

### Course Outline

<b>COURSE:</b>	<b>CRCJ 3002A Qualitative Research Methods</b>
<b>TERM:</b>	<b>Fall 2015</b>
<b>PREREQUISITES:</b>	<b>Third-year standing in the B.A. Honours program in Criminology and Criminal Justice</b>
<b>CLASS:</b>	<b>Day &amp; Time: Fridays 8:35-11:25 am</b> <b>Room: Please check Carleton Central for current room location.</b>
<b>INSTRUCTOR: (CONTRACT) TEACHING ASSISTANT:</b>	<b>Madalena Santos</b>  <b>Garrett Halas</b>
<b>CONTACT:</b>	<b>Office: C576 Loeb</b> <b>Office Hrs: Fridays 3-4pm or by appointment</b> <b>Telephone: 613- 520-2600 ext. 7018</b> <b>Email: MadalenaSantos@cmail.carleton.ca</b>

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You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

**Academic Accommodations for Students with Disabilities:** The **Paul Menton Centre** for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

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### **COURSE DESCRIPTION**

This course is designed to introduce students to qualitative research. Attention will be devoted to the philosophical underpinnings of qualitative research, qualitative research methods, research ethics, and qualitative data analysis with an emphasis on intersectionality. A variety of approaches will be addressed including field research, interviewing, ethnographic research, and discourse analysis. Students will be required to be familiar with all of these approaches, but will focus on **one** of them for their research project. While this course is primarily concerned with qualitative methods, students will also engage in discussions concerning the polarity between the quantitative vs. qualitative divide, the politics of knowledge construction, truth claims, and critiques of the scientific method.

**REQUIRED TEXTS**

- ~ Deborah K. van den Hoonaard. 2015. *Qualitative Research in Action: A Canadian Primer*. Second edition. Don Mills; Oxford UP. Available at Haven Books at 43 Seneca Street, corner of Sunnyside and Seneca, (613)730-9888.
- ~ All journal articles can be accessed and downloaded in pdf format through Ares on cuLearn.
- ~ Students **are expected to read the articles and book chapters** detailed in the schedule (see below) **before class**.

**SUGGESTED READINGS**

- ~ A list of suggested readings is provided in the schedule below. All articles are accessible in pdf format through Ares on cuLearn.

**EVALUATION****(All components must be completed in order to get a passing grade)****1. Participation -15% Ongoing**

A portion of your participation grade is drawn directly from class and workshop preparation and attendance. The remainder of your participation grade is allocated to in-class participation and is largely evaluated through workshop group activities and/or discussion contributions.

**2. Quiz I: What is Qualitative Research (10%) September 25**

This quiz is designed to help you identify the differences between qualitative and quantitative research, to get a sense of what qualitative study entails, and to get an overview of the richness of qualitative research. Questions will assess your understanding of the methods, approaches, philosophical differences and/ or similarities between these types of research, and what qualitative research can accomplish.

**3. Quiz II: (10%) October 9**

This quiz is designed to demonstrate your knowledge of ways to formulate a research question/problem, the significance of reflexivity in qualitative research, competing approaches to interpretative practices/communities, and issues of ethical, legal and self-censorship concern.

**4. Literature review (15%) October 23**

This assignment will help you improve your ability to research, summarize, analyze and engage critically with qualitative criminology and criminal justice research studies by developing a literature review based on your research topic. The assignment will be 5 to 6 pages long (double-spaced, not including cover page, or bibliography). Your analysis will demonstrate what you have learned about qualitative research methods by briefly summarizing, and then critiquing the methods, analyses, and conclusions of at least 4 peer reviewed papers that use qualitative methods on the area of study which you are interested in exploring. Articles based on multiple qualitative methods may be used; however, articles based on mixed methods involving a **quantitative part may not be used**.

**5. Research Project Proposal (20%) November 13**

This assignment will outline your research topic and problem, including the theoretical and methodological approach used. You are expected to use one of the data analysis strategies outlined in class that is most appropriate to the question of study. The proposal must be 8 to 10 pages long (double-spaced, not including cover page, annexes or bibliography). It should present your research problem by: a) critically engaging in related literature, b) providing questions that guide your research project- including pragmatic considerations, such as how realistic the project is, and c) stating the theoretical and methodological approach, and the field/data to be studied. It will include a timetable of the research process which details each stage of your research study (e.g., gathering and summarizing literature for review, data collection, assessing best methodological approach, etc).

**6. Final Research Report (30%) Dec. 4**

This report will provide a write-up of the findings of your qualitative research project, including a literature review, projected and realized methodological approach, data presentation and analysis, conclusion, limitations of research, and directions for future research. The final assignment should be about 20-25 pages long (double-spaced, not including cover page, annexes or bibliography).

**NOTE:** All assignments should use a reasonably sized font (e.g., 12 point Arial or Times New Roman Font) and be double-spaced. Any citation style may be used as long as you remain consistent.

## **DEADLINES**

- ~ September 25 - Quiz I
- ~ October 9 – Quiz II
- ~ October 23 - Literature review due
- ~ November 13 - Research proposal assignment due
- ~ December 4- Final research report due

## **OTHER CONCERNS**

**Late Papers/Assignments:** If you require an extension, please make arrangements with me **ahead of time**. Any assignment that is not directly handed in to me in class must be dropped in the Criminology drop box (C562 Loeb). Please note that not completing any of the assigned work may lead to a designation of 'incomplete' for the course.

**Useful Resources:** The University has a number of resources that you may wish to take advantage of, including:

- The Writing Tutorial Service (4th Floor MacOdrum Library)
- The Student Academic Success Centre (302 Tory)

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

## **STATEMENT ON PLAGIARISM**

The University Senate defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own." This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

## **INTELLECTUAL PROPERTY**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

## SCHEDULE

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### Week 1: Sept 11 Introduction to Course: Content, Format and Requirements

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- ~ Presentation of the course outline and assignments
- ~ Exploration of themes we will encounter throughout the term
- ~ Initial thoughts about the nature of qualitative research

#### Readings:

van den Hoonaard, Deborah K (2015). Introduction. In D. K. van den Hoonaard, *Qualitative Research in Action: A Canadian Primer* (Chapter 1, pp. 1-11). Second edition. Don Mills: Oxford UP.

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### Week 2: Sept 18 What is Qualitative Research?

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- ~ Theoretical foundations
- ~ Introduction to types of qualitative approaches and analyses
- ~ The theory- and value-ladenness of 'facts'

#### Readings:

Denzin, N.K. and Y.S. Lincoln (2008). Introduction: The Discipline and Practice of Qualitative Research. In N.K. Denzin and Y.S. Lincoln (eds.), *Strategies of Qualitative Inquiry* (pp.1-43). Third edition. London: Sage

van den Hoonaard, D. K. (2015). Asking Questions and Identifying Goals. In D. K. van den Hoonaard, *Qualitative Research in Action: A Canadian Primer* (Chapter 2, pp. 12-33). Second edition. Don Mills: Oxford UP.

#### Suggested reading:

Parker, L. and M. Lynn. (2002). What's Race Got to Do With It? Critical Race Theory's Conflicts With and Connections to Qualitative Research Methodology and Epistemology. *Qualitative Inquiry*, 8(1) 7-22.

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### Week 3: Sept 25 Designing Qualitative Research

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- ~ Formulating a research question and research proposal
- ~ The role of reflexivity in qualitative research
- ~ Competing approaches to interpretative practices/communities

#### ❖ Quiz I

#### Readings:

Hesse-Biber, S.N. and P. Leavy (2006). The Craft of Qualitative Research: A Holistic Approach. In Hesse-Biber, S.N. and P. Leavy, *The Practice of Qualitative Research* (pp. 3-44). Thousand Oaks: Sage,

van den Hoonaard, D.K. (2015). Strategies for Designing Research. In D. K. van den Hoonaard, *Qualitative Research in Action: A Canadian Primer*. Second edition. Don Mills; Oxford UP. Chapter 3, pp. 34-54.

#### Suggested reading:

Holstein, J.A. and J.F. Gubrium (2008). Interpretive Practice and Social Action. In N.K. Denzin and Y.S. Lincoln (eds.), *Strategies of Qualitative Inquiry* (pp.173-202). Third edition, London: Sage.

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### Week 4: Oct 2 Ethical and Legal Issues in Qualitative Research

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- ~ Ethical, legal and self-censorship issues
- ~ Fieldwork and moral relativism

#### Readings:

Haggerty, K. (2004). Ethics Creep: Governing Social Science Research in the Name of Ethics, *Qualitative Sociology*, 27 (4), 391-414.

van den Hoonaard, D. K. (2015). Ethics on the Ground: A Moral Compass. In D. K. van den Hoonaard, *Qualitative Research in Action: A Canadian Primer* (Chapter 4, pp.55-73). Second edition. Don Mills; Oxford UP.

**Suggested reading:**

Ferrell, J., K. Hayward and J. Young (2008). Dangerous Knowledge. In Ferrell, J., K. Hayward and J. Young, *Cultural Criminology: An Invitation* (pp. 158-193). London: Sage.

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**Week 5: Oct 9      Participant Observation in Qualitative Research**


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- ~ Understanding tensions between participation and observation
- ~ Consideration of covert/overt participant-observation strategies
- ~ Questions of bias
- ~ Workshop on participant observation, focus on note-taking

❖ **Quiz II**

**Readings:**

Emerson, R., R. Fretz and L. Shaw. (2011). In the Field: Participating, Observing and Jotting Notes, and Writing Up Fieldnotes 1: From Field to Desk. In *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

van den Hoonaard, D. K. (2015). Observing Social Life through Field Research. In D. K. van den Hoonaard, *Qualitative Research in Action: A Canadian Primer* (Chapter 5, pp.75-98). Second edition. Don Mills: Oxford UP.

**Suggested reading:**

Fawcett, B. and J. Hearn (2004). Researching Others: Epistemology, Experience, Standpoints and Participation, *International Journal of Social Methodology*, 7:3, 201-218.

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**Week 6: Oct 16      Interviewing**


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- ~ Conducting interviews and developing interview questions
- ~ Biographical accounts
- ~ Interview transcription practices
- ~ Workshop on interviewing, focus on sampling & material

**Readings:**

Esterberg, K. (2002). Interviews. In K. Esterberg, *Qualitative methods in social research* (pp. 83-114). Boston, MA: McGraw-Hill.

van den Hoonaard, D. K. (2015). In-Depth Interviewing. In D. K. van den Hoonaard, *Qualitative Research in Action: A Canadian Primer* (Chapter 6, pp.99-119). Second edition. Don Mills: Oxford UP.

**Suggested readings:**

Van Liempt, Ilse and Stephanie Sersi. 2013. State responses and migrant experiences with human smuggling: A reality check. *Antipode*, 45 (4) 1029-1046.

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**Week 7: Oct 23      Discourse Analysis**


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- ~ Introduction to Discourse Analysis
- ~ The Visual in Discourse Analysis
- ~ Why choose this approach?
- ~ Workshop on research project, focus on problematic and design

❖ **Literature Review Due**

**Readings:**

Pérez Huber, L. and D. G. Solorzano. (2015). Visualizing Everyday Racism: Critical Race Theory, Visual Microaggressions, and the Historical Image of Mexican Banditry. *Qualitative Inquiry*, 21(3) 223–238.

Tonkiss, F. (1998). Analyzing Discourse, in Seale, C. (ed), *Researching Society and Culture*. London: Sage, 245-260.

**Suggested readings:**

van den Hoonaard, D. K. (2015). New Directions in Qualitative Research. In D. K. van den Hoonaard, *Qualitative Research in Action: A Canadian Primer* (Chapter 8, pp.139-153). Second edition. Don Mills: Oxford UP.

Sriskandarajah, Anuppiya. 2014. Bounding motherhood: The case of Sri Lankan Tamil refugees in Canada. *Women's Studies*, 43: 911-929.

**Oct 26-30 FALL BREAK - NO CLASSES****Week 8: Nov 6 Analyzing Qualitative Research**

- ~ Developing coding categories
- ~ Critical reflection on interconnected identities and social categories in relation to crime
- ~ Theoretical and practical application of intersectional approaches to criminology
- ~ Workshop on coding and analysis

**Readings:**

van den Hoonaard, D. K. (2015). Unobtrusive Research. In D. K. van den Hoonaard, *Qualitative Research in Action: A Canadian Primer* (Chapter 7, pp.120-138). Second edition. Don Mills: Oxford UP

van den Hoonaard, D. K. (2015). Trust the Process: Analyzing Qualitative Data. In D. K. van den Hoonaard, *Qualitative Research in Action: A Canadian Primer* (Chapter 9, pp.155-171). Second edition. Don Mills: Oxford UP.

**Suggested Readings**

Burgess-Proctor, A. (2006). Intersections of Race, Class, Gender, and Crime: Future Directions for Feminist Criminology. *Feminist Criminology*, 1, 27-47.

Potter, H. (2013). Intersectional Criminology: Interrogating Identity and Power in Criminological Research and Theory. *Critical Criminology*, 21, 305–318.

**Week 9: Nov 13 Writing your Qualitative Report**

- ~ Understanding the writing process
- ~ Becoming familiar with parts of qualitative report

❖ **Research Proposal Due****Reading:**

van den Hoonaard, D. K. (2015). Writing Up Qualitative Research. In D. K. van den Hoonaard, *Qualitative Research in Action: A Canadian Primer* (Chapter 10, pp. 172-191). Second edition. Don Mills: Oxford UP.

**Week 10: Nov 20** Supervised or independent workshops.

**Week 11: Nov 27** Supervised or independent workshops.

**Week 12: Dec 4** Last day of class

- ~ Final Research Report DUE