APPLIED QUALITATIVE RESEARCH: MAKING A DIFFERENCE
Fall 2016 – Sept 20
ENVR 4000/GEOG 4670/GEOG 7010

COURSE OVERVIEW

"Qualitative research scholars have an obligation to change the world"
Denzin, 2010, p. 115.

This course will provide you with a theoretical and applied understanding of qualitative research and how it might contribute to social change as well as environmental and social justice. The qualitative paradigm will be presented as complementary to its quantitative counterpart rather than contradictory and competitive, and we will also briefly explore mixed methods research that incorporates both quantitative and qualitative data. We will contrast a number of diverse approaches to qualitative research, exploring how they differ theoretically and pragmatically. We will also develop a variety of applied skills used in qualitative research, including individual and group interviews, submitting proposals for ethics review, combined use of qualitative and survey-based research results, and the use of computer software for data analysis. We will highlight the rationale and pragmatics of qualitative research that operates out of Manitoba and elsewhere, in part reflecting qualitative research conducted through the Environmental Conservation Lab and by inviting guest researchers to engage with the class. Over the course of the semester, a focus on community/graduate-based and action research will emerge. This combination of theory and applied skills, will allow students to conduct qualitative research projects, liaising with NGOs and community groups. Those interested in pursuing these projects over the winter as project courses will be encouraged to do so.

LEARNING OBJECTIVES

The overall goal is to develop a theoretical and applied understanding of qualitative research, especially regarding community-based and action research. More specifically, the learning objectives are to:
   i) Better understand the historical context and theoretical underpinnings of qualitative research;
   ii) Develop tangible skills in qualitative and mixed methods research;
   iii) Design and conduct independent research projects that benefit the students and other stakeholders, particularly those that are grassroots in nature;
   iv) Develop research skills that will be of use existing student or future projects; and
   v) Explore how qualitative research can contribute to social and environmental justice

GENERAL INFORMATION

Instructor: Stéphane McLachlan
Office: 302b Wallace
Phone: (w) 474-9316, (c) 293-4500
E-mail: steph.mclachla@umanitoba.ca
Office Hours: open-door (email is generally the quickest way to set up a meeting)
Lectures (tentative): T 11:30-12:45; R, 11:30-1:30
Location (tentative): 303 Wallace
Textbook:
   • No text book will form the basis of this course,
Assigned Readings
   • Distributed at beginning of term and available on UML course site
      o please read them before class as they will provide background for the lectures/discussions
Other
   • late submissions will be penalised 5% per day (unless arrangements are made ahead of time with instructor)

- marking scheme is: A+ (≥90), A (80-89), B+ (75-79), B (70-74), C+ (65-69), C (60-64), D (50-59), F (0-49)
- **Note:** The last date for *voluntary withdrawal* from fall-term courses in 2016 is **November 18**

MARK ALLOCATION (UNDERGRADUATE STUDENTS)

- Design, conduct and communicate a community-located qualitative research project (40%; self: 50%, SM: 50%):
  - Four-page (group) proposal report due **Nov 2** (20%)
  - Community project presentation in-class on **Dec 6 or Dec 7** (40%)
  - Final report (five pages/person): Due **Dec 16** (40%)
- Class photovoice project and discussion (10%; self: 50%, SM: 50%):
  - Submit two photos and associated captions on or before **Nov 2** (50%)
  - Class discussion on **Nov 8** (50%)
- Class music video project and discussion (10%; self: 50%, SM: 50%):
  - Analyse (transcribe, identify codes and themes) community music videos using Dedoose on or before **Nov 9** (50%)
  - Class discussion on **Nov 16** (50%)
- Critical journal: Due **Dec 16** (20%; self: 50%, SM: 50%)
  - Should include integrated summary, critical analysis, and reflection
  - Eight of 17 possible entries: each 2-3 pp long
- Participation in class and projects: Due **Dec 16** (20%; self: 50%, SM: 50%)

MARK ALLOCATION (GRADUATE STUDENTS)

- Design, conduct and communicate a community-located qualitative research project (30%; self: 50%, SM: 50%):
  - Four-page (group) proposal report due **Nov 2** (20%)
  - Community project presentation in-class on **Dec 6 or Dec 7** (40%)
  - Final report (five pages/person): Due **Dec 16** (40%)
- Conduct a second term project that reflects a meaningful contribution to your own qualitative graduate research (30%; self: 50%, SM: 50%):
  - Final report: Due **Dec 16** (20%)
- Class photovoice project and discussion (10%; self: 50%, SM: 50%):
  - Submit two photos and associated captions on or before **Nov 2** (50%)
  - Class discussion on **Nov 8** (50%)
- Class music video project and discussion (10%; self: 50%, SM: 50%):
  - Analyse (transcribe, identify codes and themes) community music videos using Dedoose on or before **Nov 9** (50%)
  - Class discussion on **Nov 16** (50%)
- Critical journal: Due **Dec 16** (10%; self: 50%, SM: 50%)
  - Should include integrated summary, critical analysis, and reflection
  - Eight of 17 possible entries: each 2-3 pp long
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STRUCTURE OF COURSE

- student and instructor-led lectures
- guest presenters
- student presentations
- discussion

- hands-on labs
- in-class reading assignments
- class research projects
- community/graduate research projects

COURSE FORMAT

This course will largely be discussion-based and skills-oriented, and will provide much opportunity for hands-on learning. Each week will consist of one 75-min class and one two-hour class. The first class will be divided into two parts and informed by assigned readings. The first part will focus of underlying conceptual or theoretical topics, or controversies, within the qualitative research genre. The second will focus on tangible skills needed for qualitative research (e.g. individual and group interviews, coding and identifying themes in qualitative data, writing up and presenting qualitative data etc.). The second (longer) class will also generally be divided into two parts, the first again focusing on underlying concepts and the second focusing on on-going and in-class projects. We will also periodically host guest presenters, who will talk about their work – the kind of qualitative research they do and the techniques they use, and how their research "makes a difference". Two of these Wednesday classes will be devoted in their entirety to guest presentations, and thus used to host two pairs of researchers. This will enable us to facilitate an instructive and emergent dialogue between the two researchers and with the students as a whole. Where appropriate, guest presenters will provide a reading for students to review before their visits.

TERM COMMUNITY RESEARCH PROJECT

Students will work together on a semester-long qualitative research project that reflects their interests and the mandate of the course. This year, the three projects that were identified as being of greatest interest to the class are as follows i) energy east pipeline and/or water issues; ii) values of environment for environmental science and studies students; and iii) experiences of transition for university students from rural/remote communities and overseas. Graduate students taking the course will be expected to submit an additional term project that reflects a meaningful element of their (qualitative) research projects, and which may include research proposals, research ethics proposals, or a preliminary analysis of their data, depending on the stage their own graduate studies.

SUBJECT MATTER

The following list of subjects will be covered over the course of the semester, each normally associated with two readings
Conceptual:
- Paradigms/Worldviews: Quals vs. Quants
- Place as a researcher
- Universities as corporations
- Research design
- Ethnography
- Grounded theory
- Discourse analysis
- Participatory research
- Community-based research
- Action research
- Mixed methods
- Reflexivity
- Validity
- Stakeholders

Skills:
- Funding proposals
- Individual Interviews (open, semi-directed, directed)
- Group interviews
- Case study
- Cultural sensitivity and cross-cultural work
- Journaling and field notes
- Participatory video
- Photovoice
- Music videos
- Ethics review and approval
- Transcribing
- Coding and theme building
- Analysis using computer software
- Research proposal writing
- Presentation of results
- Community outreach

ADDITIONAL INFORMATION

Academic Integrity:
- University of Manitoba has strict regulations for academic integrity. It is expected all students will abide by these principles and regulations. As a student it is your duty to act responsibly. More information can be found at:
  http://umanitoba.ca/student/academicintegrity/president-message.html
- Every student registered for this class must have taken an academic integrity tutorial available at:
  http://www.umanitoba.ca/student/resource/disability_services/files/ai/Plagiarism/

Writing Support for Students:
- University of Manitoba English Language Centre provides workshops and courses throughout the semester for students. For more information you can contact 520 University Centre.
- University of Manitoba's Learning Assistance Centre provides important information regarding academic writing. They also provide one-on-one tutoring to edit and review student papers.
- **Writing tutors** are available who work closely with students on their assignments. They work on both the Fort Garry and the Bannatyne campuses. They also provide online support.
- University of Manitoba has libraries that offer reference sources, access to online database and workshops on how to write references on a regular basis. For additional information on their resources and for the scheduling of any available workshops: http://umanitoba.ca/libraries/

Student Counselling and Career Centre
- University of Manitoba offers counselling at the individual and group level, which can be very helpful resources for students. For more information:
  http://umanitoba.ca/student/counselling/index.html

Respectful Work and Learning Environment Policy
- Students and staff are expected to be familiar with and follow at University of Manitoba. For more information: http://umanitoba.ca/admin/governance/governing_documents/community/566.html

Student Accessibility
- University of Manitoba provides special care for students will disabilities through student accessibility services. For more information:
  http://umanitoba.ca/student/saa/accessibility/about-us.html

DETAILED SCHEDULE

DATE	TOPIC	READINGS
Sept 13	Intro: review and modify syllabus	
Sept 20	*Concepts*: Research and social change *Skills*: Writing AQR project proposal	Lyons 2013, Sandelowski and Barroso 2003
Sept 21	*Concepts*: Evolution of qualitative research *Projects*	Lincoln 2010
Sept 27	Film: *wanorazi yumnezi* *Guest speaker*: Asfia Kamal	
Sept 28	*Projects* *Guest speaker*: Asfia Kamal	Kamal 2015
Oct 4	*Concepts*: Qualitative research and power *Skills*: Interviewing (individual and group)	Cannella 2015, Karnieli-Miller et al 2009, Kuehne 2015
Oct 5	*Concepts*: Collaborative vs. community-based *Projects*	Pain and Francis 2003, Castleden et al 2013
Oct 11	*Concepts*: Research and Indigenous people *Skills*: Getting your research funded	Kovach 2015, Brown 2006
Oct 12	*Concepts:* Research as ceremony *Projects:* N'we Jinan Artists (music videos)	Wilson 2008,
Oct 18	*Concepts*: Theory vs. action *Skills*: Participatory video	Brydon-Miller et al 2003, Anderson and McLachlan 2015, Kindon 2016
Oct 19	*Concept*s: wolves in sheep's clothing *Projects*	Giddings 2006, Creswell 2013
Oct 25	*Concepts*: Consent and REBs *Skills*: photovoice	Lincoln 2005; Catalani and Minkler 2010; Hall and Bowen 2015
Oct 26	*Concepts*: Discourse analysis *Projects*	Nelson et al 2016, Van Dijk 1993
Nov 1	*Concepts*: quality and validity Skills: coding and themes	Denzin 2009, Tracy 2010, Fielding 2010,
Nov 2	*Guest speaker*s: 　　　　Fabiana Li ＋ Jocelyn Thorpe	Li 2016
Nov 8	Concepts: funding and the corporate university Discussion: Photovoice project	Turk, 2010, Schrecker 2012
Nov 9	Concepts: Internet and new social media Skills: blogging, FB and qualitative research	Wilson et al 2015, Branthwait and Patterson 2011
Nov 15	Concepts: self, reflexivity and autoethnography *Skills*: case studies	Chang 2016 Hyett et al 2014
Nov 16	Concepts: Policymaking and AQR Discussion: music video project	Sallee and Flood 2012, Ferreira et al 2009
Nov 22	Concepts: CAQDAS (Dedoose) Workshop: codes and themes	Johnson and Christensen 2004a, Nind 2011
Nov 23	Guest speakers: 　　　　Bruce Erickson ＋ Jonathan Peyton	
Nov 29	Concepts: stakeholders and qualitative research Skills: presenting data	Burnard et al 2008, Jansso et al. 2009, Johnson and Christensen 2004b
Nov 30	Concepts: the future of qualitative research *Music videos*	Castleden et al 2015, Gough and Lyons 2016
Dec 6	Project presentations (1) (2)	
Dec 7	Project presentation (3) + potluck	

REFERENCES FOR REQUIRED READINGS

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