

Course Outline

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

**TERM:** Fall 2020

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

**CLASS:** Day & Time: Tuesdays, 2:30-5:30 pm

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

**TEACHING ASSISTANT:** Sarah Cram  
SarahCram@cmail.carleton.ca

**CONTACT:**

Office Hrs: Online by appointment  
Email: [madalenasantos@cunet.carleton.ca](mailto:madalenasantos@cunet.carleton.ca)

**Academic Accommodation**

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 Faculty of Public Affairs 20 Teaching Regulations 2020-21 as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**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 [click here](#).

**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).

**Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

**Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. 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 <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

## **COURSE DESCRIPTION**

This course is designed to introduce students to the theory and practice of qualitative research. Attention will be devoted to the philosophical underpinnings of qualitative research, qualitative research methods, research ethics, and qualitative data analysis. A variety of approaches will be addressed, including interviewing, ethnographic research, participatory action research, discourse analysis, narrative methods, and autoethnographies as well as using Access to Information/Freedom of Information (FTI/FOI) requests. 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 discussing and working through issues of power, privilege, and oppression related to creating knowledge while ways to encourage becoming reflexive researchers will be integrated throughout the term.

## **COURSE ORGANIZATION**

- ~ This course is offered fully on-line.
- ~ A PowerPoint Presentation (PPT) in PDF format will be made available on CuLearn every Tuesday by 2:35PM. Each PPT will correspond with the assigned readings for that day.
- ~ For each class, students will be required to do the corresponding readings (see readings schedule below).
- ~ Students will be required to participate in five (5) online discussion forums.
- ~ In week four (4), students will complete an online formative assessment based on both PPT 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 PPTs and readings each week.
- ~ Detailed grading rubrics and guidelines will be made available outlining the expectations for each of the assignments. These will be accompanied by assignment samples to provide students with models that meet the assignment requirements.
- ~ Please see the evaluation section below for a complete breakdown of the various components of evaluation.

## **LEARNING OUTCOMES**

- ~ Through lecture PPTs and assigned readings, students will be able to understand the theoretical underpinnings of qualitative research as well as how to conduct qualitative studies.
- ~ Online discussion forums, activities, and workshops will allow students to engage directly with the course readings while developing their practical and analytic qualitative research skills.
- ~ Guest speaker lectures will expose students to a breadth of contemporary qualitative studies that demonstrate qualitative research methods in practice, including research that informs academic work as well as community-engaged studies.
- ~ Special topics will equip students with practical skills in research methods, including selecting research topics, generating research questions, writing literature reviews, and analyzing and coding data.
- ~ The final research proposal will enable students to demonstrate their ability to design a qualitative research study.

## **REQUIRED TEXTS**

- ~ van den Hoonaard, D.K. (2019). *Qualitative Research in Action: A Canadian Primer*. (3rd Ed.) Don Mills: Oxford University Press. Ebook available at <https://www.vitalsource.com/en-ca/products/qualitative-research-in-action-deborah-k-van-den-hoonaard-v9780199030064?term=9780199030064>
- ~ Hard copies available from Octopus Books <http://shop.octopusbooks.ca/CRCJ3002> with curbside pickup or shipping options
- ~ Links to additional book chapters and journal articles may be accessed on Ares through cuLearn.

## POLICIES

### **(i) Contact with Professor**

I will be available for consultation with students online or by phone during weekdays. Please e-mail me at [madalenasantos@cunet.carleton.ca](mailto:madalenasantos@cunet.carleton.ca) to set up an appointment.

### **(ii) E-mail Policy**

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that Professors will not send e-mails to students at any other addresses. If there is a matter that you should know about regarding the course, you may be sent an email on your Carleton account. E-mails will generally be returned within 2-3 days. **I read and respond to email between 9:00am-6:00pm on weekdays.**

### **(iii) Late Assignments:**

Late assignments will be penalized one point per day. **If you require an extension for an assignment, please make arrangements with me ahead of time.** Remember to keep an extra copy of any assignment that is submitted for evaluation.

**Please note that there are no late submissions for the final research proposal. Arrangements for deferrals must be made with me prior to the final due date.**

## EVALUATION

		<u>DUE</u>
A. Discussion forum *	15% (5 x 3%)	Week of class
B. Formative assessment: What is qualitative research?	10%	Opens after class Oct 6, closes Oct 12
C. Qualitative research study design	15%	Friday, October 16
D. Mini-literature review	20%	Friday, November 13
E. Qualitative research proposal	40%	Friday, December 11

\*Alternative online activity options will be available (see below)

**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.**

### **A. CuLearn Discussion Forum (15%)**

Over the term you will be required to post five (5) thoughtful discussion board questions/responses. This evaluative component is designed to help you gain a better understanding of the course content and to encourage active engagement with your peers.

- i. Your question should present an issue for the week's readings. This can also include a response to a posted question about the week's readings but should also aim to continue the online discussion. Sample posts will be provided on CuLearn.
- ii. Make sure to provide a brief summary of the reading(s) to contextualize the question/response that you pose.
- iii. To get credit for the post, the question or response must be submitted to the course discussion board during the week for which the reading is assigned. Posts made after that point will not count toward your five-question total. Please ensure that when you submit your post, it is set up for all your classmates to receive your submission.
- iv. In place of up to two (2) discussion posts, you may choose to answer questions related to the activities which will be presented throughout the term. The questions will be on the PPT slides.

**B. Online formative assessment: What is qualitative research? (10%) – Opens after Class 4 on Tuesday, October 6 and closes Monday, October 12 at 11:59pm**

This multiple choice/true and false online assessment will demonstrate your knowledge concerning the differences between qualitative and quantitative research; differences and similarities between philosophies and types of qualitative research methods/approaches learned up to this point in the course; debates in research ethics; and the design of qualitative research. Questions will cover readings and lecture slide content from Week 1 - 4 inclusive. Once you open the assessment, you will have 25 minutes to complete it. There are 25 questions in total.

**C. Qualitative research study design (15%) – Due Friday, October 23 at 11:59pm**

This assignment is aimed to help you identify your topic and begin to design the qualitative research study you wish to explore 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 perspective influences your research, and recognize if your area of study is feasible for qualitative research. The assignment will be 3 to 4 pages long (double-spaced, not including cover page).

The assignment will present:

1. your research topic area and interest in the topic
2. the initial research questions/problems you wish to investigate
3. your initial theoretical stance
4. the data you intend to study (e.g., human or other), and the method/approach you intend to use (e.g., interviews, discourse analysis, participant observation, etc.)
5. an annotated bibliography on *four qualitative research articles from peer reviewed journals only* (i.e., **not** theses, dissertations, book chapters) which may be used for your mini-literature review.

**Additional guideline and grading rubric to be posted online.**

**D. Mini-literature review (20%) – Due Friday, November 13 at 11:59 pm**

This assignment will help you improve your ability to research, summarize, analyze and engage critically with qualitative research studies by developing a literature review based on your research topic. The assignment will be 5-6 pages long (double-spaced, not including cover page, or bibliography). Your paper will offer an analysis on not more than 4 peer reviewed journal articles that use qualitative methods in the area of study which you are interested in exploring. Journal articles should be discussed thematically in relation to one another, i.e., research questions; method/approach; data; findings. You will also discuss how the articles are relevant to your own research question/problem. Articles based on multiple qualitative methods may be used; however, articles based on mixed methods involving a quantitative part may not be used.

**Additional guideline to be posted online.**

**E. Research Project Proposal (40%) – Due Friday, December 11 by 11:59 pm**

This assignment will outline your research study and provide the framework for your final research project were you to conduct this study. Using feedback from your research topic and mini-literature review assignments, your proposal will provide detailed information on your research problem/ question. The proposal will:

- a) present your research problem
- b) critically engage with related literature
- c) provide research questions/problems that guide your project
- d) provide a detailed description of the theoretical and methodological approach, and the data to be studied
- e) develop an explanation of the research process to be conducted including gathering and summarizing literature for review, data collection, and assessing best methodological approach
- f) consider the ethical and moral dilemmas your topic may give rise to
- g) reflect on issues of power, privilege and marginalization related to making knowledge about this topic
- h) include a timetable of the research process which details each stage of your proposed research study (e.g., data collection, data analysis, etc).

The proposal must be 10-12 pages long (double-spaced, not including cover page or bibliography).

**Additional guideline and grading rubric to be posted online**

## **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. Please consult the OWL Purdue link on CuLearn and/or the library at <https://library.carleton.ca/help/citing-your-sources> .

## **OTHER CONCERNS**

**September 30, 2020** is the last day to withdraw from winter term and winter portion of fall/winter courses with full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv2/#2.3>

## **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**

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).

## **Useful Resources**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4<sup>th</sup> floor of MacOdrum Library or online at: [carleton.ca/csas](http://carleton.ca/csas).

**SCHEDULE** Please note that on occasion the class schedule may vary slightly from the course outline

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**Class 1: September 15**                      **Introduction to Course: Content, Format and Requirements**

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- ~ Presentation of the course outline and assignments
- ~ Understanding course expectations
- ~ Understanding differences between qualitative and quantitative research

**Activity: Qualitative versus Quantitative Research**

**Required reading:**

van den Hoonaard, D. K. (2019). Introduction. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 1, pp. 1-11). Third Edition. Don Mills: Oxford University Press.

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**Class 2: September 22**                      **What is qualitative research? Foundations and Values**

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- ~ Theoretical foundations
- ~ The theory- and value-ladenness of 'facts'
- ~ Questions of bias

**Tips: Library Research Techniques**

**Required readings:**

Becker, H.S. (1967). Whose Side Are We On?, *Social Problems*, 14 (3), 239-247.

Smith, L. T. (2005). Research through Imperial Eyes. In Smith, L.T., *Decolonizing Methodologies: Research and Indigenous Peoples* (Chapter 2, pp. 42-57). Second Edition. New York: Zed Books.

**Suggested reading:**

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.), *Strategies of Qualitative Inquiry* (pp. 1-43). Third edition. London: Sage.

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**Class 3: September 29**                      **Designing Qualitative Research**

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- ~ Strategies of qualitative research design
- ~ Introduction to types of qualitative methodologies
- ~ Coming up with research topics and initial research questions
- ~ The role of reflexivity in the research process

**Activity: Designing Your Qualitative Research Study**

**Required readings:**

van den Hoonaard, D. K. (2019). Asking Questions and Identifying Goals and Strategies for Designing Research. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapters 2-3, pp. 12-54). Third Edition. Don Mills: Oxford University Press.

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**Class 4: October 6**                              **Moral & Ethical Issues in Qualitative Research**

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

**Required readings:**

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

van den Hoonaard, W.C. (2019). Ethics on the Ground: A Moral Compass. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 4, pp. 55-74). Third Edition. Don Mills: Oxford University Press.

**Online Formative Assessment: Opens on CuLearn after class; closes on Monday, October 12 at 11:59 pm**

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**Class 5: October 13**                      **Power, Reflexivity, and Anti-Opressive Research**

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- ~ Critical reflection on interconnected identities, and social locations, categories, and dimensions
- ~ What it means to be a reflexive researcher

**Activity: *Becoming Reflexive Researchers***

**Required readings:**

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. *Research 101: A Manifesto for Ethical Research in the Downtown Eastside*.

Potts, K. and L. Brown. (2005). *Becoming an Anti-oppressive Researcher*. In Brown, L. and Strega, S. (eds.), *Research as Resistance* (pp. 255-286). Canadian Scholars Press: Toronto.

**Qualitative research study design due Friday, October 16 at 11:59pm**

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**Class 6: October 20**                      **Access to Information and Freedom of Information Requests**

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- ~ Access to Information and Freedom of Information Requests as critical methodological practices

**Required readings:**

Walby, K. and A. Luscombe. (2016). *Criteria for Quality in Qualitative Research and the Use of Freedom of Information Requests in the Social Sciences*, *Qualitative Research*, 1-17.

Brownlee, J. and K. Walby. (2015). *Access to Information and Social Justice in Canada*. In Brownlee, J. and K. Walby (eds.) *Access to Information and Social Justice: Critical Research Strategies for Journalists, Scholars, and Activists*, (pp. 1-20). Winnipeg: Arbeiter Ring Publishing.

**\*\*\* Guest lecture: TBA \*\*\***

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**Reading Week: October 26-30**

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**Class 7: November 3**                      **Ethnographies & Participant Observation**

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- ~ Ethnographies
- ~ Understanding tensions between participation and observation
- ~ Consideration of covert/overt participant-observation strategies

**Activity: *Participant Observation***

**Required reading:**

van den Hoonaard, D. K. (2019). *Observing Social Life through Field Research*. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 5, pp. 75-100). Third Edition. Don Mills: Oxford University Press.

**Suggested reading:**

TBD

**\*\*\* Guest lecture: TBA \*\*\***

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**Class 8: November 10**                      **Discourse Analysis**

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- ~ Introduction to Discourse Analysis
- ~ Strengths and limitations of text-based research

**Required reading:**

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

**Suggested reading:**

TBD

**\*\*\* Guest lecture: TBA \*\*\***

**Mini-Literature review due Friday, November 13 at 11:59 pm**

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**Class 9: November 17                      Interviewing & Focus Groups**

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- ~ Conducting interviews and developing interview questions
- ~ Interview transcription practices

**Activity: Writing Good Qualitative Interview Questions**

**Required readings:**

van den Hoonaard, D. K. (2019). In-depth Interviewing and Focus Groups. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapters 6- 7, pp. 101-144). Third Edition. Don Mills: Oxford University Press.

Esterberg, K. (2002). Interviews. In Esterberg K., *Qualitative Methods in Social Research* (pp. 83-114). Boston, MA: McGraw-Hill.

**Suggested reading:**

TBD

**\*\*\* Guest lecture: TBA\*\*\***

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**Class 10: November 24                      Narrative Methods & Autoethnography**

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- ~ Understanding narrative and autoethnographic methods

**Required reading:**

Butler-Kisber, L. (2010). Narrative Inquiry. In *Qualitative Inquiry: Thematic, Narrative and Arts-Informed Perspectives* (Chapter 5). Thousand Oaks, CA: Sage.

**Suggested reading:**

TBD

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**Class 11: December 1                      Research Proposal Workshop I**

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- ~ Thinking ahead: Tips for coding
- ~ Online synchronous workshops on research proposals

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**Class 12: December 8                      Research Proposal Workshop II**

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- ~ Online synchronous workshops on research proposals

**Final Research Proposal: Due Friday, December 11 by 11:59 pm**

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