



ORIGINAL COURSE IMPLEMENTATION DATE:

September 1999

REVISED COURSE IMPLEMENTATION DATE:

September 2024

COURSE TO BE REVIEWED (six years after UEC approval):

January 2030

Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> SOC 356		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Qualitative Research Methods <b>Course Short Title:</b> Qualitative Research Methods															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department:</b> School of Culture, Media, and Society													
<b>Calendar Description:</b> Students examine methods used in the collection and analysis of qualitative data. Topics may include interviews, ethnographic research, archival research, textual analysis, sociological theory, and research ethics.  Note: This course is offered as SOC 356 and MACS 356. Students may take only one of these for credit.  Note: Students with credit for ANTH 356 cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>		45 credits including MACS 255/SOC 255.													
<b>Corequisites (if applicable, or NONE):</b>		None													
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: <b>SCMS 356</b> Cross-listed with: <b>MACS 356</b> Equivalent course(s): <b>MACS 356, ANTH 356</b> <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>25</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"><tr><td>Lecture/seminar</td><td>60</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td><b>Total hours</b></td><td><b>60</b></td></tr></table>		Lecture/seminar	60									<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	60														
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> October 2023													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> November 10, 2023													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 26, 2024													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Demonstrate familiarity with a variety of qualitative research methodologies and methods.
2. Explain the philosophical and theoretical underpinnings of qualitative research.
3. Evaluate qualitative research in relation to current best practices for decolonizing and Indigenizing methodologies.
4. Conduct a literature review for the development of a qualitative study.
5. Design a qualitative research study addressing both scientific merit and ethical considerations.
6. Analyze qualitative data in a systematic manner based on appropriate qualitative methodology.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	100%	Quizzes/tests:	%	%
	%		%	%

**Details:**

Research proposal: Pass/fail

Literature review: 20%

Data collection: 20%

Preliminary analysis: 25%

Final research paper: 35%

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture and seminar.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Emerson, R.M., Fretz, R.I., Shaw, L.L.	Writing Ethnographic Fieldnotes Second Edition Chicago: University of Chicago Press	2011
2. Textbook	Taylor, J.J., Bogdan, R, DeVault M.	Introduction to qualitative research methods: A guidebook and resource	2015
3. Textbook	Creswell, J.	Qualitative Research and Research Design: Choosing among five approaches (4 <sup>th</sup> edition)	2017
4. OER book	Selected articles from academic and popular culture periodicals available through UFV Library		
5.			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

NVivo, HyperResearch

**Course Content and Topics**

- Introduction to qualitative research
- Common elements of the research process
- Validity in qualitative research
- Research ethics
- Participant observations
- Qualitative interviewing
- Research design (qualitative description design, phenomenology, grounded theory, institutional ethnography, discourse analysis, participatory, visual and arts-based methods, Indigenous methodologies)
- Data analysis
- The role of the researcher and reflexivity
- Representation in qualitative research