Transforming Qualitative Data: description, analysis, and interpretation*. Sage Publications.

- Welcomer, S. A. (2010). Reinventing vs. Restoring Sustainability in the Maine Woods: Narratives of Progress and Decline. *Organization & Environment*, 23(1), 55–75. doi:10.1177/1086026609358967
- Lawler, 2002, “Narrative in Social Research” in May, ed. *Qualitative Research in Action*, SAGE
- Saldana, J. (2009) *The coding Manual for Qualitative Researchers*. Thousand Oaks: Sage Publications.
- Norgaard, K. M. (2006). We don’t really want to know: Environmental justice and socially organized denial of global warming in Norway. *Organization & Environment*, 19, 347-370.
- Becker, 1992. “Cases, causes, conjunctures, stories, and imagery” in Ragin/Becker (eds) *What is a case: exploring the foundations of social inquiry*. Cambridge UP.
- Beilin, R., Sysak, T., & Hill, S. (2012). Farmers and perverse outcomes: The quest for food and energy security, emissions reduction and climate adaptation. *Global Environmental Change*, 22(2), 463–471.

<b>Week 11</b>	<b>FIELDWORK AND ANALYSIS</b>	<b>March 15</b>
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This week is unscheduled to allow you time to finalize fieldwork and begin data analysis.

**Interview Report due: March 15**

<b>Week 12</b>	<b>Data Analysis II: Validity and Generalization</b>	<b>March 22</b>
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**Concept Map and Outline Due for Peer Review**

- Maxwell, Chapter 8
- Lewis and Ritchie, 2003, “Generalizing from Qualitative Research” in *Qualitative Research Practice: A Guide for Social Science Students*. SAGE, pp263-286
- Maxwell, 2004, Using Qualitative Methods for Casual Explanation, *Field Methods* 16(3) 243-264 (online)
- Creswell, 2007. Standards of Validation and Evaluation. Pp 201-221 in *Qualitative Inquiry and Research Design*. Sage Pub.
- O’Leary, 2005. Producing Research Deliverables. Pp 271-289 in *Researching Real World Problems*. Sage Pub.

*Recommended:*

Wolcott, Harry *Writing Up Qualitative Research*. SAGE, 2001

*Framework for assessing policy-oriented qualitative research*

[http://www.policyhub.gov.uk/evaluating\\_policy/quality\\_framework/exec-summ.asp](http://www.policyhub.gov.uk/evaluating_policy/quality_framework/exec-summ.asp)



<b>Week 13</b>	<b>Final Project Presentations</b>	<b>March 29</b>
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*Draft Paper Due for Peer Review*

<b>Week 14</b>	<b>Final Project Presentations</b>	<b>April 5</b>
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