

Professor Reserves the Right to Make Changes to the Syllabus

GEO 660-01-4222
Qualitative Methods for Applied Geography
Spring 2022
Lutz 207
M-W 4:00-5:15

Instructor: Dr. Margath Walker
Contact: margath.walker@louisville.edu
Office hours: Wednesdays at 3:00 by appointment

Covid Information:

General COVID campus information: <https://louisville.edu/coronavirus>

Everyone is required to wear masks indoors – teachers that can be 6ft away from everyone while lecturing can remove their mask <https://louisville.edu/coronavirus/faculty>

If a student refuses to wear a mask in class, they are not allowed in class: <https://louisville.edu/coronavirus/assets/face-coverings-in-class-response-guide>

1. Learning Objectives

GEO 660 is a survey of qualitative methods and methodological debates used in geographical research. By the end of the semester, you will have

- 1) Gained a general knowledge of the qualitative methods geographers use and the debates surrounding their use
- 2) Acquired a practical understanding of how to implement research methods for qualitative inquiry

2. Course Description

The course is an upper-level, readings-based seminar. The readings have been selected to introduce you to the scope of qualitative methodological approaches used in geography and provide a sampling of references and resources that will help you work through your own research process. In examining how we generate and interpret data from the field- the social, environmental and political space where we learn about the world- we will critique and apply a variety of qualitative methods. In the process, you will have a chance to explore these methods in the context of your own planned or ongoing thesis.

3. Evaluation

Summaries and Discussion Questions (20%)

Class participation will form a major component of your grade. I expect that everyone will (1) attend all weekly seminars, (2) carefully read all assignments for each meeting, and (3) be prepared to discuss these readings in a critical manner.

- 1) Read the assigned texts *critically* and *closely*. By this, I mean that we will try to clearly articulate authors' arguments, how the authors make the argument and whether it is successful. Pay attention to those moments when arguments seem most convincing, as well as those moments when authors are unclear, contradictory, etc.
- 2) Summarize the argument succinctly. After reading the assigned readings, you are required to write a summary of **1-2 paragraphs**. The most effective way to write a summary is to ask yourself what the argument is and how it is supported. Another way to summarize is to re-state in your OWN words the main themes of the reading. Note the emphasis on original thought. Re-stating in the words of the author is useless. We learn most effectively when we put ideas in our own language.
- 3) Compose 2-3 discussion questions. These questions are meant to draw out class discussion. They should relate to the themes of the readings but be broad enough to illicit conversation. In other words, there are no wrong discussion questions since the answers are not definitive nor can they be answered with 'yes' or 'no' simply. For example, taking the concepts of the reading and asking whether they might be applied to a specific example in Louisville could be a useful engagement. **They are due the night before class meeting at midnight via email.**
- 4) In addition, each student is asked to lead the class discussion one class period of their choosing. During that seminar, the student will discuss the readings, bring up discussion questions and lead students in an exercise exemplifying the concepts of the readings.

Listening Exercise (10%)

On most Wednesdays, you will be listening to an episode of The Last Archive, a podcast developed by the historian Jill Lepore which employs archival and other qualitative methods to tell compelling real-life stories. I have listened to them all and they reflect the ways that qualitative work is put in practice in the so-called "real-

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world". I think you will enjoy them! These are free to listen to on a variety of platforms. Related worksheets will be available under the Assignments Tab and will be due by **midnight that Wednesday**. Be aware of when these listening exercises are assigned because we will not meet in person on those days.

Methodological Evaluation Paper (20%)

Review, compare, critique and evaluate the methodologies of a set of three articles that employ a similar methodological approach (e.g. three studies using ethnographies, three studies using focus groups, for example). This essay should be between 5-7 pages and will be due **March 30**.

Human Subjects Training (10%)

Students will complete a web-based training program on research using human subjects through the Collaborative IRB Training Institute (CITI). This self-paced course consists of 11 basic modules. Students are required to obtain an overall score of at least 80% in order to obtain the training certificate. The training must be completed by **April 4**. For instructions on how to complete this training see:

<https://louisville.edu/research/humansubjects/lifecycle/citi-registration>

Proposal and Peer Discussion (10%)

Mini Project (30%)

You will be required to conduct a mini-project using one of the analytical methods discussed in class. It should include 1) an outline of your methodological approach 2) research instruments produced (survey, interview questions, textual/visual analysis, for example) and 3) discussion of results and experiences. The paper should be 10-15 pages in length. A one-to-two-page summary of your proposed project is due for class activity **April 18**. Please bring photocopies of your proposed project for everyone on that date. During this week we will gain feedback and input from other members of the class which you may choose to incorporate for the mini-project.

4. Policies

Attendance is expected, required and essential to doing well in this class.

Absences: if you are absent (excused or unexcused) you must produce a 5-page memo outlining the week's readings with your reflections and discussion questions. This will be due one week after your absence or will not be accepted.

General Writing Requirements:

- Use Times New Roman, 12-point font, double-spaced, with margins of 1" or 2.54 cm.

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- Please use AAG citation format.
- As you draft your essay assignments, I am happy to provide you feedback on a paragraph, a concise outline, or a thesis statement. I cannot provide general editing.
- I don't require documentation for extensions, but you do have to communicate with me about them *in advance*.

Additional Information:

Academic dishonesty will not be tolerated. It will result in an F for the class and disciplinary action by the university. "Academic dishonesty is defined by the Code of Student Conduct in the Undergraduate Catalog. Its definition pertains to but is not limited to cheating, fabrication, falsification, multiple submission, plagiarism, and complicity. It is the student's responsibility to maintain high standards of ethical conduct, intellectual integrity and to be familiar with the definition of academic dishonesty."

Information for Students with Disabilities. The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (852-6938) for verification of eligibility and determination of specific accommodations.

Title IX/Clery Act Notification. Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (8522663), Counseling Center (852-6585) and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconductbrochure>).

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The instructor reserves the right to make changes in the syllabus when necessary to meet learning objectives, to compensate for missed classes, or for similar reasons.

Grading Policy:

This course will be graded on the following scale:

A+ 100%-98%

A 97%-94%

A- 93%-90%

B+ 89%-87%

B 86%-84%

B- 83%-80%

C+ 79%-77%

C 76%-74%

C- 73%-70%

D+ 69%-67%

D 66%-64%

D- 63%-60%

F 59% OR BELOW

5. Outline of Classes and Readings

Textbook and Other Materials:

1. *The SAGE Handbook of Qualitative Geography* (Sage Handbooks) 1st Edition by Dydia DeLyser (Editor), Steve Herbert (Editor), Stuart C Aitken (Editor), Mike A Crang (Editor), Linda McDowell (Editor)
2. Readings, listed in this syllabus, and assigned by professor. Most available on Bb or online.

Week 1: INTRODUCTION (*Jan 10 and 12*)

For Monday:

Syllabus.

Choose student presentation week

For Wednesday: Approaching/Situating Qualitative Methodologies

“What Physics Learns from Philosophy” available:

http://www.nytimes.com/2012/06/10/opinion/sunday/what-physics-learns-from-philosophy.html?_r=0

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“Why Geography Is A Key Part Of Fighting The COVID-19 Coronavirus Outbreak”
available:

<https://nau.edu/gpr/https-www-forbes-com-sites-marshallshepherd-2020-03-05-why-the-discipline-of-geography-is-a-key-part-of-the-coronavirus-fight-7d5de28b4f21/>

Watkins, C. (2020). The field and the work: Hybridity as mantra and method. *Geographical Review*, 110(1-2), 8-22.

Week 2: Groundings (Jan. 17 NO CLASS and Jan. 19)

For Monday: NO CLASS

For Wednesday: Text pp. 1-45

Katz, C. 1994. Playing the field: questions of fieldwork in geography. *Professional Geographer* 46(1): 67-72.

Moss, P. 1995. Embeddedness in practice, numbers in context: the politics of knowing and doing. *Professional Geographer* 47(4): 442-449.

WEEK 3: Archival Research (Jan 24 and 26)

For Monday:

Text Chapter 14

Text Chapter 6

Hanlon, J. (2001). Spaces of interpretation: Archival research and the cultural landscape. *Historical Geography*, 29, 14-25.

Arondekar, A. (2005) Without a trace: Sexuality and the colonial archive. *Journal of the History of Sexuality* 14 (1): 10-27.

For Wednesday: The Last Archive Episode 4

<https://www.thelastarchive.com/season-1/episode-4-unheard>

WEEK 4: Ethics and Procedural Issues in Qualitative Research (Jan 31 and Feb 2)

For Monday:

Text Chapter 5

O’Laughlin, J. 2005. “The War on Terrorism, academic publication norms, and replication.” *The Professional Geographer* 57(4): 588-591.

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Dyer, S., & Demeritt, D. (2009). Un-ethical review? Why it is wrong to apply the medical model of research governance to human geography. *Progress in Human Geography*, 33(1), 46-64.

Text Chapter 4

Blog: <https://blogs.lse.ac.uk/africaatlse/2019/09/05/establishing-trust-for-intimate-longitudinal-research-in-drc/>

For Wednesday: The Last Archive Episode 2

<https://www.thelastarchive.com/season-1/episode-2-detection-of-deception>

WEEK 5: Interviewing (Feb. 7 and 9)

For Monday:

Text Chapters 9 and 10

Baxter, J. and Eyles, J. 1999. The utility of in-depth interviews for studying the meaning of environmental risk. *Professional Geographer*, 51(2): 307-320.

Walker, M. (2015). The productive and disruptive methodology of doing fieldwork at work. *Area*, 47(4), 473-478.

LSE Blog: <https://blogs.lse.ac.uk/impactofsocialsciences/2020/04/20/carrying-out-qualitative-research-under-lockdown-practical-and-ethical-considerations/>

For Wednesday: The Last Archive Episode 3

<https://www.thelastarchive.com/season-1/episode-3-the-invisible-lady>

Assignment for February 16th class: Bring in a list of topics you are interested in.

WEEK 6: Theory, Method, Analysis (Feb 14 and 16)

For Monday:

Del Casino, V. J., Grimes, A. J., Hanna, S. P., & Jones, J. P. (2000). Methodological frameworks for the geography of organizations. *Geoforum*, 31(4), 523-538.

Rose, G. 2001. *Visual Methodologies*. London: Sage Publications (chapter 3).

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The Conversation: <https://theconversation.com/text-analysis-of-thousands-of-grant-abstracts-shows-that-writing-style-matters-108662>

For Wednesday: WORKSHEET 1 (reminder to have a list of your topics)
Review IRIS system

WEEK 7: Representation and Language (Feb 21 and 23)

For Monday:

Text Chapter 15

Representation Stuart Hall

Rose, G. 2001. *Visual Methodologies*. London: Sage Publications (chapters 6-7).

Walker, M. A. (2005). Guadalupe, Maquilarañas and the Discursive Construction of Gender and Difference on the US–Mexico Border in Mexican Media Representations. *Gender, Place & Culture*, 12(1), 95-111.

For Wednesday: Operationalizing Discourse Analysis

WEEK 8: Focus Groups (Feb 28 and Mar 2)

For Monday:

Text Chapters, 11, 18

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

Pollack, Shoshana. "Focus-group methodology in research with incarcerated women: Race, power, and collective experience." *Affilia* 18.4 (2003): 461-472.

The Conversation: <https://theconversation.com/resisting-technology-appalachian-style-94245>

For Wednesday: The Last Archive Episode 10

<https://www.thelastarchive.com/season-1/episode-10-tomorrowland>

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WEEK 9. Mapping and Representation (March 7 and 9)

For Monday:

Text Chapters, 12,16,17

Young, L. and H. Barrett. 2001. Adapting visual methods: action research with Kampala street children. *Area* 33(2): 141-152.

Walker, Margath A. & Hanchette, Carol. 2015. Residents' experiences in the aftermath of a HOPE VI revitalization project: A three-pronged, grounded visualization approach. *Applied Geography*, 57 71-79.

Worksheet 1 (cont) and Worksheet 2

For Wednesday: The Last Archive Episode 5

<https://www.thelastarchive.com/season-1/episode-5-project-x>

SPRING BREAK

WEEK 11. Ethnography, Participant Observation I (March 21 and 23)

For Monday:

Text Part III Intro by Mike Crang

Text Chapters 19, 20, 21

Brown, B., & Laurier, E. (2005). Maps and journeys: an ethno-methodological investigation. *Cartographica: The International Journal for Geographic Information and Geovisualization*, 40(3), 17-33.

Hitchings, R., & Latham, A. (2020). Qualitative methods II: On the presentation of 'geographical ethnography'. *Progress in Human Geography*, 44(5), 972-980.

For Wednesday: The Last Archive Episode 8

<https://www.thelastarchive.com/season-1/episode-8-she-said-she-said>

WEEK 12. Ethnography, Participant Observation I (March 28 and March 30)

For Monday:

Textbook Part II Intro (begins on page 117)

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Chapters 7, 8,

Till, K. E. (2012). Wounded cities: Memory-work and a place-based ethics of care. *Political Geography*, 31(1), 3-14.

Benson, Koni, and Richa Nagar. 2006. "Collaboration as Resistance? Reconsidering the Processes, Products, and Possibilities of Feminist Oral History and Ethnography." *Gender, Place and Culture* 13 (5) (October 1): 581–592.

For Wednesday: The Last Archive Episode 6

<https://www.thelastarchive.com/season-1/episode-6-cell-strain>

WEEK 13. Mixed Methods/Multiple Methods (April 4 and 6)

For Monday:

Bloch, S. (2020). An On-the-Ground Challenge to Uses of Spatial Big Data in Assessing Neighborhood Character. *Geographical Review*, 110(1-2), 210-223.

<https://blog.geographydirections.com/2021/01/05/how-sustainable-is-your-daily-cup-of-coffee/>

Crawford, K., & Finn, M. (2015). The limits of crisis data: analytical and ethical challenges of using social and mobile data to understand disasters. *GeoJournal*, 80(4), 491-502.

Worksheet 2 (cont) and Worksheet 3 introduction

For Wednesday: The Last Archive Episode 7

<https://www.thelastarchive.com/season-1/episode-7-the-computermen>

WEEK 14. Readings on Peer Review (April 11 and 13)

For Monday:

Bohannon, J. (2013). Who's Afraid of Peer Review?

Lee, C. J., Sugimoto, C. R., Zhang, G., & Cronin, B. (2013). Bias in peer review. *Journal of the Association for Information Science and Technology*, 64(1), 2-17 (upload)

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MacKenzie, C. A., Christensen, J., & Turner, S. (2015). Advocating beyond the academy: dilemmas of communicating relevant research results. *Qualitative Research*, 15(1), 105–121. <https://doi.org/10.1177/1468794113509261>

Jensen, P., Rouquier, J.-B., Kreimer, P., & Croissant, Y. (2008). Scientists who engage with society perform better academically. *Science and Public Policy*, 35(7), 527–541. <https://doi.org/10.3152/030234208X329130>

For Wednesday: NO CLASS AAG

WEEK 14. Peer Review (*April 18 and 20*)

For Monday:

Peer review; MUST have abstract for distribution

For Wednesday:

Student Presentations

WEEK 15. Presentations (*April 25th*)

For Monday: No class

Final Projects due