

POLI 398 (L01) Qualitative Research Methods

Pre/Co-Requisites: 3 units in Political Science	
Instructor: Dr. Roberta Rice	Lecture Location: ST 141
Phone: (403) 220-5384	Lecture Days/Time: MWF 1:00-1:50 p.m.
Email: roberta.rice@ucalgary.ca	
Office: SS 734	Office Hours: Available by appointment in-person, by telephone, or via Zoom

COURSE DESCRIPTION

This course provides an introduction to the methods and tools used for qualitative research on human activity, done for both academic and professional purposes. The course will provide students with an understanding of basic research skills and designs in Political Science in order to carry out a future research project. The course is directed towards a deeper understanding and application of qualitative methods. Course topics include the basics of qualitative research design, ethics in qualitative research, decolonizing methodologies, participant observation, conducting interviews and researching primary documents.

COURSE OBJECTIVES & LEARNING OUTCOMES

The purpose of the course is to introduce students to the qualitative research method in Political Science. As a learning outcome, students will develop the ability to use selected tools of qualitative research by collecting and analyzing primary data. Students will also develop the capacity to write up qualitative research.

REQUIRED TEXTBOOK

Deborah K. Van Den Hoonaard and Lisa-Jo Van Den Scott. Qualitative Research in Action: A Canadian Primer, 4th Edition (Oxford University Press, 2022). Available for purchase at the University Bookstore.

Electronic course reserve chapters are available on our D2L course page (<http://d2l.ucalgary.ca>).

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
TCPS2 CORE Tutorial	10	February 3
Participant Observation	25	February 17
Interview Coding	25	March 31
Final Exam	40	Scheduled by the Registrar
Total	100%	

If a student misses a required course component, please get in touch the instructor as soon as possible.

COURSE SCHEDULE & TOPICS

DATE	TOPIC	READINGS
Jan. 9 – Feb. 10	Part I: Research Design and Methods	See course schedule and reading assignments below
Feb. 13 – Apr. 12	Part II: Collecting and Analyzing Data	See course schedule and reading assignments below

Please note that the above schedule is tentative and may change as the need arises.

COURSE FORMAT AND ASSIGNMENTS

The class will be taught in an interactive, lecture-style format. Teaching methods will include lectures, videos, guest speakers, and classroom discussions and activities. Students are expected to attend all class sessions and complete the assigned readings before they are discussed in class. Student participation in lecture discussions and activities is highly encouraged.

TCPS2 COURSE ON RESEARCH ETHICS (CORE) TUTORIAL CERTIFICATE

The objective of this assignment is to provide you with training in research ethics before you conduct primary research. The University of Calgary is committed to ensuring our research community operates from a strong, ethical foundation. With the release of the updated Tri-Council Policy Statement 2 (TCPS2), a training tool was launched: the Course on Research Ethics (CORE) Tutorial. This three-hour, online tutorial provides TCPS2 guidance applicable to research across all disciplines and methodologies. Once the tutorial is complete, you are issued a certificate. You must save this certificate and upload it to the Dropbox assignment folder on our D2L course page. Students must self-register (please use your University of Calgary email address) to take the tutorial. The assignment will be discussed in detail in class. To access the tutorial, search the University of Calgary's website for: "tcps2 CORE tutorial" or use the following link: <https://www.ucalgary.ca/research/researchers/ethics-compliance/tcps2-core-tutorial>.

PARTICIPANT OBSERVATION ASSIGNMENT

The purpose of this assignment is for you to apply your research tools in the field. To prepare, you must read Chapter 5 ("Observing Social Life through Field Research") of the textbook. You will assume the role of a complete observer. Pick a public setting of interest to you and in which you can take notes relatively unobserved (e.g. public library, public park, public plaza). Approach the assignment as an observer engaged in preliminary exploratory analysis. Take field notes either by hand or using a device. DO NOT use video or audio recording equipment. DO NOT take notes of any conversations or identifying information of those observed. Speculate on the "rules" that govern behaviour in that setting. Consider the ethical issues involved in observing in such a manner. What are the advantages and disadvantages of conducting research as a complete observer? You should spend at least one hour observing the setting. Write up the results of your participant observation exercise in a report of approximately 5 double-spaced pages and attach your type-written field notes as an appendix. Make sure to draw on our course material in your report. Your report should: a) describe the setting; b) highlight the social dynamics and interactions observed; c) reflect on the ethics of being a complete observer; and d) outline the advantages and disadvantages of the participant observation research method. The assignment will be discussed in detail in class.

INTERVIEW CODING ASSIGNMENT

Interview data provides a richer understanding of the structures, processes, and perspectives that drive or shape human behaviour. The task for this assignment is to perform a qualitative content analysis of the themes, meanings and motives of a real world interview. Rather than conducting your own interview, you

will rely on an on-line series of podcast interviews (“Voices of Vision: Yukon Aboriginal Self-Government”) that is intended to deepen public understanding of the history of land claims and self-government implemented in the Yukon. You can access the podcast series through the Government of Canada’s Crown-Indigenous Relations and Northern Affairs Canada website:

<https://www.rcaanc-cirnac.gc.ca/eng/1314896211861/1617808682336>. To prepare for this assignment, you must read the required course reserve case study chapter by Roberta Rice, “Achieving First Nation Self-Government in Yukon, Canada” as well as Chapter 9 (“Trust the Process: Analyzing Qualitative Data”) of our textbook. Each podcast is accompanied by a transcribed interview. You may select any one of the ten podcast interviews to analyze in detail. Make sure to listen to the interview first for tone and meaning. Your content analysis may be performed on the transcribed interview data. The objective of the assignment is to develop new insights into the making of this historic comprehensive land claims agreement. Write up the results of your interview coding exercise in a final report of approximately 5 double-spaced pages and attach your coding protocol as an appendix. Make sure to draw on our course material in your report. Your report should: a) introduce the individual being interviewed and his or her role in the land claims process; b) present the major themes and insights from the interview; c) outline how the interview data advances our understanding of the comprehensive lands claims agreement; and d) reflect on the merits and limits of working with interview data. The assignment will be discussed in detail in class.

FINAL EXAMINATION

The closed-book, 2 ½ hour final exam will take place during the winter examination period. The exam will include a mix of short answer and essay questions and will test your familiarity with the lecture material and reading assignments. It will also test your ability to apply what you have learned. No exam aids allowed. A study guide for the exam will be made available on our course page.

Final Exam	Y
Format	Registrar scheduled
Modality	Registrar scheduled exam in-person
Type	Essay and short answer
Duration	150 minutes
Aids	No exam aids will be allowed

WRITING STATEMENT

Written assignments are often required in Political Science courses, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

GRADING SCALE: The following grading scale will be used:

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

LATE PENALTIES

Please make every effort to submit assignments on-time. Assignments are due to Dropbox on D2L, unless otherwise indicated. It is your responsibility to keep a copy of all assignments in case of loss by any cause. A penalty of 2% per working day will be applied to all late assignments, up until a maximum of ten late days, after which late papers will not be accepted. Weekends count as one working day. If life circumstances or illness intervene, please contact the course instructor as soon as possible. Please refer also to the policies on deferring term work on this outline and in D2L. However, keep in mind that in order to pass this course, you must complete all assignments, and plan accordingly.

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please telephone or email to make an appointment. It is to the student's advantage to keep such appointments.

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours.

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated.

COURSE SCHEDULE AND ASSIGNED READINGS

Part I: Research Design and Methods

Jan. 9/11/13: Introduction and Course Overview—The Qualitative Research Tradition

Textbook Reading: Van Den Hoonaard, Chapter 1 (“Introduction”)

Jan. 16/18/20: The Basics of Research Design

Textbook Reading: Van Den Hoonaard, Chapter 2 (“Asking Questions and Identifying Goals”)

Jan. 23/25/27: Consulting the Literature

Textbook Reading: Van Den Hoonaard, Chapter 3 (“Strategies for Designing Research”)

Jan. 30/Feb. 1/Feb.3: Ethics in Qualitative Research

Textbook Reading: Van Den Hoonaard, Chapter 4 (“Ethics on the Ground: A Moral Compass”)

Note: TCPS2 CORE Tutorial Certificate of Completion due to Dropbox on D2L by 5:00 p.m. on February 3

Feb. 6/8/10: Decolonizing Methodologies

E-Book Chapter: Margaret Kovach, Indigenous Methodologies: Characteristics, Conversations, and Contexts (“Chapter 1. Indigenous and Qualitative Inquiry: A Round Dance?”), University of Toronto Press, 2010, pp. 23-38.

Part II: Collecting and Analyzing Data

Feb. 13/15/17: Participant Observation

Textbook Reading: Van Den Hoonaard, Chapter 5 (“Observing Social Life through Field Research”)

Note: Participant Observation Assignment due to Dropbox on D2L by 5:00 p.m. on February 17

Feb. 20/22/24: Mid-Term Break (No Classes)

Feb. 27/Mar. 1/Mar. 3: Conducting Interviews

Textbook Reading: Van Den Hoonaard, Chapter 6 (“In-Depth Interviewing”)

Mar. 6/8/10: Workshop on Coding and Analyzing Interview Data

Electronic Course Reserve Chapter: Bettina Von Lieres and Laurence Piper, eds., Mediated Citizenship: The Informal Politics of Speaking for Citizens in the Global South, (“Chapter 12: Achieving First Nation Self-Government in Yukon, Canada: The Mediating Role of the Council for Yukon Indians (CYI), 1975-

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1995," by Roberta Rice), Palgrave Macmillan, 2014, pp. 203-218.

Mar. 13/15/17: Focus Groups

Textbook Reading: Van Den Hoonaard, Chapter 7 ("Focus Groups")

Mar. 20/22/24: Researching Primary Documents

Textbook Reading: Van Den Hoonaard, Chapter 8 ("Unobtrusive Research")

Mar. 27/29/31: Analyzing Qualitative Data

Textbook Reading: Van Den Hoonaard, Chapter 9 ("Trust the Process: Analyzing Qualitative Data")

Note: Interview Coding Assignment due to Dropbox on D2L by 5:00 p.m. March 31

Apr. 3/5: Writing Up Qualitative Research

Textbook Reading: Van Den Hoonaard, Chapter 10 ("Writing Up Qualitative Research")

Apr. 12: Concluding Remarks and Exam Review

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines,

requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2
<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3
<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics

approval is required.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:
<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.