

Qualitative Methods in Geography

GEOG 425, Fall 2020

Lecture: M/W, 12:30-2:20, ONLINE

Professor

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Office: 412E Smith

Office hours: M, 2:40-4pm PST, via Google Calendar

<https://bit.ly/2QCwm5L>, or by appointment



How to ask and answer questions and hear the world in our asking and answering is the task before us.

—Ruth Wilson Gilmore, *What is to be done?* (2011)

Respect the subject of research, seek the truth, and be mindful of the implications and ramifications of your conclusions.

—Malik Woods, tribute to his father Clyde Adrian Woods (2012)

Well, if one really wishes to know how justice is administered in a country, one does not question the policemen, the lawyers, the judges, or the protected members of the middle class. One goes to the unprotected — those, precisely, who need the law's protection most! — and listens to their testimony. Ask any Mexican, any Puerto Rican, any black man, any poor person — ask the wretched how they fare in the halls of justice, and then you will know, not whether or not the country is just, but whether or not it has any love for justice, or any concept of it.

—James Baldwin, *No Name in the Street* (1972)

Course Description

This is a class about asking and answering questions with qualitative methods. Qualitative methods provide important tools for Geographers exploring human-environmental relationships, the socio-political production of space and place, and the spatial production of the social world. In this quarter you'll learn how to develop research questions and explore a variety of approaches to qualitative research such as interviews, oral histories, participatory and community engaged research, participant observation, ethnography, and archival research. You'll develop a research topic and question, practice different methods, and interpret, analyze, and present your findings. Throughout the course we'll center a politics of knowledge, asking what “counts” as knowledge and who is empowered to produce it? We will draw out connections between theory and method, through a focus on feminist, political, and Black geographies.

Learning Objectives and Outcomes

- Expand and deepen your knowledge of qualitative research methods;

- Examine the politics of knowledge and knowledge production;
- Explore case studies of qualitative research in human geography;
- Discuss contemporary issues in qualitative methods, including power, ethics, and positionality;
- Develop a working research topic and question(s);
- Put these methods into practice (to the best of our ability);
- Interpret, analyze, and present your findings;
- Reflect and share with each other on the experiences, challenges, and insights of using qualitative methods.

Reading Requirements

All readings are available on Canvas [C]. Links for online readings, videos, podcasts, etc. are provided [O]. Given our world at this moment in history, I have drastically reduced the reading load. I will always provide additional content through lectures and online supplemental materials. With each week, I also provide a list of “Further Reading” for students who are particularly interested in a given topic. These are not required.

To access electronic readings and assignment instructions:

1. Always consult the syllabus to see what readings you need to complete for the week.
2. Go to Canvas for our class: <https://canvas.uw.edu/courses/1398718>
3. Once in Canvas go to “Files” on the left side of the page.
4. Any electronic readings are in the “Readings” folder.
5. Click on this folder to see the pdf files of the readings.
6. Download and save the PDFs to your computer/drive. They are named by author, year, and title. Please cross-reference the syllabus with the file names.

Assignments (further instructions will be given for each assignment)	%	Due Date
Weekly Discussion Posts (2/week, 14 total) AND/OR synchronous participation	30%	weekly
Developing a Research Topic and Question	10%	Oct 14, 12:30pm
Methods Assignment #1 (observation + field notes)	25%	Nov 13, 11:59pm
Methods Assignment #2 (interview)	25%	Dec 4, 11:59pm
Final Methods Project Portfolio	10%	Dec 18, 11:59pm

Developing a Research Topic and Question, 10% of grade

Logistics: Developing your research topic and question is the first step to any research project. In this assignment, you will use class discussion meetings/boards and brainstorming activities to begin this process. Given the restrictions to our collective mobility and social distancing measures during Covid-19, you will need to think creatively about the kinds of research topics and questions you can realistically study given the reality we now face. This will set you up for the two methods assignments: 1) observation and 2) interview. In other words, think expansively about the topic and questions, but narrowly/realistically about how you might carry out the next steps of research given our current circumstances. You will submit your topic and questions to the padlet board here: <https://padlet.com/cfresh/mxek1iz9zl6am28y>. The password is: GEOG425. Please post your first draft is due by **12:30pm PST on Wednesday, October 14.**

Purpose: While this entire course is meant to ground you in critical qualitative methods, these methods are developed in relation to the broader research topic and more narrow research question(s) you set out to explore. Your research topic and question will evolve over the course of the quarter, even up until the final weeks of class. Although this assignment is only worth 10% of your total grade, it is arguably one of the most important parts of developing your research project and will inform the assignments that follow. We’ll use padlet to allow each

student the chance to learn from one another by seeing your classmates' topic and question evolve over time. Additionally, I will provide public feedback that may be useful for everyone.

Weekly Discussion Posts AND/OR Synchronous Participation, 30% of grade

Logistics: Everyone will be placed into small groups of 5-6, starting in Week 2. With each synchronous class time you are given the opportunity to attend/participate in synchronous class time **and/or** write a discussion post. You are allowed to miss two weeks OR drop the lowest two grades if you complete all the discussion posts/participation for all 9 weeks. (Example: You write posts for all 9 weeks and drop the two lowest grades; You write posts for 7 weeks and drop no grades; You write posts for 8 weeks and drop the lowest grade).

You may do any combination of these each week. For example, in week 2 you could:

- attend Monday's lecture and write discussion post #2 based on the lecture/readings;
- attend both Monday's synchronous lecture and Wednesday's small group discussions;
- write discussion posts #1 and #2;
- write discussion post #1 and attend Wednesday's small group discussion.

DISCUSSION POSTS: Each week you may write up to **two** discussion posts, of 200-300 words each. Each post is graded on a scale of 3-5.

- Post #1 is due by **11:59pm on Sunday**. Post #1 gives you the opportunity to respond to a reading discussion question/prompt. You may skip Post #1 if you attend/participate in Monday's synchronous discussion lecture.
- Post #2 is due by **11:59pm on Thursday**. In this post, you will reflect on the lecture, your classmates' discussion posts, and how your thinking has evolved since Post #1. You may skip Post #2 if you attend/participate in Wednesday's synchronous small group discussions.

SYNCHRONOUS ATTENDANCE/PARTICIPATION: Each week you may attend up to **two** synchronous class sessions. If you take this route over discussion posts, please take notes as you would in an in-person lecture/class discussion. This will all contribute to your FINAL Methods Project Portfolio. Keep this END GOAL in mind throughout the course. Each attendance/participation is graded on a scale of 3-5.

- **Mondays** 12:30-2:20pm are reserved for a discussion based lecture. During this time I will provide a zoom based lecture with small breaks for discussion and participation. These lectures will be recorded for everyone in the class to watch and review.
- **Wednesdays** 12:30-2:20pm are reserved for small group discussions. During this time you will work with classmates in small groups to address discussion board questions in real-time and brainstorm class assignments.

Purpose: Discussion posts and in-class attendance/participation serve many purposes. At the most basic level, they allow a point of accountability to keep up with the readings and to stay on schedule with the course flow and lecture sequence. At a deeper level they allow you to think critically *through* weekly writing and engagement with the text, your peers, your professor, and yourself. The reason I have you do two posts each week or attend two different styles of synchronous class time is to tap into some metacognitive learning—to think through what you've learned, why you've learned it, and how you might use it to better understand the world around you. You can think of Post #2 as advanced journaling or as a way of processing information and interacting with the course. Similarly, if you attend Wednesday's small group discussion you will have structured time to process information with your peers. I encourage you to think of these discussion posts and groups as preparation for your Final Methods Project Portfolio.

Methods Assignments 1 & 2, 50% of grade

Logistics: I'll distribute the prompts for each assignment by Week 2 with more information on expectations, requirements, and the grading rubric. Each assignment will be sequenced so that you have smaller pieces of the whole due before the final due date. If you feel uncomfortable or are unable to complete Assignment #1 given social distancing measures and public safety concerns of Covid-19 I am happy to think of alternatives to this assignment. **Please let me know ASAP if you do not wish to do observation.**

- **Methods Assignment #1, Observation:** In this assignment you will carry out a mini “ethnographic” observation, lasting 30 minutes to 1 hour. Please make sure to follow CDC safety protocols, including wearing a mask and sanitizing your hands. Please do not approach other people and maintain a social distance of at least 6 feet. Choose a place that is safe for you, where you can observe the world around you at a social distance. This could be a public park, a grocery store, a hiking trail, your neighborhood cul-de-sac, etc. You will practice observation and taking field notes to analyze public and/or private space, human-environmental relations, social interactions, place-making activities, and/or other related patterns and behaviors. Observation is not just about the time spent “in the field” alone but is also about selecting the site, jotting field notes, coding/analyzing those notes, and reporting your preliminary analysis and interpretation. The final Methods Assignment #1 is due **Friday, November 13, 11:59pm PST.**
- **Methods Assignment #2, Interview:** In this assignment you will conduct a short, semi-structured, zoom interview. Interviews should last between 30 minutes to 1 hour. Please give yourself ample time to reach out to your interviewee and schedule the interview. If you are having trouble finding someone to interview, I am happy to help you in this search. You might also consider interviewing a family or “pod” member. Although you think you may really know your parent or sibling, sometimes these interviews can be quite eye opening and fun, a chance to learn the unexpected! An interview is not just about the interview itself, but includes preparing an interview guide, identifying and contacting an interviewee, transcribing the finished interview, coding/analyzing the interview, and reporting your preliminary analysis and interpretation. The final Methods Assignment #2 is **Friday, December 4, 11:59pm PST.**

Purpose: These assignments provide you an opportunity to practice “doing” qualitative methods, analyzing your findings/data, and reporting your analysis and interpretation. The site you choose for observation and the person who select to interview will help you begin to answer your research question(s) and explore your topic. As with your discussion posts, these assignments provide a basis for your Final Methods Project Portfolio.

Final Methods Project Portfolio, 10% of grade

Logistics: I'll distribute the prompt for the final assignment by Week 3 with more information on expectations, requirements, and the grading rubric. I'm adjusting this assignment from a draft proposal to something more manageable and malleable. Each week will work up to and contribute to your final portfolio. In other words, if you put in the work each week, your final should be easy to assemble. The FINAL Methods Project Portfolio is due between **Wednesday, December 16- Friday, December 18, 11:59pm.**

Purpose: This final portfolio gives you an opportunity to reflect on what you've learned throughout the quarter, showcase your growth, and jump start an actual research proposal for those of you going to grad school, carrying out independent research, or furthering your studies in another way. If you are not going this route, the portfolio provides you with a concrete way to share your methodological breadth and depth for future employers, etc. It may also be used to inform organizing efforts beyond the UW.

COURSE SCHEDULE *Please read following the suggested order each week.

PART I: Introduction to Qualitative Research, Power Relations, and Research Design

Week 1: Sept 30 | Welcome & Check-Ins [4 pages]

- Review Syllabus [C]
- **Lipsitz, G.** 2014. "Hearing the Community in Its Own Voice." *Kalfou*, 1(2): 232-36. [O]

Further Reading:

- **Cope, M.** 2010. "A History of Qualitative Research in Geography," in D. DeLyser, S. Herbert, S. Aitken, M. Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*, pp 25-45.
- **DeLyser, D.** 2010. "Openings: Introduction," in D. DeLyser, S. Herbert, S. Aitken, M. Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*, pp 1-25.
- **DeLyser, D.** and **D. Sui.** 2013. "Crossing the qualitative-quantitative chasm III: Enduring methods, open geography, participatory research, and the fourth paradigm. *Progress in Human Geography*, 38(2): 294-307.

Week 2: Oct 5 & 7 | Ethics, Power, Politics, and Positionality [25 pages]

- **England, K.** 1994. "Getting Personal: Reflexivity, Positionality, and Feminist Research." *The Professional Geographer*, 46: 80-89. [C]
- **McCutcheon, P.** & **E. Kohl.** 2019. "You're not welcome at my table: racial discourse, conflict and healing at the kitchen table." *Gender, Place & Culture*, 26:2, 173-180. [C]
- **Gilmore R.W.** 2002. "Fatal Couplings of Power and Difference: Notes on Racism and Geography." *The Professional Geographer* 54(1): 15-24. [C]

Further Reading:

- **DuBois, W.E.B.** 1903. "Of the Quest of the Golden Fleece," in *Souls of Black Folk*. [C]
- **Haraway, D.** 1988. "Situated Knowledges," *Feminist Studies*, 14(3): 575-599. [C]
- **Kohl, E.** and **P. McCutcheon.** 2015. "Kitchen table reflexivity: negotiating positionality through everyday talk." *Gender, Place and Culture*, 22(6): 747-763.
- **Faria, C., & Mollett, S.** 2020. 'We didn't have time to sit still and be scared': A postcolonial feminist geographic reading of 'An other geography.' *Dialogues in Human Geography*, 10(1), 23-29.
- **Kobayashi, A.** 2011. "Negotiating the personal and the political in critical qualitative research," in *Qualitative Methodologies for Geographers*. M. Limb and C. Dwyer (eds.). New York: Arnold. pp.55-70.
- **Wright, W.J.** 2018. "The Public is Intellectual." *The Professional Geographer*, 0(0): 1-7.

Week 3: Oct 12 & 14 | Research Design, where theory and method meet [42 pages]

- **Herbert, S.** 2010. "A taut rubber band: theory and empirics in qualitative geographic research." In DeLyser, D., Herbert, S., Aitken, S., Crang, M., & McDowell, L. *The SAGE handbook of qualitative geography*. London: SAGE Publications, Inc. pp. 69-81.
- **Gilmore, R.W.** 2008. "Forgotten Places and the Seeds of Grassroots Planning," in C. Hale, ed. *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*. Berkeley, CA: The University of California Press. pp. 31-61. [C]
- [M- in class] [Geographies of Racial Capitalism with Ruth Wilson Gilmore](#) -- An Antipode Foundation Film.
- [W- in class] **kanarinka.** (2013, August 7). The Detroit Geographic Expedition and Institute: A Case Study in Civic Mapping. Retrieved September 29, 2020, from MIT Center for Civic Media website: <https://civic.mit.edu/2013/08/07/the-detroit-geographic-expedition-and-institute-a-case-study-in-civic-mapping/>

Further Reading:

- **Bunge, W.** 2011 [1971]. *Fitzgerald: Geography of a Revolution*. Athens, GA: UGA Press. (Foreword to the 2011 Edition, Dedication, Acknowledgements, and Introduction, pgs. vii-5)
- **hooks, b.** 1991. "Theory as Liberatory Practice. *Yale Journal of Law and Feminism*, 4(1): 1-12.

- **England, K.** 2006. "Producing Feminist Geographies: Theory, Methodologies and Research Strategies." *Approaches to Human Geography*, 286-97.
- **Valentine, G.** 2001. "At the drawing board: developing a research design," Limb and Dwyer, eds. *Qualitative Research Methodologies for Geographers*. London: Arnold. pp. 41-54.

PART II: Doing Qualitative Research

Note: we cannot cover every qualitative method in the 10 weeks we have together. Notably, we won't get to focus groups, surveys, autoethnography, and multi-species ethnography (excluding Radhika Govindarajan's article option in week 6). Please reach out if you want additional readings on these methods, and I can direct you to wonderful faculty at UW doing this kind of work.

Week 4: Oct 19 & 21 | Decolonizing Methodologies and Activist Research [67 pages]

*If you are longing for more, please consider taking Indigenous Methodologies seminar co-facilitated by Drs. Ybarra and Dennison.

- **Pulido, L.** 2008. "FAQs: Frequently (Un)Asked Questions about Being a Scholar Activist," in C. Hale, ed. *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*. Berkeley, CA: UC Press. pp. 341-365. [C]
- **Brown, M. and L. Knopp.** 2008. "Queering the Map: The productive Tensions of Colliding Epistemologies." *Annals of the Association of American Geographers*, 98(1): 40-58.
- **Tuck, E. and K.W. Yang.** 2015. "R-words: Refusing research. Humanizing research," in *Decolonizing qualitative inquiry with youth and communities*. pg 223-248. [C]

Further Reading:

- **Castleden, H. V.S. Morgan, and C. Lamb.** 2012. "'I spent the first year drinking tea': Exploring Canadian university researchers' perspectives on community-based participatory research involving indigenous peoples." *Canadian Geographer*, 56(2): 160-179.
- **Combahee River Collective,** "The Combahee River Collective Statement." 1977. [O] [[external link](#)]
- **De Leeuw, S., E. Cameron, and M.L. Greenwood.** 2012. "Participatory and community-based research, Indigenous geographies and the spaces of friendship: A critical engagement." *Canadian Geographer*, 56 (2): 180-194.
- **Norgaard, K.** 2019. *Salmon and acorns feed our people: Colonialism, nature, and social action*. New Brunswick: Rutgers University Press. [available as [ebook](#)]
- **Simpson, L.** 2004. "Anti-colonial Strategies for the Recovery and Maintenance of Indigenous Knowledge." *American Indian Quarterly*, 28(3/4): 373-384.
- **Smith, L.T.** 2012. "Research through Imperial Eyes," in *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books. [available as [ebook](#)]
- **Stuesse, A.** 2016. "Postscript. Home to Roost: Reflections on Activist Research," in *Scratching Out a Living: Latinos, Race, and Work in the Deep South*. Berkeley, CA: UC Press.
- **Vasudevan, P.** 2012. Performance and Proximity: Revisiting environmental justice in Warren County, North Carolina. *Performance Research: On Ecology*, 17(4), 18-26. [C]
- **Wong, D.** 2019. Shop Talk and Everyday Sites of Resistance to Gentrification in Manhattan's Chinatown. *WSQ: Women's Studies Quarterly*, 47(1): 132-148.

Week 5: Oct 26 & 28 | Ethnography and Participant Observation I [143 pages]

*If you are longing for more, please consider taking Feminist ethnography with Dr. Sasha Su-Ling Welland.

- **Tracy, S.** 2013. "Field roles, fieldnotes, and field focus." *Qualitative Research Methods*, pp. 105-129. [C]
- **Duneier, M.** 2011. "How Not to Lie with Ethnography." *Sociological Methodology*, 41(1), 1-11. [C]
- **Pachirat, T.** 2018. *Among Wolves: Ethnography and the Immersive Study of Power*. New York: Routledge. *Acts 4 & 5, pp. 22-131. [C] *I know this seems like a lot, but it's a quick read written as a play.

Further Reading:

- **Emerson, R.M. R.I. Fretz, and L.L. Shaw.** 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.
- **Heynen, N.** 2013. "Marginalia of a revolution: naming popular ethnography through William W. Bunge's *Fitzgerald*." *Social & Cultural Geography*, 14:7, 744-751.
- **Green, K.** 2014. "Doing double dutch methodology: playing with the practice of participant observer," in D. Paris and M. Winn, *Humanizing research* (pp. 147-160). London: SAGE Publications, Inc.
- **Lewis-Kraus, G.** 2016. "The Trials of Alice Goffman." *The New York Times Magazine*. [O] [[external link](#)]
- **Katz, C.** 1994. "Playing the Field: Questions of Fieldwork in Geography." *The Professional Geographer*, 46(1): 67-72.

Week 6: Nov 2 & 4 | Ethnography and Participant Observation II [page # varies]

CHOOSE ONE for a close read. Think about the audience, structure, tone, access, power, ethics, positionality, and other questions of research design for whichever ethnography you select.

- **Anderson, C.M.** 2013. "Warped by the field: the gravity of the margins on West Forty-Sixth Street." *Social & Cultural Geography*, 14(7): 792-802.
- **Duneier, M. & O. Carter.** 1999. *Sidewalk*. New York: Farrar, Straus and Giroux. Appendix. *one of the "fathers" of ethnography, book on NYC magazine/book vendors.
- **Goffman, A.** 2014. *On the run: Fugitive life in an American city*. Chicago: The University of Chicago Press. Appendix. *Ethnography of a single street in N. Philadelphia, focus on the effects of policing on Black young men.
- **Govindrajana, R.** 2015. "The goat that died for family": Animal sacrifice and interspecies kinship in India's Central Himalayas. *American Ethnologist*, 42(3), 504-519.
- **Holmes, S.** 2013. *Fresh fruit, broken bodies: Migrant farmworkers in the United States*. Berkeley: University of California Press. Chapter 6 "Because they're low to the ground." *Ethnography of Mexican migrant farmworkers and embodiment of pain/suffering.
- **Pachirat, T.** 2011. *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight*. New Haven, CT: Yale University Press. Chapter 4. [ebook]
- **Reese, A.** 2019. *Black Food Geographies: Race, Self-Reliance, and Food Access in Washington, D.C.* Chapel Hill, NC: University of North Carolina Press. Chapter 5, "We will not perish." *Ethnography of Black food geographies in a neighborhood in DC.
- **Ribas, V.** 2016. *On the line: Slaughterhouse lives and the making of the new South*. Oakland, CA: University of California Press. Preface, Chapter 4, "Painted Black." *Ethnography of work in a NC pork processing plant, racialization, and immigration.
- **Stuart, F.** 2016. *Down, out, and under arrest: Policing and everyday life in skid row*. Chicago: The University of Chicago Press. *ethnography of policing and daily life on skid row.

Week 7: Nov 9 | Counter-Mapping and Landscape Analysis [32 pages + online piece] *NO SYNCHRONOUS

CLASS NOV 11- UW Holiday*

- **Anti-Eviction Mapping Project.** 2018. "AEMP Handbook by the Anti-Eviction Mapping Project (AEMP)," in *Creating Social Change Through Creativity: Anti-Oppression Arts-Based Research Methodologies*. M. Capous-Desyllas and K. Morgaine, eds. Cham, Switzerland: Palgrave Macmillan, pp. 289-308. [C]
 - [In class] **Anti-eviction Mapping Project** [[external link](#)] * Browse site, have in your toolkit of cool critical GIS meets oral history meets Pratt aesthetics meets your favorite punk zine.
- **Mitchell, D.** 2017. "A relational approach to landscape and urbanism: the view from an exclusive suburb." *Landscape Research*, 42(3): 277-290. [C]
- **Story, B., Alary, Olivier, & Oh Ratface Films**, production company. (2016). *The prison in twelve landscapes*. New York, NY: GrasshopperFilm. [[watch online through UW Library](#)]

Further Reading:

- **Ira Glass** interview Denis Wood, *This American Life*. [O] [[external link](#)]

- **Duncan, N. and J. Duncan.** 2010. "Doing landscape interpretation," in DeLyser, D., Herbert, S., Aitken, S., Crang, M., & McDowell, L. *The SAGE handbook of qualitative geography* (pp. 225-247). London: SAGE Publications, Inc.
- **Jung, J-K. and C. Anderson.** 2017. "Extending the conversation on socially engaged geographic visualization: representing spatial inequality in Buffalo, New York. *Urban Geography*, 38(6): 903-926.
- **Wainwright, J. and J. Bryan.** 2009. "Cartography, territory, property: postcolonial reflections on indigenous counter-mapping in Nicaragua and Belize." *cultural geographies*, 16: 153-178.
- **Zani, L.** 2014. "Note from the Field: Charting Territories without Maps. *Platypus*. [O] [[external link](#)]

Week 8: Nov 16 & 18 | Interviews and Oral Histories [55 pages]

- **Tracy, S.** 2013. "Interview planning and design: Sampling, recruiting, and questioning." *Qualitative Research Methods*, pp. 130-157. [C]
- **Elwood, S.A. and D.G. Martin.** 2000. "Placing Interviews: Locating and Scales of Power in Qualitative Research." *Professional Geographer*, 52(4): 649-657. [C]
- **Kinloch, V. and T. San Pedro.** 2014. "The Space between Listening and Storying: *Foundations for Projects in Humanization*," in *Decolonizing qualitative inquiry with youth and communities*. pgs. 21-41. [C]
- [for Wednesday] Listen to and come prepared to share reflections on ONE recording from the following oral history collections:
 - <https://depts.washington.edu/civilr/interviews.htm>
 - <https://waprisonhistory.org/stories/oral-histories/>

Further Reading:

- **Ortiz, P.** 2014. "Tearing Up the Master's Narrative: Stetson Kennedy and Oral History." *The Oral History Review*, 41(2): 279-289.
- **McDowell, L.** 2010. "Interviewing Fear and Liking in the Field," in D. DeLyser, S. Herbert, S. Aitken, M. Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*. pp. 156-171. [C]
- **Yow, V.** 2005. *Recording Oral History: A Guide for the Humanities and Social Sciences*. Lanham, MD: Altamira Press.
- **Hyams, M.**, 2004. "Hearing girls' silences: thoughts on the politics and practices of a feminist method of group discussion." *Gender, Place & Culture*, 11(1): 105-119.
- **Heynen, N.** 2009. "Bending the bars of empire from every ghetto for survival: The Black Panther Party's radical antihunger politics of social reproduction and scale." *Annals of the Association of American Geographers* 99(2): 406-422. [C]
- Watch: James Baldwin, *I am not your negro* [online through UW Kanopy, [external link](#)]

Week 9: Nov 23 & 25 | Historicity in the Archives [51 pages]

- **Trouillot, M.** 2015. "The Power in the Story," in *Silencing the past: Power and the production of history*. Boston: Beacon Press, pp. 1-30. [C, full-text available as [ebook](#)]
- **Hartman, S.** 2008. "Venus in Two Acts." *Small Axe*, 12(2): 1-14. [C]
- **Barnes, T.J.** 2013. "Folder 5, box 92," *Social & Cultural Geography*, 14:7, 784-791. [C]

Further Reading:

- **Domosh, M.** 2015. "Practising Development at Home: Race, Gender, and the 'Development' of the American South," *Antipode*, 47(4): 915-941.
- **Harris, C.** 2001. "Archival fieldwork." *Geographical Review*, 91(1/2): 328-334. [C]
- **Lorimer, H.** 2010. "Caught in the nick of time: archives and fieldwork," in D. DeLyser, S. Herbert, S. Aitken, M. Crang, & L. McDowell. *The SAGE handbook of qualitative geography* (pp. 248-273). London: SAGE Publications, Inc.
- **Van Sant, L. et al.** 2018. "Historical geographies of, and for, the present." *Progress in Human Geography*. 1-21.

PART III: Making Sense of Qualitative Geography

Week 10: Nov 30 & Dec 2 | Analyzing and Writing Qualitative Geography [21 pages]

- **DeLyser**, D. 2010. "Writing Qualitative Geography," in D. DeLyser, S. Herbert, S. Aitken, M. Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*, pp. 341-358.
- **Schiellerup**, P. 2008. "Stop making sense: the trials and tribulations of qualitative data analysis." *Area*, 40(2): 163-171. [C]
- [Oakland Community Power Map](#). [O]
- [CHOOSE ONE episode for Wednesday] <https://www.shelflifestories.com/podcast> [O]

Further Reading:

- **Cope**, M. 2010. "Coding Qualitative Data," in I. Hay, ed. *Qualitative Research Methods in Human Geography*. Oxford University Press. 281-294. [C]
- **MacKian**, S. 2010. "The Art of Geographic Interpretation," in D. DeLyser, S. Herbert, S. Aitken, M. Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*, pp. 359-372.
- **DeLyser**, D. 2010. "Writing Qualitative Geography," in D. DeLyser, S. Herbert, S. Aitken, M. Crang, and L. McDowell, eds. *The SAGE Handbook of Qualitative Geography*, pp. 341-358.

Week 11: Dec 7 & 9 | Course Wrap-Up and Reflections

Both class meetings will be held to workshop final project portfolios in small groups and with Prof. Freshour. No readings for the week.

Course Policies/Nitty Gritty

Student Resources

- [Student Tech Loans](#)
- [Tech and Internet Access](#)
- [Student Printing](#)
- [Low cost internet access for Seattle city residents](#)
- [Public drive-in WiFi locations](#)
- [HUB Study Space on Campus](#)
- [HFS Study Space on Campus](#)
- [UW Emergency Aid](#) (Can be used for variety of needs)
- [UW Medicine Virtual Clinic](#)
- [UW Food Pantry](#)
- [UW Counseling Center](#) offering Zoom appointments
- [“Coping w/ Stress Related to Coronavirus Outbreak”](#)
- [More links for food, health, housing and other support.](#)

Technology: All required readings will be available on Canvas. Because we are in different time zones and working across a variety of devices/access to internet, I will not require synchronous participation. That being said, I do expect you to participate in small group discussions and to review the mini-lectures each week.

International Availability of Online Learning Tech:

<https://itconnect.uw.edu/learn/tools/international-availability/>

Remote learning. Faculty members at U.S. universities – including the University of Washington – have the right to academic freedom which includes presenting and exploring topics and content that other governments may consider to be illegal and, therefore, choose to censor. Examples may include topics and content involving religion, gender and sexuality, human rights, democracy and representative government, and historic events. If, as a UW student, you are living outside of the United States while taking courses remotely, you are subject to the laws of your local jurisdiction. Local authorities may limit your access to course material and take punitive action towards you. Unfortunately, the University of Washington has no authority over the laws in your jurisdictions or how local authorities enforce those laws. If you are taking UW courses outside of the United States, you have reason to exercise caution when enrolling in courses that cover topics and issues censored in your jurisdiction. If you have concerns regarding a course or courses that you have registered for, please contact your academic advisor who will assist you in exploring options.

Academic Integrity: If you are uncertain about how to acknowledge a source, you can also ask me, consult anyone at the Interdisciplinary Writing Studio or speak with one of the kind and informative reference librarians (<https://writingcenter.unc.edu/tips-and-tools/plagiarism/>)! You have so many options! If you plagiarize, you will receive an “F” in the course. When in doubt, it is always better to acknowledge rather than ignore a source.

Plagiarism, cheating, and other misconduct are serious violations of your contract as a student. I expect you to know and follow the University's policies regarding the Student Conduct Code. The Geography department also has a [Student Code of Conduct](#) which I expect everyone to follow.

Late Policy: We will have a flexible late policy this quarter. Discussion post dates are SET, but I will allow you to skip two weeks or drop your two lowest grades. For your Methods Assignments and Final Methods Project Portfolio, I will post assignment due dates within a window, meaning you will have a period of three days to submit your assignment. If you think you'll be late beyond the given timeframe contact me as soon as possible. I can be flexible, but I also don't want you to fall too far behind.

Grading: We will also have a flexible grading policy this quarter. In an ideal world we wouldn't have grades and instead our education would happen because we are collectively-motivated to learn with and for one another. Alas, this is not the world we currently live in, but given the circumstances this class will operate within this framework. If you complete all the assignments (which are scaled back for this quarter), at the minimum, you will earn a B.

Standard Grading System following the [UW policy](#):

Letter Grade	Number
A	4.0-3.9
A-	3.8-3.5
B+	3.4-3.2
B	3.1-2.9
B-	2.8-2.5
C+	2.4-2.2
C	2.1-1.9
C-	1.8-1.5
D+	1.4-1.2
D	1.1-0.9
D-	0.8-0.7

Grades will not be rounded.

Accommodations: If you experience barriers to your learning, please seek a meeting with Disability Resources for Students (DRS; <http://disability.uw.edu>) to discuss them. If you have already established accommodations with DRS, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary or

permanent disability that requires accommodations, you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu.

If you experience a temporary or permanent disability but are not able to establish services through DRS, please contact me at your earlier convenience. If you are experiencing any personal, physical, and/or emotional hardship that is interfering with your ability to learn, please let me know so that I can help to continue your participation and learning in the class.

If you observe a holy day or participate in spiritual practices that prevent you from attending all or part of class, please talk to me in the first two weeks of class so we can make alternative arrangements.

Interdisciplinary Writing Studio

The Interdisciplinary Writing Studio offers tutoring sessions for students working on projects in Geography, American Ethnic Studies, American Indian Studies, and Gender, Women's, Sexuality Studies. IWS tutors have experience writing and tutoring in these departments and can work with you on all aspects of writing and research from brainstorming through final product. All kinds of projects are welcome: journals, blog posts, reflections, research papers, literature reviews, position statements, policy memos and more. IWS can talk with you about drafts, research strategies, disciplinary expectations, and finding your own voice in writing. IWS is located in Smith Hall 113B. For more information or to book a session, visit the Interdisciplinary Writing Studio's website.

Communication Plan: If you have a general question that you think might be useful for your classmates, please check the Canvas Q&A Discussion Board. If your question is not answered there, please post it. I will monitor and respond to posted questions on a daily basis.

If you have a more individualized question please send me a message through Canvas. I will respond to emails during the working day (M-F 9am-5pm) and within a 48-hour time period (excluding weekends, holidays, and emergencies). However, I will *not* respond to assignment-related questions in the 24-hour period before the assignment is due. I encourage you to ask questions early, and to begin working on the assignments well before the due date. For writing and content-related questions, please see me during office hours rather than via email. You may also email me to schedule office hours if the weekly office hours do not work for you.

Email Etiquette: I expect you to use email professionally. This means that you should have explicit subject lines and that you identify what class you are in in the body of the email. Please address your email to Dr. Freshour or Professor Freshour.

I will also use Canvas Announcements to communicate to the class as a whole throughout the quarter. Please make sure to read announcements, as this may mean a change in reading, due dates, assignments, etc.

A Note on Mutual Respect* Adopted from Dr. Shannon Gleeson (Cornell)

Please take your interactions with your classmates and instructor seriously. We come to the classroom from a variety of backgrounds, experiences, and perspectives. Discussions may be charged. We will debate, disagree, and possibly become upset by the material, views expressed by the authors, and/or each other. **This is the very core of academic exchange.**

I do not expect you, nor do I want you, to blindly accept everything you read. Instead, I ask that we adopt an etiquette of mutual respect to create an intellectual space where we may freely engage with the material and

each other. Please strive to express your thoughts in a way that is mindful of other points of view, identities, and experiences.

The instructor reserves the right to make changes to the syllabus and will notify you via email of any changes to the syllabus.