

## 1. Geography 200D: Methods of Socio-spatial Analysis in Geography

T/Th, 2:10-4:00 pm  
166 Hunt Hall

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Office Hours: Tuesdays, 4-6pm  
or by appointment

### Class Overview

This course provides an introduction to socio-spatial analysis with an emphasis on the use of qualitative methodologies within the discipline of Geography. Although qualitative research is most often used in social and cultural situations, its applicability extends to the physical environment, addressing issues such as land use and transportation, urban morphology, and climate change that are traditionally thought of in the quantitative realm. Qualitative and quantitative methods may be (and not infrequently are) used in the same study.

Many geographers use a range of qualitative methods, including participant observation, interviews, and ethnographic fieldwork; sometimes alone, and sometimes in association with quantitative methods. Each method comes with its particular approach to the empirical world, with its own assumptions, techniques, and modes of analysis. Course work is designed to give students experience in understanding the epistemologies that underlie these various approaches, related issues of research design, and practical experience using methods to evaluate real world information and thereby gain insights into the characteristics of the techniques and their overall value as a means of study.

By the end of the course, students should learn how to:

1. Demonstrate a critical understanding of theoretical and methodological issues involved in qualitative research in geography;
2. Choose which methods are the most appropriate to use in different circumstances;
3. Critique (understand the strengths and weaknesses of) the use of a number of methods in a range of different and diverse situations; and
4. Have a working knowledge of the specific techniques of generating, analyzing, and presenting qualitative empirical materials.

### Course Requirements and Grading

This course is organized as an advanced seminar. Students are expected to participate actively in class, read the required readings before coming to class, be active leaders in discussions, and take substantial responsibility for ensuring a productive learning environment and experience. This includes thinking critically about the material assigned for class reading, and the discussion in class itself. The course is designed with the goal of creating learning experiences as a mutual process, in which both the professor and students learn from one another. My role as a professor is to be a guide—introducing students to bodies of literature and sharing my experiences,

insights, and errors—while also assuming that I have a great deal to learn from students' experiences and insights as well.

Broadly the course is organized to address the following four broad topics:

1. Epistemologies and paradigms
2. Research design and strategies of inquiry, including ethics of qualitative research
3. Methods of collecting and analyzing empirical materials
4. Art and practice of interpretation, evaluation, and representation

There are four specific expectations of students work in this class:

1. *Active class attendance and participation.* This includes having read the material BEFORE class. The success of the course will depend on the level of discussion, which in turn be dependent on how well students have understood and absorbed the written material for class. Come prepared!!!
2. *Short literature review on one class topic:* This involves selecting one class session—for which you are not responsible for leading—and completing a short literature review of empirical research papers and/or theoretical works related to the topic of the class section. This literature review must be completed at least one week PRIOR to the class session, and submitted to the people leading the class discussion, as well as the professor. There may be more than one person conducting a literature review for each session. It is expected you will find and read 5-10 relevant articles, upload pdf versions to the appropriate folder on smartsite, and provide a 3-5 page critical analysis of those articles. It is important that this is *NOT* simply a summary of the articles. Rather, you should be looking for important themes or issues that emerge in the articles, or important debates that emerge in different approaches. Discuss these different approaches, and the theoretical and empirical differences that shape their analyses, and your own thoughts about how they relate to each other or could be resolved. It is probably easier to do this by picking a focuses sub-issue within the broad topic area, rather than selecting articles that cover the whole spectrum of the topic.
3. *Leading class discussion:* In a group of 2-3 people, you will be responsible for leading discussion on two of the topics of the class. This will include reading in detail the assigned readings for the class, reading the literature reviews provided for you of related material for that class, and preparing a class discussion and format that can help all of engage with the theoretical, empirical, and technical topics related to the assigned class readings. Feel free to be creative in designing your class format!
4. *Develop a roughly 5 page research design proposal on a topic of your choice, related to methods discussed in the course:* This proposal should clearly identify: a broad topic and specific research question; a clear explanation of the epistemological/paradigmatic worldview underpinning the research design; a description of the selected research approach and the ethical considerations related to this approach; a detailed explanation of the specific data collection techniques that will be used; a discussion of how the data will be analyzed, validated and evaluated; and how you expect to communicate the findings of your research.

Grading: Class attendance and participation: 20% (only 1 absence allowed w/o penalty)  
 Literature review: 25%  
 Leading class discussions: 30%  
 Final research design proposal 25%

**Course Reading:**

Most readings for the course will be drawn from the following books, which are highly recommended to buy:

Cresswell, J. W. (2013) *Qualitative Inquiry & Research Design: Choosing among Five Approaches. Third edition* (Thousand Oaks: Sage Publications.)

Sayer, Andrew (2010) *Method in Social Science*, (3<sup>rd</sup> edition), (New York, Routledge)

Latour, Bruno and Steve Woolgar (1986) *Laboratory Life: The Construction of Scientific Facts* (Princeton, NJ, Princeton University Press).

Hay, I. (2010) *Qualitative Research Methods in Human Geography, 3<sup>rd</sup> edition*. London: Oxford University Press.

Other readings will be drawn from the following, and from recent journal articles, and will be made available on-line:

Booth, W., Colomb, G., and J. Williams. (2008) *The Craft of Research*. Chicago: The University of Chicago Press.

Cresswell, J. W. (2009) *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. Thousand Oaks: Sage Publications.

Denzin, Norman K. and Yvonna S. Lincoln (2011) *The SAGE Handbook of Qualitative Research* Thousand Oaks, CA: SAGE Publications (Abbreviation : SHQR)

DeLyser, Dydia et al (2009) *The SAGE Handbook of Qualitative Geography* Thousand Oaks, CA: SAGE Publications

**Course Schedule**

<b>Dates</b>	<b>Topics</b>	<b>Readings (Incomplete!)</b>
1-7	<b>Course intro, class organization, introduction to course topics</b>	<i>None.</i>
1-9	<b>Construction of Scientific Facts</b>	Latour and Woolgar, chapters 1-3
1-14	<b>Social systems of knowledge validation</b>	Latour and Woolgar, chapters 4-6 (and postscript)

		Sayer (2010), Chapters 1-2
1-16	<b>Competing paradigms</b> <i>Postpositivism</i> <i>Social Constructivism</i> <i>Advocacy/Participatory</i> <i>Pragmatism</i> <i>Postmodernism</i> <i>Feminist Theories</i> <i>Critical Race Theory, etc.</i>	Creswell (2013), Chapters 1-2 <i>SHQR</i> : Ch 6: “Paradigmatic Controversies, Contradictions, and Emerging Confluences, Revisted” Ch. 7: “Feminist Qualitative Research in the Millenium’s First Decade: Development, Challenges, Prospects” Ch. 11: “Critical Humanism and Queer Theory: Living with the Tensions” Ch. 12: “Asian Epistemologies and Contemporary Social Psychological Research”
1-21	<b>Research Design 1</b> Theory, knowledge, practice Review of literature	Creswell (2009) Ch. 1, 2, 3 Creswell (2013), Ch. 3 Hilary Winchester and Matthew Rofe “Qualitative Research and Its Place in Human Geography” in Hay (2010)
1-23	<b>Mark Simon, Storywalkers</b> <i>Visual ways of knowing</i> <i>Storytelling</i>	<i>Completion of on-line survey</i> Gillian Rose (2003) “On the Need to Ask How, Exactly, Is Geography “Visual”. <i>Antipode</i> Solarzano, Daniel and Yosso, Tara (2002) “Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research” <i>Qualitative Inquiry</i> 8:23. Crang, Mike (2003) “The Hair in the Gate: Visuality and Geographical Knowledge” <i>Antipode</i> Dance your Ph.D. videos and web-site—on smartsite
1-28	<b>Research Design 2</b> Topics, Problems, questions, and approaches	Creswell (2013), Ch. 4, 5, 6 Bradshaw, Eric and Stratford, Elaine “Qualitative Research Design and Rigour” in Hay (2010)
1-30	<b>Research Design 3</b> Ethical considerations	Creswell (2009), Ch. 4 Dowling, Robyn “Power, Subjectivity and Ethics in Qualitative Research” in Hay (2010) Howitt, Richie and Stan Stevens “Cross-Cultural Research: Ethics, Methods, and Relationships” in Hay (2010)
2-4	<b>Specific Techniques—Oral 1</b> Biographies and oral history	<i>SHQR</i> Ch. 27—“Oral History” by Linda Shopes Butz, David “Autoethnography as Sensibility”

		<p>in DeLyser et al (2009)          Jackson, Peter and Polly Russell “Life History Interviewing” in DeLyser et al (2009)          George, K and Stratford, E. “Oral History and human geography” in Hay (2010)</p>
2-6	<p><b>Specific Techniques—Oral 2</b>          Interviews—unstructured, semi-structured, and structured</p>	<p>Dunn, Kevin “Interviewing” in Hay (2010)          McDowell, Linda “Interviewing: Fear and Liking in the Field” in DeLyser et al (2009)          Schoenberger, Erica (1991) “The Corporate Interview as a Research Method in Economic Geography” <i>The Professional Geographer</i> 43:2.</p>
2-11	<p><b>Specific Techniques—Oral 3</b>          Focus groups, surveys, and structured questionnaires</p>	<p>Fowler (2009) <i>Survey Research Methods</i> selections          Cameron, Jenny “Focusing on the Focus Group” in (2010)          Bosco, Fernando and Thomas Herman “Focus Groups as Collaborative Research Performances” in DeLyser et al (2009)</p>
2-13	<p><b>Specific Techniques—Oral 4</b>          Discourse analysis</p>	<p>Jason Dittmer “Textual and Discourse Analysis” in De Lyser et al (2009)          Cope, Meghan “Coding Qualitative Data” in Hay (2010)          Peace, Robin and Bettina van Hoven “Computers, Qualitative Data, and Geographic Research” in Hay (2010)</p>
2-18	<p><b>Specific Techniques—Observation 1</b>          Participant observation and ethnography</p>	<p><i>SHQR</i>. Ch. 28—“Observations on Observation: Continuities and Challenges” by Michael Angrosino and Judith Rosenberg          Kearns, Robin “Seeing with Clarity: Undertaking Observational Research” in Hay (2010)</p>
2-20	<p><b>Specific Techniques—Observation 2</b>          Case Studies and Theory</p>	<p>Baxter, Jamie “Case Studies in Qualitative Research” in Hay (2010)          Burawoy, Michael (1998) “The Extended Case Method” <i>Sociological Theory</i> 16:1</p>
2-25	<p><b>Specific Techniques—Observation 3</b>          Visual, textual, and archival analysis</p>	<p>Crang, Mike “Visual Methods and Methodologies” in DeLyser et al (2009)          Duncan, Nancy and James Duncan “Doing Landscape Interpretation” in DeLyser et al (2009)</p>

		Michael Roche “Historical Research and Archival Sources” in Hay (2010)
2-27	<i>No class</i>	
3-4	<b>Specific Techniques—Participatory</b> PhotoVoice Participatory mapping/GIS	<i>Sage Handbook of Qualitative Methods</i> , Ch 23 Dunn (2007) “Participatory GIS-a People’s GIS” <i>Progress in Human Geography</i> Aitken, Stuart and Mei-Po Kwan “GIS as Qualitative Research: Knowledge, Participatory Politics and Cartographies of Affect” McIntyre, Alice (2003) “Through the Eyes of Women: Photovoice and participatory research as tools for reimagining place” <i>Gender, Place and Culture</i> 10:1 Kindon, Sara “Participatory Action Research” in Hay (2010)
3-6	<b>Interpretation-Analysis-Representation—1</b> Tools for analyzing qualitative data Making sense of variety and extent of data	Creswell (2013) Ch. 8 Creswell (2000), Ch. 8-10
3-11	<b>Interpretation-Analysis-Representation—2</b> Writing up results Ethics in representation	Creswell (2013) Ch. 9, 11 Berg, Lawrence and Juliana Mansvelt “Writing In, Speaking Out: Communicating Qualitative Research Findings” in Hay (2000) Myers, Garth “Representing the Other: Negotiating the Personal and the Political” in DeLyser et al (2009)
3-13	<b>Interpretation-Analysis-Representation—3</b> Validation, verification, falsification, evaluation	Sayer, Ch. 7, 8, 9 Creswell (2013), Ch. 10