

COURSE INFORMATION

Course Title	Course Code	Credit Value	Location	Class Meeting Times
Qualitative Methods in Sport, Leisure, and Health Studies	KIN 571 (001)	3 credits	Ponderosa Commons North - Oak/Cedar House (PCN) Room 1003	Fridays 9:30am-12:30pm

INSTRUCTOR CONTACT INFORMATION

Course Instructor	Contact Details	Office Hours
Erica Bennett, PhD	Email: erica.bennett@ubc.ca	I am available to meet with students in person or online through Zoom. Please send me an email to schedule a time that is convenient for both of us.

COURSE OVERVIEW

The goals of this course are: (1) to consider and examine what qualitative research methods are and how and when they are best utilized; (2) to consider and engage key theoretical, methodological, and ethical debates about and approaches to qualitative inquiry; (3) to use practical exercises doing qualitative research as a basis for discussion about the variety of ‘field research’ techniques and for considering challenges faced by those working ‘in the field’; (4) to consider the various strategies and criteria for critically examining qualitative research studies; and (5) to offer relevant support and background for students in their development of a research proposal. The ultimate aim is to give students the opportunity to attain a working understanding of the various research techniques commonly adopted by qualitative researchers and to develop the knowledge base and skills needed to design, defend, and rationalize an original research proposal. The course is designed especially for students interested in qualitative research conducted within the ‘psychology of sport, exercise, and health’, ‘sociology of sport and leisure’, and ‘sociology of health’ fields, and the methodological debates and discussions that are featured within these fields.

COURSE OBJECTIVES

By the end of this course, students should be able to:

- Understand foundational concepts and philosophical assumptions in qualitative inquiry
- Critically reflect on qualitative research design, data generation, and analysis
- Generate and analyze qualitative data in an ethical and defensible manner
- Develop a qualitative research proposal

CLASS FORMAT

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Each week, the instructor or members of the class will facilitate a discussion of the week's topic. The discussion will be based around assigned readings and guiding questions sent (by the facilitator(s)) to class members prior to class. Activities that promote engagement with the topic will be included in many classes. During the last two weeks of class, class members will present and 'defend' their research proposals. Suggestions and questions generated during these presentations/defences are intended to inform the final research proposal document the students produce for the class.

The course will be delivered in person during scheduled class time.

Course Communication

The instructor (Erica) will use email as a primary means to communicate the 'plan for the week', any changes to the course, and friendly reminders. Students are responsible for all information contained within course announcements.

Covid-19 Safety

If you are sick, it is important that you stay home. Complete a self-assessment for Covid-19 symptoms here: <https://bc.thrive.health/covid19/en>.

If you miss class because of illness:

- Make a connection early in the term to another student or group of students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, you will be provided with opportunities within class to meet students.
- Consult the class resources on Canvas.
- Schedule a meeting with Erica if you have questions after reviewing the content.
- If you are concerned that you will miss a key activity due to illness, contact Erica to discuss.

If you are feeling ill and cannot attend class on the day that you are scheduled to facilitate or to deliver your presentation:

- Please email Erica (erica.bennett@ubc.ca) right away. If you arrive for class and you are clearly ill, we will make alternate arrangements with you. It is better to email ahead of time and not attend.

If I (Erica) am feeling ill: If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (by announcements on Canvas, etc.). Our classroom will still be available for you to sit in and attend an online session. In this instance:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an announcement via email informing you to join the class via Zoom.
- Another instructor who is familiar with the course will substitute.
- I may ask you to do an activity or read something in place of class time.

LEARNING MATERIALS

Course Readings

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Students are responsible for all readings assigned in the course syllabus and during class time. The course readings are noted in the week-by-week outline (see below), and available on the course Canvas page.

Course Website

Course readings, information about the course, handouts, and important reminders can be accessed through the Canvas course website at <http://canvas.ubc.ca>.

ASSESSMENTS OF LEARNING

The course assignments and evaluation strategies are designed to support: (1) students' learning of the various qualitative research techniques and key issues in qualitative research and (2) the development of a qualitative research proposal pertinent to the research interests of each student.

Assessment #1: Student-led Seminar	20%
Assessment #2: Workbook Activity	15%
Assessment #3: Research Proposal Presentation	15%
Assessment #4: Final Research Proposal	40%
Assessment #5: Class Participation	10%

Assessment #1	Student-led Seminar
Value: 20% Seminar dates: February 9, 16; March 1, 8, 22	<ul style="list-style-type: none">Each member of the class will co-lead one seminar day for 1.5 hours (half the class on the respective assigned day). The broad goal of the seminar is to highlight, work through, and inspire discussion around key issues associated with the topic of the day.Your role in this context is to be both a 'reading group leader' and 'workshop facilitator' – although you may choose to emphasize the 'workshop' component or 'reading group' component, depending on your preference and the topic of the day.Details about seminar facilitation will be discussed in class, and a handout will be provided outlining seminar facilitation guidelines.
Assessment #2	Workbook Activity
Value: 15% Due date: March 8 OR March 15	<ul style="list-style-type: none">You will complete 1 workbook activity (out of a possible 2) throughout the course of the term. The workbook activities are designed to reflect the application of course content. In completing the workbook activity, you will develop your research methods skills through the application of qualitative research methods concepts.You will have a choice of which workbook activity to complete (2 choices). Details about the workbook activities will be discussed in class, and a handout will be provided outlining the assignment guidelines.
Assessment #3	Research Proposal Presentation

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Value: 15% Presentation dates: April 5, 12	<ul style="list-style-type: none">Throughout the course of the term, you will work on developing and writing a qualitative research proposal on a topic of your choice. You will be asked to give a short presentation outlining your research proposal. Details about the presentation will be discussed in class, and a handout will be provided outlining the presentation guidelines.
Assessment #4	Final Research Proposal
Value: 40% Due date: April 12	<ul style="list-style-type: none">Over the course of the term, you will be asked to develop a qualitative research proposal around a topic of interest to you. You should consider this class as a working group that will help you develop your ideas for the proposal (e.g., where you can introduce preliminary interview guides, focus group guides, and early/rough plans for your research for discussion). The presentation and proposal will be discussed in more detail in class (and a handout will be provided).
Assessment #5	Class Participation
Value: 10% Ongoing	<ul style="list-style-type: none">All class members are expected to have completed and be prepared to discuss the readings and offer opinions about each week's topics. Class members should also be prepared to discuss ongoing developments in their research projects and their ideas for the proposal.

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

Inclusivity

Education is a multidisciplinary field that brings together faculty, students and others from diverse academic and personal backgrounds. UBC's Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an environment that supports its community members' full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors who have disabilities, are members of racialized communities, Indigenous, transgender, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno- linguistic, nationality and/or citizenship status.

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School of Kinesiology courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in School of Kinesiology classes, course content, discussions and assignments.

Please feel welcome to e-mail me (Erica) your name and pronouns and how you would like these to be used.

Academic Integrity

All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. It is your responsibility to become familiar with the University of British Columbia's Academic Honesty and Plagiarism Policies, as well as the Student Declaration and the consequences of violating these policies.

Students are responsible for submitting original work and accurately citing (referencing) the work of others within assignments. All submitted assignments become the property of the University of British Columbia and electronic copies of submitted assignments will be stored and used to check against future, present, or past cases of academic misconduct.

Artificial Intelligence (AI) Tools Policy:

Students are **permitted** to use generative AI technology in the following circumstances:

1. To assist in the generation and brainstorming of initial topic ideas for their seminar preparation, workshop assignment, and final proposal assignment **prior to engaging with the academic literature and other media content on the topic (students must read, interpret, and cite original academic sources to formulate their assignments)**. You should be aware that material generated by AI programs may be biased and perpetuate bias, inaccurate, offensive, and/or otherwise problematic content. Students are responsible for thinking critically about any topic ideas they generate using AI tools. Students may not submit any work generated by an AI program as their own (e.g., any part of an assignment).
2. To use generative AI technology such as [Goblin Tools](#) to assist in the creation of to do lists to complete assignments and coursework.

Any other use of Chat GPT and/or generative AI tools for any components of an assessment is **prohibited** in this course, and will be treated as academic misconduct, per the guidelines which are outlined via [UBC's policy on academic misconduct](#). Upon submission of assignments, students will be required to complete an AI declaration form describing how they used AI in relation to any process of assignment construction and submit screen shots or files that support their declaration.

OTHER COURSE POLICIES

STUDENT RESPONSIBILITIES

You are responsible for all material covered in the course. You are also responsible for getting your own notes from classes as well as information pertaining to changes in the course outline, readings, and assignments.

Please note the following dates:

Term Dates: **Monday January 8, 2024 – Thursday April 12, 2024**

Last date for withdrawal without a W on your transcript: **January 22, 2024**

Last date for withdrawal with a W standing on your transcript (course cannot be dropped after this date): **March 1, 2024**

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Academic Accommodation for Students with Disabilities

The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles. Students with a disability who wish to have an academic accommodation should contact and register with the [Centre for accessibility](#) without delay. Please contact the instructor (Erica) early to discuss any accommodations that you require. I (Erica) also welcome feedback and suggestions on how to make this course more widely accessible to students with a disability.

COPYRIGHT

All materials of this course (course handouts, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students are not permitted to record classes or take photographs during class unless they are granted prior permission from the instructor.

COURSE TOPICS AND READINGS

Weekly Topics	Readings
<p>Week #1: Jan 12</p> <p>Course introduction</p>	<p>Required readings:</p> <p>Sparkes, A., & Smith, B. (2014). What is qualitative research? In A. Sparkes & B. Smith (Authors), <i>Qualitative research methods in sport, exercise and health: From process to product</i> (pp. 6-32). New York: Routledge.</p> <p>Post-class Assignment: Submit 'rankings' of seminar-days you would prefer to lead.</p>
<p>Week #2: Jan 19</p> <p>Qualitative research: What is it?</p> <ul style="list-style-type: none"> • Methods and Paradigms 	<p>Required readings:</p> <p>Braun, V., & Clarke, V. (2013). Ten fundamentals of qualitative research. In V. Braun & V. Clarke (Authors), <i>Successful qualitative research: A practical guide for beginners</i> (pp. 19-41). London: Sage Publications.</p> <p>Sparkes, A., & Smith, B. (2014). Traditions in qualitative research. In A. Sparkes & B. Smith (Authors), <i>Qualitative research methods in sport, exercise and health: From process to product</i> (pp. 33-59). London: Routledge.</p> <p>Tamminen, K. A. & Poucher, Z. A. (2020). Research philosophies. In D. Hackfort & R. Schinke (Eds.), <i>The Routledge international encyclopedia of sport and exercise psychology</i> (vol.1: Theoretical and methodological concepts). Routledge.</p> <p>Assignment: Come to class prepared to discuss the topic of your proposed study.</p> <p>Supplementary readings (not required):</p> <p>Smith, B., Sparkes, A. C., Phoenix, C., & Kirkby, J. (2012). Qualitative research in physical therapy: A critical discussion on mixed-method research. <i>Physical Therapy Reviews</i>, 17, 374-381.</p> <p>Belgrave, L., Zablotsky, D., & Guadagno, M. (2002). How do we talk to each other? Writing qualitative research for quantitative readers. <i>Qualitative Health Research</i>, 12, 1427-1439.</p> <p>Sparkes, A. C. (2015). Developing mixed methods research in sport and exercise psychology: Critical reflections on five points of controversy. <i>Psychology of Sport and Exercise</i>, 16, 49-59.</p> <p>Travers, M. (2009). New methods, old problems: A skeptical view of innovation in qualitative research. <i>Qualitative Research</i>, 9, 161-179.</p>
<p>Week #3: Jan 26</p>	<p>Required readings:</p> <p>Beal, B. (2002). Symbolic interactionism and cultural studies: Doing critical ethnography. In J. Maguire & K. Young (Eds.), <i>Theory, sport & society</i> (pp. 353-373). New York, NY: JAI.</p>

<p>Theory, Practice, and 'Making a Difference'</p>	<p>Potts, K., & Brown, L. A. (2015). Becoming an anti-oppressive researcher. In L. Brown & S. Strega (Eds.), <i>Research as resistance, 2nd Ed.: Revisiting critical, Indigenous, and anti-oppressive approaches</i> (pp. 17-42). Canadian Scholars' Press.</p> <p>Smith, B., Williams, O., Bone, L., & the Moving Social Work Co-production Collective (2023). Co-production: A resource to guide co-producing research in the sport, exercise, and health sciences. <i>Qualitative Research in Sport, Exercise, and Health, 15</i>, 159-187.</p> <p>Assignment: Identify a study that you find especially interesting and influential. Be prepared to discuss the study with the class and outline how theory was useful for the authors.</p> <p>Supplementary readings (not required):</p> <p>Podcast/interview with Dr. Sally Engle Merry (Author of <i>The Seduction of Quantification: Measuring Human Rights, Gender Violence, and Sex Trafficking</i>, University of Chicago Press, 2016): https://newbooksnetwork.com/sally-engle-merry-the-seduction-of-quantification-measuring-human-rights-gender-violence-and-sex-trafficking-u-of-chicago-press-2016</p> <p>Hurd Clarke, L. & Griffin, M. (2007). Becoming and being gendered through the body: Older women, mothers and body image. <i>Ageing and Society, 27</i>, 701-718.</p> <p>Sugden, J. & Tomlinson, A. (1999). Digging the dirt and staying clean: Retrieving the investigative tradition for a critical sociology of sport. <i>International Review for the Sociology of Sport, 34</i>, 385-397.</p> <p>Donnelly, P., Atkinson, M., Boyle, S., & Szto, C. (2011). Sport for development and peace: A public sociology perspective. <i>Third World Quarterly, 32</i>, 589-601.</p> <p>Frisby, W. Crawford, S. & Dorer, T. (1997). Reflections on participatory action research: The case of low-income women accessing local physical activity services. <i>Journal of Sport Management, 11</i>, 8-28.</p> <p>Wilson, B. (2014). Middle-walkers: Negotiating middle ground on the shifting terrain of sport, peace and development. In K. Young & Chaiki Okada (Eds.), <i>Sport and social development</i> (pp. 19-43). Bingley, UK: Emerald.</p> <p>Reid, C., Tom, A., & Frisby, W. (2006). Finding the 'action' in feminist participatory action research. <i>Action Research, 4</i>, 315-332.</p> <p>Salmon, A., Browne, A. J., & Pederson, A. (2010). 'Now we call it research': Participatory health research involving marginalized women who use drugs. <i>Nursing Inquiry, 17</i>, 336-345.</p>
<p>Week #4: Feb 2</p> <p>Writing Proposals and Theses</p>	<p>Required readings:</p> <p>Silvia, P. (2019). <i>How to write a lot: A practical guide to productive academic writing 2nd Edition</i> (Chapters 2-3). Washington, DC: American Psychological Association.</p> <p>Marshall, C. & Rossman, G. (2011). The "what" of the study. In C. Marshall & G. Rossman (Eds.), <i>Designing qualitative research</i> (Chapter 4, pp. 55-88). Thousand Oaks, CA: Sage.</p>

	<p>Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. <i>Qualitative Research</i>, 15, 219-234.</p> <p>Sample thesis proposal – to be distributed the week before class.</p> <p>Assignment: Come prepared to discuss a set of research questions you are interested in pursuing.</p> <p>Supplementary readings (not required):</p> <p>Becker, H. (2007, originally published 1986). <i>Writing for social scientists: How to start and finish your thesis, book, or article</i> (Chapters 1-3, pp. 1-67). Chicago, IL: University of Chicago Press.</p> <p>Richardson, L. (1998). Writing: A method of inquiry. In N. Denzin & Y. Lincoln (Eds.), <i>Collecting and interpreting qualitative materials</i> (pp. 345-371). Thousand Oaks, CA: Sage.</p>
<p>Week #5: Feb 9</p> <p>Ethnography</p> <ul style="list-style-type: none"> Entering the field and what to do when you're there 	<p>Required readings:</p> <p>Atkinson, M. (2016). Ethnography. In B. Smith & A. Sparkes (Eds.), <i>Routledge handbook of qualitative research in sport and exercise</i> (pp. 49-61). New York: Routledge.</p> <p>Bryman, A. (2015). Sampling in qualitative research. In A. Bryman (Author), <i>Social research methods</i> (pp. 407-421). New York: Oxford University Press.</p> <p>Krane, V., & Baird, S. M. (2005). Using ethnography in applied sport psychology. <i>Journal of Applied Sport Psychology</i>, 17, 87-107.</p> <p>Martos-Garcia, D., Devís-Devís, J., & Sparkes, A. C. (2009). Sport and physical activity in a high security Spanish prison: An ethnographic study of multiple meanings. <i>Sport, Education and Society</i>, 14, 77-96.</p> <p>Supplementary readings (not required):</p> <p>Bryman, A. (2015). Ethnography and participant observation. In A. Bryman (Author), <i>Social research methods</i> (pp. 422-464). New York: Oxford University Press.</p> <p>Fenton, J., Frisby, W. & Luke, M. (1999). Multiple perspectives of organizational culture: A case study of physical education for girls in a low-income multiracial school. <i>Avante</i>, 5, 1-22.</p> <p>Silk, M. (2005). Sporting ethnography: Philosophy, method, and reflection. In D. Andrews, D. Mason, & M. Silk (Eds.), <i>Qualitative methods in sports studies</i> (pp. 65-103). Oxford: Berg.</p> <p>Thorpe, H. & Olive, R. (2016). Conducting observations in sport and exercise settings. In B. Smith & A. Sparkes (Eds.), <i>Routledge handbook of qualitative research in sport and exercise</i> (pp. 124- 138). New York: Routledge.</p> <p>Wilson, B. (2002). The Canadian rave scene and five theses on youth resistance. <i>Canadian Journal of Sociology</i>, 27, 373-412.</p>

<p>Week #6: Feb 16</p> <p>Ethics and Issues/Challenges in the Field</p>	<p>Required readings:</p> <p>Ellis, C. (2007). Telling secrets, revealing lives: Relational ethics in research with intimate others. <i>Qualitative Inquiry</i>, 13, 3-29.</p> <p>Hurd Clarke, L. (2003). Overcoming ambivalence: The challenge of exploring socially charged issues. <i>Qualitative Health Research</i>, 13, 718-735.</p> <p>Palmer, C. (2016). Ethics in sport and exercise research: From ethics committees to ethics in the field. In B. Smith & A. Sparkes (Eds.), <i>Routledge handbook of qualitative research in sport and exercise</i> (pp. 355-366). New York: Routledge.</p> <p>Assignment: Come prepared to discuss an ethical issue/challenge you have encountered in research.</p> <p>Supplementary readings (not required):</p> <p>Phelan, S. K., & Kinsella, E. A. (2013). Picture this...safety, dignity, and voice – ethical research with children: Practical considerations for the reflexive researcher. <i>Qualitative Inquiry</i>, 19, 81-90.</p> <p>Sparkes, A. & Smith, B. (2014). Judging the quality of qualitative research. In A. Sparkes. & B. Smith (Authors), <i>Qualitative research methods in sport, exercise and health</i> (pp. 179-205). New York: Routledge.</p> <p>Reid, C. Ponc, P., Hara, L. Ledrew, R. Kaweesi, C., & Besla, K. (2011). Living an ethical agreement: Negotiating confidentiality and harm in feminist participatory action research. In. G. Creese & W. Frisby (Eds.), <i>Feminist community research: Case studies and methodologies</i> (pp. 189-209). Vancouver, BC: University of British Columbia Press.</p> <p>Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. <i>Feminist Studies</i>, 14, 575-599.</p>
<p>Week #7: Reading Break</p>	<p>No required readings this week.</p>
<p>Week #8: Mar 1</p> <p>Interviews and Focus Groups</p>	<p>Required readings:</p> <p>Currie, D. H., & Kelly, D. M. (2012). Group interviews: Understanding shared meaning and meaning-making. In S. Delamont (Ed.), <i>Handbook of qualitative research in education</i> (pp. 415-425). Cheltenham: Edward Elger Publishing.</p> <p>Ellis, C. & Berger, L. (2003). Their story/my story/our story: Including the researcher's experience in interview research. In J. Gubrium & J. Holstein (Eds.), <i>Postmodern interviewing</i> (pp. 157-183). Thousand Oaks, CA: Sage.</p> <p>Lewis-Beck, M., Bryman, A. E., & Liao, T. F. (2003). Life story interview. In <i>The Sage encyclopedia of social science research methods</i>. Sage Publications.</p>

<p><i>Guest workshop</i></p>	<p>Smith, B. & Sparkes, A. (2016). Interviews: Qualitative interviewing in the sport and exercise sciences. In B. Smith & A. Sparkes (Eds.), <i>Routledge handbook of qualitative research in sport and exercise</i> (pp. 103-123). New York: Routledge.</p> <p>Supplementary readings (not required):</p> <p>Bryman, A. (2012). Interviewing in qualitative research. In A. Bryman (Author), <i>Social research methods</i> (pp. 468-499). New York: Oxford University Press.</p> <p>Waldman, D. & Wilson, B. (2015). Behind the scenes of sport for development: Perspectives of executives of multinational sport organizations. <i>International Review for the Sociology of Sport</i>.</p> <p>Millington, B., & Wilson, B. (2010). Context masculinities: Media consumption, physical education, and youth identities. <i>American Behavioral Scientist</i>, 53, 1669-1688.</p> <p>Smith, B. (2016). Narrative analysis in sport and exercise: How can it be done?. In <i>Routledge handbook of qualitative research in sport and exercise</i> (pp. 282-295). Routledge.</p> <p>Smith, B. & Sparkes, A. C. (2005). Men, sport, spinal cord injury and narratives of hope. <i>Social Science & Medicine</i>, 61, 1095-1105.</p>
<p>Week #9: Mar 8</p> <p>Visual Methods and Mass Media Research</p>	<p>Required readings:</p> <p>Eales, L., & Peers, D. (2016). Moving adapted physical activity: The possibilities of arts-based research. <i>Quest</i>, 68, 55-68.</p> <p>Johnson, S. R., Crosschild, T., Poudrier, J., Foulds, H. J., McHugh, T. L., Humbert, L., & Ferguson, L. J. (2020). "It's a big adjustment coming from the reserve to living in a totally different society": Exploring the well-being of First Nations athletes playing sports in an urban mainstream context. <i>Psychology of Sport and Exercise</i>, 47, 101614. https://doi.org/10.1016/j.psychsport.2019.101614</p> <p>Yoon, L., & Wilson, B. (2014). 'Nice Korea, Naughty Korea': Media framings of North Korea and the inter-Korean relationship in the London 2012 Olympic Games. <i>International Review for the Sociology of Sport</i>, 51, 505-528.</p> <p>Supplementary readings (not required):</p> <p>Guillemin, M. (2004). Understanding illness: Using drawings as a research method. <i>Qualitative Health Research</i>, 14, 272-289.</p> <p>Leavy, P. (2015). <i>Method meets art: Arts-based research practice</i> (2nd ed). London: The Guilford Press.</p> <p>Duncan, M. (1990). Sports photographs and sexual difference: Images of women and men in the 1984 and 1988 Olympic games. <i>Sociology of Sport Journal</i>, 7, 22-43.</p> <p>Phoenix, C. (2010). Seeing the world of physical culture: The potential of visual methods for qualitative research in sport and exercise. <i>Qualitative Research in Sport and Exercise</i>, 2, 93-108.</p>

<p>Week #10: Mar 15</p> <p>Creative Methods</p> <ul style="list-style-type: none"> • Theatre-based research • Body mapping <p>Guest workshop</p>	<p>Required readings:</p> <p>Beck, J. L., Belliveau, G., Lea, G. W., & Wager, A. (2011). Delineating a spectrum of research-based theatre. <i>Qualitative Inquiry</i>, 17, 687-700.</p> <p>Gastaldo, D., Magalhães, L., Carrasco, C., & Davy, C. (2012). Body-map storytelling as research: Methodological considerations for telling the stories of undocumented workers through body mapping. Retrieved from http://www.migrationhealth.ca/undocumented-workers-ontario/body-mapping</p>
<p>Week #11: Mar 22</p> <p>Quality in Qualitative Research</p>	<p>Required readings:</p> <p>Burke, S. (2016). Rethinking ‘validity’ and ‘trustworthiness’ in qualitative inquiry: How might we judge the quality of qualitative research in sport and exercise sciences. In B. Smith & A. Sparkes (Eds.), <i>Routledge handbook of qualitative research in sport and exercise</i> (pp. 330- 339). New York: Routledge.</p> <p>Smith, B., & McGannon, K. R. (2018). Developing rigor in qualitative research: Problems and opportunities within sport and exercise psychology. <i>International Review of Sport and Exercise Psychology</i>, 11, 101-121.</p> <p>Smith, B. (2018). Generalizability in qualitative research: Misunderstandings, opportunities and recommendations for the sport and exercise sciences. <i>Qualitative Research in Sport, Exercise and Health</i>, 10, 137-149.</p> <p>Trainor, L. R., & Bundon, A. (2020). Developing the craft: Reflexive accounts of doing reflexive thematic analysis. <i>Qualitative Research in Sport, Exercise and Health</i>, 13, 705-726.</p> <p>Supplementary readings (not required):</p> <p>Watt, D. (2007). On becoming a qualitative researcher: The value of reflexivity. <i>The Qualitative Report</i>, 12, 82-101.</p> <p>Finlay, L., & Gough, B. (2008). <i>Reflexivity: A practical guide for researchers in health and social sciences</i>. Oxford: Blackwell Science.</p> <p>Sparkes, A. & Smith, B. (2014). Judging the quality of qualitative research. In A. Sparkes. & B. Smith (Authors), <i>Qualitative research methods in sport, exercise and health</i> (pp. 179-205). New York: Routledge.</p> <p>Tracy, S. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. <i>Qualitative Inquiry</i>, 16, 837–851.</p>
<p>Week #12: Mar 29</p> <p>Good Friday – No Class</p>	

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Week #13: Apr 5
<ul style="list-style-type: none">• Research proposal presentations
Week #14: Apr 12
<ul style="list-style-type: none">• Research proposal presentations

Version: January 8, 2024