Course Description

During this course, our class will explore and apply the theoretical and empirical assumptions informing a variety of qualitative methodologies. There is a significant focus on both understanding and practice – particularly in terms of applying these to each student's own scholarly interests. Students will learn to compare different research questions, ethical dilemmas, concepts of 'quality,' theoretical frameworks, analytic assumptions, and methodological procedures. In the ways that they are crucial to the study of social life, we will discuss how ethical considerations are involved in the qualitative research process. This course also highlights the importance on becoming critically aware as researchers – on understanding and integrating issues of power, equity, and diversity. Together, we will develop fieldwork strategies that prepare us for the everyday complexities of gender, racialization, class, culture, health, language, place, and age.

Course Objectives
1. Become familiar with the characteristics, language, and assumptions of qualitative research;
2. Understand the importance of power and social hierarchies as they relate to the research process;
3. Be able to recognize and assess quality and rigour in evaluating a qualitative research study;
4. Expand our research interests through exposure to the available techniques and procedures for qualitative data collection and analysis;
5. Understand the characteristics of different qualitative approaches and apply them to address a particular research topic; and,
6. Develop insight into different forms of qualitative methods and the complexities involved in the process of research.

Seminar Expectations
Class meetings will be conducted as seminars. The course will combine lecture, discussion, media representations, and in-class activities, facilitating an atmosphere where ideas are exchanged and research experiences are shared. The class will be used to discuss your own research interests and foster collaboration to move your research forward. Each week, students are expected to have read and be willing to discuss all of the assigned readings.
Required Texts
All required readings are posted on CourseLink.

Assignments
Weekly Responses, 25% (5 @5% each)
In-class Exercises, 15%
Ethical Review Exercise, 5% (due January 28)
Proposal for Final Project, 15% (due February 4)
Final Project and Presentation, 40% (project due March 25; presentations will be held during class time on March 25 and April 1)

Details for each assignment will be thoroughly discussed in class and posted on CourseLink. All assignments (except for in-class exercises) will be submitted via Dropbox.

Weekly Schedule
Week 1: Introductory Thinking About Qualitative Research
January 7
-Introduction to the course
-Explanation of Weekly Responses and In-class Exercises
-No readings

Week 2: Beginning The Process: Introduction to Qualitative Methods
January 14
-Explanation of Ethical Review Exercise, Proposal and Final Project + Presentation


**Week 3: Power and Ethics**

January 21


**Week 4: Theorizing Knowledges and Approaches to Methods: Part 1**

January 28

-Ethical Review Exercise Due


**Week 5: Theorizing Knowledges and Approaches to Methods: Part 2**

February 4

-Final Project Proposal Due


**Week 6: Possibilities of the "Interview Society": Part 1**  
February 11


**Reading Week:** February 17 - 21, No Classes.

**Week 7: Possibilities of the "Interview Society": Part 2**  
February 25


Nairn, K., Munro, J., & Smith, A. B. (2005). A counter-narrative of a 'failed' interview. *Qualitative Research, 5*(2), 221-244.

Week 8: Observation and Thinking About Space and Place
March 4


Week 9: Translations and Analyses
March 11


Week 10: Qualitative Practices in Virtual Spaces
March 18


**Week 11: Presentations**  
March 25  
-Final Project

**Week 12: Presentations**  
April 1  
-Final Project

**Important Reminders**  
- Please type and double space all assignments, using standard margins and 12 pt. Times New Roman font.

- No title page is necessary; please place your name and student number, my name, and the date. Please also paginate each page on your written assignments.

- Prepare your assignments using APA formatting guidelines.

- Each assignment will be explained in detail well in advance of their due dates.

**Late Policy**  
- The late penalty is 10% per day late (including weekends).

- Extensions will only be offered to students who provide appropriate documentation of illness, etc.

**E-mail Communication**  
As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

**When You Cannot Meet a Course Requirement**  
When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course in writing, with your name, id#, and e-mail contact. See the graduate calendar for information on regulations and procedures for Academic Consideration:  
http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1400.shtml
Drop Date
The last date to drop one-semester courses, without academic penalty, is March 7th. Two-semester courses must be dropped by the last day of the add period in the second semester. Refer to the Graduate Calendar for the schedule of dates:
http://www.uoguelph.ca/registrar/calendars/graduate/current/sched/sched-dates-f10.shtml

Academic Misconduct
The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. The Academic Misconduct Policy is detailed in the Graduate Calendar:
http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1687.shtml

Recording of Materials
Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

Resources
The Graduate Calendar is the source of information about the University of Guelph’s procedures, policies and regulations which apply to graduate programs:
http://www.uoguelph.ca/registrar/calendars/graduate/current/