

Course Outline

**COURSE:** CRCJ 3002A Qualitative Research Methods

**TERM:** Fall 2024

**PREREQUISITES:** CRCJ 1000 and Third-year standing in the B.A. Honours program in Criminology and Criminal Justice

**CLASS:** Day & Time: Wednesday 8:35-11:25am

**INSTRUCTOR:** Dr. Madalena Santos (she/her)

**TEACHING ASSISTANT:** TBA

**CONTACT:**

**Office:** 1713 Dunton Tower  
**Phone:** 613-520-2600 ext. 1194  
**Office Hrs:** Thursday 12:00 - 2:00 pm in person or by appointment online

**Email:** [madalenasantos@cunet.carleton.ca](mailto:madalenasantos@cunet.carleton.ca)

\*You must use your Carleton email address in all correspondence with the instructor.

<https://brightspace.carleton.ca/d2l/home/288488>

---

ACKNOWLEDGEMENT & AFFIRMATION

ANISHNABE

Ni manàdjiyànànìg Màmìwininì Anishinàbeg, ogo kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wikàd kì mìgiwewàdj.

Ni manàdjiyànànìg kakina Anishinàbeg ondaje kaye ogo kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninisidawinawànànìg kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.

Nigijeweninmànànìg ogo kà nigànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

ENGLISH

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded.

We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.

We acknowledge the traditional knowledge keepers, both young and old.

And we honour their courageous leaders: past, present, future

## COURSE DESCRIPTION

This course is designed to introduce students to the theory and practice of qualitative research. Attention will be paid to the philosophical underpinnings of qualitative research, qualitative research methods, research ethics, and qualitative data analysis. Throughout the term a variety of approaches will be presented, including qualitative interviewing practices, ethnographic research, autoethnographies, participant observation, and discourse analysis. Methodological possibilities for using Access to Information/Freedom of Information (FTI/FOI) requests in qualitative research will also be discussed. While this course is primarily focused on qualitative methods, students will also consider the polarity between the quantitative vs. qualitative divide, the politics of knowledge construction, truth claims, and critiques of the scientific method. Time will be devoted to reflecting on and working through issues of power, privilege, and oppression related to creating knowledge to encourage students in the praxis of becoming reflexive researchers. The connection between qualitative research and settler colonial aims in the Canadian context will be addressed.

## COURSE ORGANIZATION

- ~ This course is offered in person only.
- ~ For each class, students will be required to do the corresponding required readings and active screening (see schedule below).
- ~ Students will complete eight (8) in person qualitative research activities selected from designated classes in weeks 2 to 9 (see schedule below for dates); five (5) of these in class activities will count toward the final grade.
- ~ In week three (3), students will complete an online quiz based on both lecture content AND the course text/readings to assess their understanding of what they have learned to that point. Therefore, students are strongly encouraged to keep up with the lectures and readings each week.
- ~ Please see the evaluation section below for a complete breakdown of the various components of evaluation.

## LEARNING OUTCOMES

- ~ Through lectures and assigned readings, students will be able to understand the theoretical underpinnings of qualitative research as well as how to interpret, evaluate, and conduct qualitative studies.
- ~ In class activities will allow students to engage directly with the course material while developing their practical and analytic qualitative research skills, including analyzing and coding data.
- ~ Written assignments will equip students with practical skills in research methods, including selecting research topics, generating research questions, designing research studies, and writing literature reviews.
- ~ Proposal presentations and final research proposals will enable students to demonstrate their ability to build and begin to conduct their own qualitative research project.

## REQUIRED TEXT

- ~ van den Hoonaard, D.K. & van den Scott, L.J. (2022). *Qualitative Research in Action: A Canadian Primer*. (4th Ed.) Don Mills: Oxford University Press. Available for purchase from the Carleton University Library.  
\* 3<sup>rd</sup> edition is acceptable as well.
- ~ Links to additional book chapters and journal articles may be accessed through Ares on Brightspace.

## POLICIES

### **1. Contact with Professor**

I will be available for consultation with students in person during my office hours. If you

would like to meet online, please email me at [madalenasantos@cunet.carleton.ca](mailto:madalenasantos@cunet.carleton.ca) to set up an appointment. **Make sure to add the course code and section in the subject line.**

## 2. Email Policy

Every student is expected to have a Carleton email address and to check it regularly. If there is a matter that you should know about regarding the course, an email may be sent to your Carleton account. University policy directs professors not to send email to students at any other addresses. I read and respond to email between 8:30am-5:00pm on weekdays. Email will generally be returned within 1-2 days. Make sure to add the course code and section in the subject.

### **Email to me or the TA should not include:**

- questions already addressed in the course outline, Brightspace, or lectures;
- requests for 'extra credit assignments';
- questions about whether required readings are required.

## 3. In-Class Activities

There will be eight (8) in-class activities in total. The best five (5) marks will count toward the final in-class component of your grade. This means that you may miss activities and still do well; however, **you must be present in class to receive activity grades. NO EXCEPTIONS and NO REQUESTS FOR MAKE UP ASSIGNMENTS.**

## 4. Assignments & Extensions

Remember to keep an extra copy of any assignment that is submitted for evaluation. If you require an extension for an assignment, please make arrangements **with your TA at least 48 hours before it is due**. It is preferable to **ask for an extension well in advance** to enable the TA to accommodate your request.

## 5. Discussing Your Grade

**As a first step, please wait at least 24 hours before contacting your TA to discuss your grade.** If you would like to contest your grade, you must provide written rationale for how you were able to meet the requirements for each component of the assignment. If after this process you are still dissatisfied, then please contact me.

## EVALUATION

Grading guidelines will be posted outlining the expectations for each of the written assignments. **Please make sure to consult these resources.**

		<u>DUE</u>
A. Activities (week 2 – week 9)	10% (5 x 2%)	In class only
B. Online Quiz	10%	Opens after class 3, closes bf class 4
C. Qualitative Research Design	15%	End of week 6
D. Mini-Literature Review	20%	End of week 8
E. Indigenous Bundle Reflection Paper	5%	End of week 10
F. Research Proposal Presentations	10%	Last two weeks of class
G. Qualitative Research Proposal	30%	Last day of term

**PLEASE NOTE:** 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.**

## **ASSIGNMENTS**

### **A. In Class Activities (10%) - weeks 2-9**

There will be eight (8) in-class qualitative research activities that will take place on designated classes from weeks 2 to 9 (see schedule below for dates). These activities are designed to help you engage directly with the research methods from the course and will correspond with the lecture content for that day. You are welcome and encouraged to complete all activities throughout the term. The best 5 out of 8 activity grades will count toward your final grade. You must be in class to complete the activities. **There are no online submissions and no make up assignments for the activities.**

### **B. Online Quiz (10%) – Opens after Class 3 and closes before Class 4**

Questions will cover readings and lecture content from Week 1 - 3 inclusive. **Once you open the assessment, you will have 25 minutes to complete it. There are 20 questions in total.** Your grade will be available once the quiz closes for all students.

### **C. Qualitative Research Design (15%) – due end of week 6**

This 4-6 page assignment is aimed to help you identify your topic and the research question/s that you wish to investigate. You will provide:

1. your research topic area and interest in the topic;
2. the initial research questions/problems you wish to investigate;
3. your initial research paradigm or theoretical stance;
4. the data you intend to study (e.g., human or other);
5. the method/approach you intend to use (e.g., interviews, discourse analysis, participant observation, etc.)
6. an annotated bibliography of four qualitative research articles (**not** chapters from books, dissertations, etc.) from peer reviewed academic journals.

This assignment provides you with the opportunity to begin to think through the qualitative research you wish to design in your final research proposal. In working through this assignment, you will learn how to think through your topic of study, consider the ways in which your social values, perspectives, and presumptions influence your research, and recognize if your area of study is feasible for qualitative research.

### **D. Mini-literature review (20%) – due end of week 8**

This 6-8 page assignment will examine and evaluate **four qualitative research articles from peer reviewed academic journals** (i.e., *not any of the following: mixed method qualitative and quantitative studies, reports, theses, dissertations, books or book chapters*) in the area of study which you are interested in exploring. This assignment will help you improve your ability to research, summarize, analyze and engage critically with qualitative research studies while developing a base to further refine your research topic and build your research proposal. Your assignment must present the research question/s, method/approach, data collected, and findings for each study **in addition** to discussing how the studies are relevant to your own research question/s.

### **E. Indigenous Bundle Reflection Paper (5%) – due end of week 10**

This 2-3 page assignment requires you to reflect on what you have learned through the Indigenous Learning Bundle: “Engaging with Indigenous Communities”. Your reflection paper should respond to the following:

1. What questions you should consider before pursuing studies with Indigenous communities, including a discussion of when research with Indigenous communities is and is not appropriate.
2. How you should approach Indigenous communities with whom you would like to conduct research.

3. What else you learned about engaging with Indigenous communities in addition to the above.

**F. Research Proposal Presentation (10%) – weeks 11-12**

In the last two weeks of the course, you will present your research proposals to the class. Presentations should be approximately 5-7 minutes and be accompanied by a simple slide deck (e.g., Power Point).

**G. Research Project Proposal (30%) – Last day of the term**

This 15-20 page assignment will outline your proposed research study and provide the framework for your final research project if you were to conduct this study. Using feedback from your previous assignments, your proposal will present detailed information on your research project. **Details on how to successfully complete assignments will be provided in class and on Brightspace.**

**NOTES ON FONT, SPACING, AND CITATION STYLE**

All assignments should use a reasonably sized font (e.g., 12 point Arial or Times New Roman Font) and be double-spaced, not including cover page or reference list/bibliography. **Any academic citation style** for the social sciences or humanities may be used as long as you remain consistent. The library provides a helpful list of acceptable academic guides <https://library.carleton.ca/guides/help/citing-your-sources>.

**SCHEDULE**

*Please note that occasionally the lecture schedule may vary slightly from the course outline*

Topic and Date	Required reading and required viewing	Assessment Components: Dates
<p><b>Class 1: September 4</b>  <b>Introduction to Course: Content, Format &amp; Requirements</b></p>	<p><b>Required reading:</b>            van den Hoonaard, D.K., &amp; van den Scott, L.J. (2022). <b>Ch 1</b> – Introduction. In van den Hoonaard, D.K., &amp; van den Scott, L.-J., <i>Qualitative Research in Action: A Canadian Primer</i>. Fourth Edition. Oxford University Press Canada.</p> <p>Becker, H.S. (1967). Whose Side Are We On?, <i>Social Problems</i>, 14 (3), 239-247.</p>	
<p><b>Class 2: September 11</b>  <b>What is Qualitative Research? Foundations and Values</b></p>	<p><b>Required reading:</b>            Smith, L. T. (2005). Research through Imperial Eyes. In Smith, L.T., <i>Decolonizing Methodologies: Research and Indigenous Peoples</i> (Chapter 2, pp. 42-57). Second Edition. New York: Zed Books.</p> <p>Denzin, N.K. and Y.S. Lincoln (2008). Introduction: The Discipline and Practice of Qualitative Research. In Denzin, N.K. and Y.S. Lincoln (eds.), <i>Strategies of Qualitative Inquiry</i> (pp. 1-43). Third edition. London: Sage.</p>	<p><b>In Class Activity 1</b></p>

<p><b>Class 3: September 18</b>  <b>Designing Qualitative Research</b></p> <p><b>Library Workshop</b></p>	<p><b>Required reading:</b>  van den Hoonaard, D.K., &amp; van den Scott, L.J. (2022). <b>Ch 2</b> – Asking Questions and Identifying Goals &amp; <b>Ch 3</b> – Strategies for Designing Research. In van den Hoonaard, D.K., &amp; van den Scott, L.-J., <i>Qualitative Research in Action: A Canadian Primer</i>. Fourth Edition. Oxford University Press Canada.</p>	<p><b>In Class Activity 2</b></p> <p><b>Online Quiz opens</b></p>
<p><b>Class 4: September 25</b>  <b>Ethical Issues in Qualitative Research: Power, Reflexivity, &amp; Anti-Oppressive Research</b></p>	<p><b>Required reading:</b>  van den Hoonaard, D.K., &amp; van den Scott, L.J. (2022). <b>Ch 4</b> – Ethics on the Ground: A Moral Compass. In van den Hoonaard, D.K., &amp; van den Scott, L.-J., <i>Qualitative Research in Action: A Canadian Primer</i>. Fourth Edition. Oxford University Press Canada.</p> <p>Potts, K. and L. Brown. (2005). Becoming an Anti-oppressive Researcher. In Brown, L. and Strega, S. (eds.), <i>Research as Resistance</i> (pp. 255-286). Canadian Scholars Press: Toronto.</p> <p><b>Suggested reading:</b>  Boilevin, L., Chapman, J., Deabe, L. Doerksen, C. Fresz, G., Joe, DJ., Leech-Crier, N., Marsh, S., McLeod, J. Neufeld, S., Pham, S., Shaver, L., Smith, P., Steward, M., Wilson, Dean and P. Winter. (2018). <i>Research 101: A Manifesto for Ethical Research in the Downtown Eastside</i>.</p>	<p><b>In Class Activity 3</b></p> <p><b>Online Quiz closes before class</b></p>
<p><b>Class 5: October 2</b>  <b>Qualitative Interviewing</b></p>	<p><b>Required reading:</b>  van den Hoonaard, D.K., &amp; van den Scott, L.J. (2022). <b>Ch 6</b> – In-depth Interviewing &amp; <b>Ch 7</b> – Focus Groups. In van den Hoonaard, D.K., &amp; van den Scott, L.J., <i>Qualitative Research in Action: A Canadian Primer</i>. Fourth Edition. Oxford University Press Canada.</p> <p><b>Suggested reading:</b>  Esterberg, K. (2002). Interviews. In Esterberg K., <i>Qualitative Methods in Social Research</i> (pp. 83–114). Boston, MA: McGraw-Hill.</p>	<p><b>In Class Activity 4</b></p>
<p><b>Class 6: October 9</b>  <b>Document/Discourse Analysis and Access to Information Research</b></p>	<p><b>Required reading:</b>  van den Hoonaard, D.K., &amp; van den Scott, L.J. (2022). <b>Ch 8</b> – Unobtrusive Research. In van den Hoonaard, D.K., &amp; van den Scott, L.-J., <i>Qualitative Research in Action: A Canadian Primer</i>. Fourth Edition. Oxford University Press Canada.</p>	<p><b>In Class Activity 5</b></p> <p><b>Qualitative Research Design due at the end of week</b></p>

	<p>Tonkiss, F. (1998). Analyzing Discourse. In Seale, C. (ed), <i>Researching Society and Culture</i> (pp. 245– 260). London: Sage.</p> <p>Walby, K. and A. Luscombe. (2019). Using Freedom of Information Requests in Socio-legal, Criminal Justice Studies, and Criminology. In <i>Methods of Criminology and Criminal Justice Research Sociology of Crime and Deviance</i> (Vol. 24, pp. 33– 46). Emerald Publishing Limited.</p> <p><b>Suggested reading:</b> Brownlee, J. and K. Walby. (2015). Access to Information and Social Justice in Canada. In Brownlee, J. and K. Walby (eds.) <i>Access to Information and Social Justice: Critical Research Strategies for Journalists, Scholars, and Activists</i>, (pp. 1–20). Winnipeg: Arbeiter Ring Publishing.</p>	
<p><b>Class 7: October 16</b> <b>Ethnographies and Participant Observation</b></p>	<p><b>Required reading:</b> van den Hoonaard, D.K., &amp; van den Scott, L.J. (2022). <b>Ch 5</b> – Observing Social Life through Field Research. In van den Hoonaard, D.K., &amp; van den Scott, L.J., <i>Qualitative Research in Action</i>.</p> <p>Mayan, M.J. (2016). Method. In Mayan, M.J. <i>Essentials of Qualitative Inquiry</i>. Taylor and Francis, (pp. 33-44).</p>	<p><b>In Class Activity 6</b></p>
<p><b>Fall break</b></p>		
<p><b>Class 8: October 30</b> <b>Data Analysis and Criteria for Assessing Qualitative Research</b></p>	<p><b>Required reading:</b> van den Hoonaard, D.K., &amp; van den Scott, L.J. (2022). <b>Ch 9</b> – Trust the Process: Analyzing Qualitative Data. In van den Hoonaard, D.K., &amp; van den Scott, L.J., <i>Qualitative Research in Action: A Canadian Primer</i>. Fourth Edition. Oxford University Press Canada.</p> <p>Mayan, M.J. (2016). Data Analysis. In Mayan, M.J. <i>Essentials of Qualitative Inquiry</i>. Taylor and Francis, (pp. 85-99).</p> <p>Tracy, S. J. (2010). Qualitative Quality: Eight “Big-Tent” Criteria for Excellent Qualitative Research. <i>Qualitative Inquiry</i>, 16 (10), 837–851.</p>	<p><b>In Class Activity 7</b></p> <p><b>Mini-Literature Review due at end of week</b></p>
<p><b>Class 9: November 6</b> <b>Indigenous Learning Bundle</b></p>	<p><b>Required viewing:</b> Horn-Miller, Kahente and Amelia McGregor (knowledge keeper). 2018. Engaging with</p>	<p><b>In Class Activity 8</b></p>

	Indigenous Communities. <i>Carleton University Collaborative Indigenous Learning Bundles</i> . Recorded at Carleton University's Media Centre and in Kahnawake.	
<b>Class 10: November 13 Research Proposal Workshop</b>	van den Hoonaard, D.K., & van den Scott, L.J. (2022). <b>Ch 10</b> – Writing Up Qualitative Research. In van den Hoonaard, D.K., & van den Scott, L. J., <i>Qualitative Research in Action: A Canadian Primer</i> . Fourth Edition. Oxford University Press Canada.	<b>Indigenous Learning Bundle Reflection due at the end of the week</b>
<b>Class 11: November 20 Research Proposal Presentations I</b>	<b>No Readings</b>	
<b>Class 12: November 27 Research Proposal Presentations II</b>	<b>No Readings</b>	
<b>Class 13: December 4</b>	<b>No Class</b>	<b>Final Qualitative Research Proposal due at last day of term</b>

**End of term. Have a lovely winter break!**

### **PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations. Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.



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**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

### **STATEMENT ON STUDENT MENTAL HEALTH**

As a University student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a link to information about all of the resources, both on campus and off, that you may find helpful: <https://carleton.ca/wellness/>

### **ACADEMIC ACCOMMODATION**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes can be found at the below link: <https://students.carleton.ca/course-outline/>