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Courses	Distance Learning	Syllabus	Request Tracking
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New Course Form

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Attachments:

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ID	Attachment
Delete:637	Geo 311 Syllabus.doc

First 1 Last

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(*denotes required fields)

1. General Information

- a. * Submitted by the College of: ARTS & SCIENCES Today's Date: 9/27/2012
- b. * Department/Division: Geography
- c.
 - * Contact Person Name: tad mutersbaugh Email: tmute2@uky.edu Phone: 5-1316
 - * Responsible Faculty ID (if different from Contact): Rich Schain Email: richard.schain@uky.edu Phone: 7-2119
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number: GEO 311
- c. * Full Title: qualitative methods in geography
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

3	Lecture	1	Laboratory	Recitation	Discussion
	Indep. Study		Clinical	Colloquium	Practicum
	Research		Residency	Seminar	Studio
	Other		If Other, Please explain:		
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No
- j. * Course Description for Bulletin:

This course is an introduction to qualitative methods in geographical research. Students will begin by learning the basic principles of research design, as well as ethical and procedural considerations of any research project using qualitative methods. The course primarily will focus on introducing students to basic qualitative methods used in geographic research, but pertaining also to social science research in general, potentially including (but not limited to): participant observation, archival analysis, interviews, surveys, focus groups, participatory action research, data coding and analysis, discourse and textual analysis, visual analysis, and content analysis.
- k. Prerequisites, if any:
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 20

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

Change in Geography Major Requirements

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs:

Geography

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G/500-level grading differentiation if applicable, from 10.a above) are attached.

(1) Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

(2) The chair of the cross-listing department must sign off on the Signature Reading log.

(3) In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

(4) You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

(5) In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit a New Proposal

Save Current Changes

Delete Form Data and Attachments

Geography 311: Qualitative Research Methods in Geography
Tuesdays, Thursdays 2:00 – 3:15

Fall 2012

Instructor:

Dr. Richard H. Schein
1441 Patterson Office Tower
257-2119; schein@uky.edu

Office Hours:

Fridays 2:00-3:30
or by appointment

Course Description: This course is an introduction to qualitative methods in geographical research. Students will begin by learning the basic principles of research design, as well as ethical and procedural considerations of any research project using qualitative methods. The course primarily will focus on introducing students to basic qualitative methods used in geographic research, but pertaining also to social science research in general, potentially including (but not limited to): participant observation, archival analysis, interviews, surveys, focus groups, participatory action research, data coding and analysis, discourse and textual analysis, visual analysis, content analysis. Emphasis will be threefold: in learning general principles and procedural rules; in reading examples of work using various qualitative methods; in hands-on practical applications of qualitative methods in individual and/or group exercises.

Student Learning Objectives:

Students will:

- Gain “hands-on” experience in using specific qualitative methods for solving geographical problems and questions,
- Apply a decision-making process for choosing particular research methods in geographic research,
- Understand the advantages and limitations of particular research methods, and
- Be able to evaluate research based on qualitative methods generally, and as a part of their general education and practice as good citizens.

Course Goals:

The goal will be understand and apply *basic* principles of qualitative research design and application.

Required Readings:

Dydia Delyser, *et al.* 2009. *The SAGE Handbook of Qualitative Geography*. 2010.

Other readings will be assigned in a timely manner and will be made available (as .pdf, e-mailed attachments, through UK Libraries on-line journal access, or on Blackboard)

Class Format:

Part 1: will focus on a broad introduction to research design, and the problematics of qualitative methodologies: including questions of ethics, positionality, subjectivity, and the nature of doing research with and about other people and places.

Part 2: will focus more specifically on particular qualitative research methods, and will introduce students particular methods (with a “how to” set of instructions), will provide example(s) drawn from the geographical literature, and will most importantly give student hands on experience

through research exercises based on the method under scrutiny. More specially, part two will be organized as 6 2-week blocks. In each block, the first week will focus on 2 reading assignments: (1) covering the basic principle and procedures of a particular method; (2) an example of research using the method in question. Classes that week will be discussion based. The second week of each block will be devoted to a specific exercise designed to give student hand-on experienced and followed by discussion of that experience.

Course Assignments:

Your grade will be calculated based upon:

1. Four quizzes (10% each; 40% total) at approximately 4 week intervals throughout the course (January 26, February 23, March 29, Week of April 30). Quizzes will be multiple choice and short answer format, and will be discussed in greater detail during the appropriate class period. Quizzes may be in an on-line format.
2. A précis of the primary readings for each "method" section of the course following Part 1 (30%). These are due the day on which we discuss the readings as a class. There will be 12 of these and you may skip/miss two of them, or drop your lowest score for two of them: i.e. only 10 will count toward your grade (3% each).
3. Exercise grades (30%). There will be one exercise (group and/or individual) for each of the 6 methods sections of the course. Each of these is worth 5% of your grade. They will be discussed in greater detail during the class period in which they are assigned.

Part 1: Introduction to Research Design, Qualitative Methods, Ethics, Responsibilities Weeks 1-3 (January 12-26)

Read:

- Meghan Cope, *A History of Qualitative Research in Geography*, *SAGE Handbook*
Sarah Elwood, *Mixed Methods: Thinking, Doing and Asking in Multiple Way*, *SAGE Handbook*
R.J. Johnston, R. 2003. Geography and the Social Science Tradition. In S.L. Holloway, S.P. Rice, G. Valentine, Eds. *Key Concepts in Geography* London: Sage, pp. 51-72.
Barbara Kennedy. 1992. First Catch Your Hare... Research Designs for Individual Projects. In A. Rogers, H. Viles, and A. Goudie, Eds., *The Student's Companion to Geography* Oxford: Blackwell, pp. 128-134.
Mike Crang, Mike. 2002. Qualitative Methods: The New Orthodoxy? *PIHG* 26,5,647-65.
Steve Herbert. 2000. For Ethnography *PIHG* 24,4,550-568
Alison Blunt. 2003. Geography and the Humanities Tradition. In S.L. Holloway, S.P. Rice, G. Valentine, Eds. *Key Concepts in Geography* London: Sage, pp. 73-94.

Part 2: Specific Methods

A. Participant Observation (January 31 – February 9)

Annette Watson and Karen Till, *Ethnography and Participant Observation*, *SAGE Handbook*

Geoffrey DeVerteuil (2004): Systematic inquiry into barriers to researcher access: Evidence from a homeless shelter, *The Professional Geographer* 56(3): 372-380

B. Interviews (February 14 – 23)

Linda McDowell, Interviewing: Fear and Liking in the Field, *SAGE Handbook*
Patricia Ehrkamp, 'I've had it with them!' Younger migrant women's spatial practices of conformity and resistance, *Gender, Place and Culture*, published online January 18, 2012, DOI: 10.1080/0966369X.2011.649356

C. Focus Groups (February 28 – March 8)

Fernando J. Bosco and Thomas Herman, Focus Groups as Collaborative Research Performances, *SAGE Handbook*

Anna Secor, 2004, 'There is an Istanbul that belongs to me': Citizenship, space, and identity in the city, *Annals of the Association of American Geographers* 94(2): 352–368

D. Archives (March 9 – 20)

Hayden Lorimer, Caught in the Nick of Time: Archives and Fieldwork, *SAGE Handbook*

Richard H. Schein, Richard H. 1991. Unofficial Proprietors in Post-Revolutionary Central New York. *Journal of Historical Geography*, 17,2,146-164.

E. Visual Analysis (March 20 – April 1)

Mike Crang, Visual Methods and Methodologies, *SAGE Handbook*

Mary E. Thomas, 2005, Girls, consumption space and the contradictions of hanging out in the city, *Social & Cultural Geography* 6 (4): 587-605

F. Surveys (April 2 – 16)

Julian Parfitt. 2005. Questionnaire Design and Sampling, in Robin Flowerdew and David Martin, eds. *Methods in Human Geography* NY: Pearson, 78-109

One additional "example" reading TBD

G. Textual/Discourse analysis (April 17 – 26)

Katherine B Hankins and Deborah G. Martin, 2006, *Charter Schools and Urban Regimes in Neoliberal Context: Making Workers and New Spaces in Metropolitan Atlanta*, *International Journal of Urban and Regional Research*,10(3): 528-547

Course Grading

90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

<60% = E

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Attendance Policy.

- ◆ You are expected to attend all classes and to take comprehensive notes on lectures and reading materials. You will not do well in this class if you do not follow that advice.

Some Final Notes (mostly as required by the Academic Ombud):

- ◆ If you are having any problems in the class, please see me sooner rather than later. It is my job to guide your learning process, and that includes “troubleshooting” when necessary.
- ◆ Please turn all your technology off when you enter the classroom space, including your computer. Everyone’s phone goes off once in a while. Mine will. But repeated offenses will result in the request for you to check your phone at the door.
- ◆ There will be no make-up work as a rule, except for “excused” absences. Excused absences are those arranged with me **before a due date** (and generally for official University reasons; see *Student Rights and Responsibilities* 5.2.4.2) or those documentable as health related after a due date. You also are entitled to an excused absence for the purpose of observing a religious holiday; but you must notify me of your request for one during the first week of class
- ◆ I will, of course, make every possible attempt to accommodate any learning requirements that you draw to my attention; and you will be excused from class for religious reasons with reasonable notification.
- ◆ This class follows a “no extra credit work” policy.
- ◆ I take cheating or plagiarism seriously, and will prosecute such to the fullest extent allowed by University regulations. It is assumed that you are familiar with University policy on cheating and plagiarism as described by the Academic Ombud (<http://www.uky.edu/Ombud/>), as part of your student rights and responsibilities (<http://www.uky.edu/StudentAffairs/Code/>).

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records.

Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource

Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

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eCATS Request Tracking

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Course/ Prog ID	Display Form	Course/ Program	Request Type	College	Date
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Details of Course/Program ID(GEO 311)

WORKITEM ID	Workflow Status	Date	Time
000009275048	RECEIVED BY DEPARTMENT	2012-02-13	13:37 PM
000009236049	APPROVED BY DEPARTMENT	2012-02-13	13:42 PM
000009245490	RECEIVED BY COLLEGE	2012-02-13	13:42 PM
000009245494	APPROVED BY COLLEGE	2012-04-16	14:01 PM
000009977556	RECEIVED BY UNDERGRADUATE COUNCIL	2012-04-16	14:01 PM
000009977557	USC APPROVED	2012-04-16	14:01 PM
000010929597	RECEIVED BY SENATE COUNCIL	2012-09-26	14:53 PM

<input checked="" type="radio"/> GEO 316	Display Form	Course	New	ARTS & SCIENCES	3/19/2012 12
<input checked="" type="radio"/> GEO 323	Display Form	Course	New	ARTS & SCIENCES	3/20/2012 12
<input checked="" type="radio"/> GEO 406G	Display Form	Course	Change	ARTS & SCIENCES	3/19/2012 12