

**Course Outline****COURSE:****CRCJ 3002C Qualitative Research Methods****LOCATION:****TERM:****Winter 2024****Jan 08, 2024 - Apr 10, 2024****PREREQUISITES:****CRCJ 1000 & Third year standing in the B.A. Honours program  
in Criminology and Criminal Justice****CLASS:****Day & Tim:** **Monday 8:35 am – 11:25 am****Room:** **Please check Carleton Central for current room location.****INSTRUCTOR:  
(CONTRACT)****Dr Philip McCristall****CONTACT:****Office:** **Virtual****Office Hrs:** **Appointment****Telephone:****\*Email:** [PhilipMcCristall@cunet.carleton.ca](mailto:PhilipMcCristall@cunet.carleton.ca)

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

Link to Brightspace page:

---

**ACKNOWLEDGEMENT & AFFIRMATION****ANISHNABE**

Ni manàdjiyànàníg Mámìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega

wìkàd kì mìgiwewàdj.

Ni manàdjiyànàníg kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji

ondàpinangig endàwàdjin Odàwàng.

Ninisidawinawànàníg kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.

Nigijeweninmànàníg ogog kà nìgànì 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 introduces students to the theory and practice of qualitative research. Together, we examine how qualitative researchers produce knowledge about our social world. Attention will be paid to the philosophical underpinnings of qualitative research, qualitative research methods, research ethics, and qualitative data analysis. We begin by considering the differences between qualitative and quantitative research, different worldviews (namely Indigenous and Euro-Western), and the politics of knowledge construction and truth claims. The bulk of the course examines a variety of methodological approaches, including qualitative interviewing and, ethnographic research, participatory action research, content and discourse analysis, and visual and narrative analysis. In addition, we discuss Access to Information/Freedom of Information (ATI/FOI) requests, virtual data gathering methods, and legal research.

This course incorporates an interdisciplinary and experiential educational approach. We will actively work through various stages of the research process. By the end of the course students will have designed a detailed and operational qualitative research proposal.

## **RECLUSIONS**

- PPTs will correspond with the assigned lecture and readings for that day.
- For each class, students will be required to do the corresponding readings (see readings schedule below).
- Students are encouraged to participate in six (6) on-line sessions over the course of the term. The first session will take place in week 1 and serve as an introduction to the course and its assignments. The next two (2) sessions will be held one week before each assignment is due, and the last two (2) at the end of the term. Each will be held during regularly scheduled class time (weeks 1, 4, 7, 11, 12).
- Students will be required to complete five (5) out of a possible seven (7) on-line research activities selected from designated classes from weeks 1 to 10 (see schedule below for dates).
- In week four (4), students will complete an on-line quiz based on lectures, PPT content, and the course 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. When possible, 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

## **LEARNING OUTCOMES**

The learning objectives of this course are both scholarly and practical.

- Course lectures, readings, and PPTs will allow students to understand different knowledge paradigms and the theoretical underpinnings of qualitative research.
- On-line activities and workshops will allow students to engage directly with the course material while developing their practical and analytic qualitative research skills.
- Special topics will equip students with practical skills in research methods, including selecting

research topics, generating research questions, writing literature reviews, operationalizing a chosen method, and analyzing and coding data.

- The final research proposal will enable students to demonstrate their ability to design a qualitative research study.

## **TEXTS**

Deborah K. van den Hoonaard and Lisa-Jo van den Scott (2022). *Qualitative Research in Action: A Canadian Primer*. (4<sup>th</sup> Ed.) Don Mills: Oxford University Press. Electronic versions can be purchased here: <https://www.vitalsource.com/en-ca/products/qualitative-research-in-action-deborah-k-van-den-hoonaard-v9780190165987>

For hard copies, please consider supporting your local bookstore! Hard copies can be purchased from Octopus Books' webstore for curbside pickup or shipping anywhere in Canada via the following link: <https://octopusbooks.ca/students>

Links to additional readings may be accessed via the ARES links on Brightspace. See below for the assigned reading schedule.

Course readings are subject to addition or deletion, notice will be given prior to class if there are changes to the syllabus.

## **EVALUATION**

### **EVALUATION OPENS/DUE**

Grading rubrics and guidelines will be posted outlining the expectations for each of the written assignments. When possible, these will be accompanied by assignment samples to provide students with models that meet the assignment requirements. Please make sure to consult these resources.

A. On-line Activities (5 x 3%) 15%.	Available Weeks 1, 2, 5, 6, 9, 10
B. On-line Quiz - What is Qualitative Research? 15%	Opens Feb. 12, 2024, Closes Feb. 14, 2024
C. Qualitative Research Study design 15%	Due February 5
D. Mini-literature Review 20%	Due March 4
E. Qualitative Research Proposal 35%	Due April 1

**Please note: All components of this class must be completed to receive a passing grade.** 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. On-line Activities: 15% (5 x 3%)**

You are required to choose and complete five (5) out of a possible seven (7) on-line activities throughout the course. On-line activities are available in weeks 1, 2, 5, 6, 9, 10 (there are 2 options in week 2. These will usually take the form of a short answer question or a brief activity. Each assessment is worth 3% for a total of 15%. Activities will be graded as pass/fail, based on demonstrated effort and engagement with course content. All activities will be posted at the start of that week's scheduled class and are due before the start of the next week's class (8:30 am, not 11:59 pm as per the other course

assignments). These assignments are designed to help you gain a better understanding of the course content and to apply the knowledge you've learned.

**B. On-line Quiz - What is Qualitative Research? 15% – Opens after Class 6 on Monday, February 12<sup>th</sup> and closes Wednesday, February 14<sup>th</sup>, 11:59 pm**

This multiple choice/true and false on-line quiz will demonstrate your knowledge of the differences between qualitative and quantitative research; differences and similarities between philosophies and types of qualitative research methods; debates in research ethics; and the design of qualitative research. Questions will cover all course materials (readings, lectures, PPT presentations and any additional sources) from Week 1 - 4 inclusive. There are 30 questions in total. Once you start the quiz you have 45 minutes to complete it. Your grade will be available once the quiz closes for all students.

**C. Qualitative Research Design: 15% – Due Monday, February 5<sup>th</sup> 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 social values, perspectives, and presumptions influence your research, and recognize if your area of study is feasible for qualitative research. The assignment will be 4 to 6 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 research paradigm or theoretical stance
4. the data you intend to study (e.g., human or texts), and the method/approach you intend to use (e.g., interviews, discourse analysis, participant observation, etc.)
5. reflection on how your positionality, perspectives, and presumptions influences your research
6. an annotated bibliography on four qualitative research articles from peer reviewed journals or academic book chapters only (i.e., not any of the following: mixed method qualitative and quantitative studies, reports, theses, dissertations, books) which then may be used for your mini-literature review.

**D. Mini-literature Review: 20% – Due Monday, March 4<sup>th</sup> at 11:59pm**

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 approximately 5-7 pages long (double-spaced, not including cover page, or bibliography). Your paper will offer an analysis no less than four peer reviewed sources and not more than 8 peer reviewed journal articles or scholarly book chapters that use qualitative methods in the area of study which you are interested in exploring. These may be the same four articles/chapters that were presented in your qualitative research design if they were deemed appropriate.

Journal articles/chapters should be discussed thematically in relation to one another, e.g., research questions; method/approach; data; findings. You must also discuss how the articles are relevant to your own research question/problem. **Articles/chapters based on multiple qualitative methods may be used; however, articles based on mixed methods involving a quantitative part may not be used.**

**E. Research Project Proposal: 30% – Due Monday, April 1st at 11:59pm**

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, research questions, and your chosen method. The proposal will:

- a) present your research topic and explain why it is significant;
  - b) provide research questions/problems that guide your project;
  - c) critically engage with related literature;
  - d) provide discussion of research paradigm or theoretical framework that undergirds research; e) provide detailed description of method/approach, and data to be studied
  - f) consider the ethical and moral dilemmas your topic may give rise to;
  - g) reflect on issues of power, privilege and marginalization related to creating knowledge about this topic;
  - h) include a timetable of the research process which details each stage of your proposed research study;
  - i) include any relevant appendices depending on your chosen method
- The proposal should be 12-15 pages long (double-spaced, not including cover page, bibliography, or appendices).
- j) no less than 8 sources

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.

**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/>

### **Topic and Date**

### **Important Information**

<b>Week 1: January 8<sup>th</sup></b> <b>Introduction to Course &amp; What is Qualitative Inquiry?</b>  ~ Presentation of the course outline and assignments ~ Understanding course expectations ~ Understanding differences between qualitative and	<b>Introduction to Course &amp; Assignments, 8:35 am – 11:25 am</b>  <b>Required reading:</b> van den Hoonaard & van den Scott (2022) “Chapter 1: Introduction,” in <i>Qualitative Research in Action: A Canadian Primer</i> , 1-11. 4th Ed.  <b>On-line Activity 1</b> (Optional), Due: Jan. 15 <sup>th</sup> , 8:35 am
--	---

quantitative research	
<b>Week 2: January 15<sup>th</sup></b> <b>Western Ways of Knowing &amp; Qualitative Research Design</b> <ul style="list-style-type: none"> <li>~ Introduction to Euro-Western Paradigm</li> <li>~ Introduction to Epistemology</li> <li>~ Euro-Western Qualitative Research processes</li> <li>~ Finding a suitable topic</li> <li>~ Crafting a Research Question</li> <li>~ The conceptual funnel</li> <li>~ Consulting the Literature</li> <li>~ Determining a Theoretical Framework ~ Choosing an appropriate Method</li> <li>~ Reflexivity and the research process</li> </ul>	<p><b>Required reading:</b></p> <p>van den Hoonaard &amp; van den Scott (2022) “Chapter 2: Asking questions and identifying goals,” <i>Qualitative Research in Action: A Canadian Primer</i>, 12-33. 4th Ed.</p> <p>van den Hoonaard &amp; van den Scott (2022) “Chapter 3: Strategies for designing research,” <i>Qualitative Research in Action: A Canadian Primer</i>, 34-54. 4th Ed.</p> <p><b>Suggested reading:</b></p> <p>Jane Agee (2009) “Developing qualitative research questions: a reflective process”, <i>International Journal of Qualitative Studies in Education</i>, 22(4): 431-447.</p> <p><b>On-line Activity 2,</b> (Optional) Due: Jan. 22<sup>nd</sup>, 8:35 am</p> <p><b>On-line Activity 3,</b> (Optional) Due: Jan. 22<sup>nd</sup>, 8:35 am</p>
<b>Week 3: January 22<sup>nd</sup></b> <b>Indigenous Ways of Knowing &amp; Anti-Oppressive Research</b> <ul style="list-style-type: none"> <li>~ Indigenous Paradigms</li> <li>~ Fundamentals of research with Indigenous peoples ~ Indigenous research methodologies</li> <li>~ Collaborative research practices</li> <li>~ Community engaged research</li> <li>~ Anti-Oppressive research methods</li> </ul>	<p><b>Required reading:</b></p> <p>Smith, L. T. (2012). Chapter 2- “Research through Imperial Eyes” In Smith, L.T., <i>Decolonizing Methodologies: Research and Indigenous Peoples</i> 42-57). Second Edition. New York: Zed Books.</p> <p>Riddell, J.K. et al (2017). “Laying the Groundwork: A Practical Guide for Ethical Research with Indigenous Communities.” <i>The International Indigenous Policy Journal</i>. 8(2) Reconciling</p>
	<p>Research: Perspectives on Research Involving Indigenous Peoples—part 1, 5-20.</p> <p>“Engaging with Indigenous Communities”. On-line Learning Bundle. See Week 3 in Brightspace.</p> <p><b>Suggested reading:</b></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>
<b>Week 4: January 29<sup>th</sup></b> <b>Moral &amp; Ethical Issues in</b>	<b>Qualitative Research Study Design</b> , 8:35 am - 11:25 am

<b>Qualitative Research</b> <ul style="list-style-type: none"> <li>• ~ Emergence of Research Ethics Boards (REBs)</li> <li>• ~ Research ethics in Canadian universities</li> <li>• ~ Working with Indigenous communities.</li> <li>• ~ Managing “risk” and the “Ethics Creep”</li> <li>• ~ Confidentiality and Criminalized Research Participants</li> </ul>	<p><b>Required reading:</b></p> <p>van den Hoonaard &amp; van den Scott (2022), “Chapter 4: Ethics on the ground: A moral compass,” <i>Qualitative Research in Action: A Canadian Primer</i>. 56-76. 4th Ed.</p> <p>Haggerty, K. (2004). “Ethics Creep: Governing Social Science Research in the Name of Ethics,” <i>Qualitative Sociology</i>, 27 (4), 391-414.</p> <p><b>Suggested reading:</b></p> <p>Abbott, DiGiacomo, Magin, &amp; Hu. (2018) “A Scoping Review of Qualitative Research Methods Used with People in Prison”. <i>International Journal of Qualitative Methods</i>, 17: 1-15.</p> <p>Babbie, Earl (2004) “Laud Humphreys and Research Ethics” <i>International Journal of Sociology and Social Policy</i> 24 (Issue: 3/4/5): 12-19.</p> <p>Boilevin et al., (2019) “A Manifesto for Ethical Research in the Downtown Eastside” Available on- line:  <a href="https://dx.doi.org/10.14288/1.0377565">https://dx.doi.org/10.14288/1.0377565</a></p> <p>In depth description of Research 101 published in <i>Harm Reduction Journal</i>: <a href="https://rdcu.be/bIjjM">https://rdcu.be/bIjjM</a></p>
--	---

<b>Week 5: February 5<sup>th</sup></b> <b>Ethnography &amp; Participant Observation</b> <ul style="list-style-type: none"> <li>~ What is Ethnography?</li> <li>~ Conducting observational research</li> </ul>	<p><b>Required reading:</b></p> <p>van den Hoonaard &amp; van den Scott (2022), “Chapter 5: Observing social life through field research,” <i>Qualitative Research in Action: A Canadian Primer</i>. 77-104. 4th Ed.</p> <p>Kraska, P.B. and W.L. Neuman (2011). “Crime and Justice</p>
--	---

<ul style="list-style-type: none"> <li>~ “Being” in the field</li> <li>~ Observation and Ethics</li> <li>~ Tensions between participation and observation ~ Covert/overt participant-observation strategies</li> <li>~ Jotting and Fieldnotes</li> </ul>	<p>Ethnographic Field Research,” in Kraska, P.B. and W.L. Neuman, <i>Essential Criminal Justice and Criminology Research Methods</i>, Prentice Hall: New York, 218-247.</p> <p><b>Suggested reading:</b></p> <p>Panfil, V. R. (2022). “Queer criminology and ethnography” in <i>The Oxford handbook of ethnographies of crime and criminal justice</i> (p. 269). Oxford University Press.</p> <p><b>***Qualitative Research Design assignment DUE*** On-line Activity 4, (Optional) Due: Feb. 12<sup>th</sup>, 8:35am</b></p>
<p><b>Week 6: February 12</b>  <b>Interviewing, Focus Groups, &amp; Talking Circles</b></p> <ul style="list-style-type: none"> <li>~ Semi-Structured In-Depth Interviewing</li> <li>~ Interview Guide and Interview Questions</li> <li>~ Carrying Out an Interview</li> <li>~ Focus Groups</li> <li>~ Talking Circles</li> <li>~ Fieldnotes and Transcription</li> </ul>	<p><b>Required reading:</b></p> <p>van den Hoonaard &amp; van den Scott (2022), “Chapter 6: In-depth interviewing,” <i>Qualitative Research in Action: A Canadian Primer</i>. 105-128. 4th Ed.</p> <p>Tachine, R. &amp; Yellow Bird, E. (2016) “Sharing Circles an Indigenous Methodological Approach for Researching with Groups of Indigenous Peoples” <i>International Review of Qualitative Research</i>, 9(3): 277–295.</p> <p>van den Hoonaard &amp; van den Scott (2022), “Chapter 7: Focus Groups,” <i>Qualitative Research in Action: A Canadian Primer</i>. 129-148.</p> <p><b>Suggested reading:</b></p> <p>Samuels-Wortley, K. (2021). “To Serve and Protect Whom? Using Composite Counter-Storytelling to Explore Black and Indigenous Youth Experiences and Perceptions of the Police in Canada,” <i>Crime &amp; Delinquency</i>, 67(8): 1137–1164.</p> <p><b>On-line Activity 5, (Optional) Due: Feb. 26, 8:35 am</b></p> <p><b>***On-line Quiz: What is Qualitative Research? ***</b></p> <p>Opens Feb. 12th, 5:25pm, Closes Feb. 14<sup>th</sup>, 11:59 pm</p>

***** Winter Break: February 19 <sup>th</sup> - 23 <sup>rd</sup> , NO CLASS *****	
<p><b>Week 7: February 26<sup>th</sup></b>  <b>Narrative Methods and Autoethnography</b></p> <ul style="list-style-type: none"> <li>~ Research as narrative and story</li> <li>~ The “Self” in research</li> <li>~ Difference between “me-search”</li> </ul>	<p><b>Required reading:</b></p> <p>McAleese, S., &amp; Kilty, J. M. (2019) “Stories Matter: Reaffirming the Value of Qualitative Research” <i>The Qualitative Report</i>, 24(4), 822-845.</p> <p>Winkler, I. (2018). “Doing autoethnography: Facing challenges, taking choices, accepting responsibilities” <i>Qualitative Inquiry</i>,</p>

and autoethnography	<p>24(4), 236-247.</p> <p><b>Suggested Reading:</b></p> <p>Laws, B. (2022). Reimaging ‘the Self’ in Criminology: Transcendence, Unconscious States and the Limits of Narrative Criminology. <i>Theoretical Criminology</i>, 26(3), 475–493.</p> <p>Cunsolo Willox, A., Harper, S. L. and Edge, V. L. (2013) “Storytelling in a digital age: digital storytelling as an emerging narrative method for preserving and promoting Indigenous oral wisdom”, <i>Qualitative Research</i>, 13(2): 127–147.</p> <p>Don L. Kurtz &amp; Lindsey Upton (2017) “War Stories and Occupying Soldiers: A Narrative Approach to Understanding Police Culture and Community Conflict” <i>Critical Criminology</i> 25: 539–558.</p>
<p><b>Week 8: March 4<sup>th</sup></b>  <b>Content and Discourse Analysis</b></p> <ul style="list-style-type: none"> <li>~ Unobtrusive Research</li> <li>~ Types of “texts”- Written, visual, cultural artifacts</li> <li>~ Content analysis (manifest v latent content)</li> <li>~ Discourse analysis</li> <li>~ Visual analysis</li> </ul>	<p><b>Required reading:</b></p> <p>van den Hoonaard &amp; van den Scott (2022), Chapter 8: “Unobtrusive research,” <i>Qualitative Research in Action: A Canadian Primer</i>, 149-172. 4th Ed.</p> <p>Tonkiss, Fran (2012) “Discourse analysis,” in: Seale, C., (ed.) <i>Researching Society &amp; Culture</i>. LSE Cities (3rd). Sage, London, UK, 406-419.</p> <p><b>Suggested Reading:</b></p> <p>Carrabine, Eamon (2015) “Visual Criminology: History, Theory and Method” in Copes, Heith and Miller, J Mitchell, (eds.) <i>The Routledge Handbook of Qualitative Criminology</i>. Routledge Taylor &amp; Francis, New York, 103-121.</p>

	<p>*****Mini-Literature review DUE*****</p>
<p><b>Week 9: March 11<sup>th</sup></b>  <b>On-line Data and Virtual Ethnography</b></p> <ul style="list-style-type: none"> <li>• ~ Qualitative inquiry in the digital age</li> <li>• ~ Internet mediated research (IMR) v Face-to-Face (FTF) research</li> <li>• ~ Access to Information and</li> </ul>	<p><b>Required Reading:</b></p> <p>Markham, A. N. (in press). “Qualitative research in the digital age” in P. Leavy (Ed.). <i>The Field of Qualitative Research</i> (pp forthcoming). Oxford University Press, 1-25.</p> <p><b>Suggested Reading:</b></p> <p>Rachael-Heath Ferguson (2017) “Offline ‘Stranger’ and On-line Lurker: Methods for an Ethnography of Illicit Transactions on the Darknet” <i>Qualitative Research</i> 17(6): 683–69.</p> <p>Brownlee, J. and K. Walby. (2015) “Access to Information and</p>

<p>Freedom of Information Requests (ATI/FOI) as virtual data &amp; critical methodology</p>	<p>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>Walby, Kevin and Alex Luscombe (2016) “Criteria for Quality in Qualitative Research and the use of Freedom of Information Requests in the Social Sciences,” <i>Qualitative Research</i>, 1-17.</p> <p><b>On-line Activity 6,</b> (Optional) Due: Mar. 18<sup>th</sup> 8:35 am</p>
<p><b>Week 10: March 18<sup>th</sup></b></p> <p><b>Legal Paradigms and Legal Research</b></p> <ul style="list-style-type: none"> <li>• ~ Western and Indigenous Legal Paradigms</li> <li>• ~ Legal texts as qualitative data</li> <li>• ~ Find legal texts</li> <li>• ~ Evaluating quality of legal texts</li> <li>• ~ Engaging with legal arguments and theories in qualitative inquiry</li> </ul>	<p><b>Qualitative Research Proposal Instruction</b></p> <p><b>Required Readings:</b></p> <p>Friedland &amp; Napoleon (2015-2016) “Gathering the Threads: Developing A Methodology for Researching and Rebuilding Indigenous Legal Traditions” <i>Lakehead Law Journal</i> (1) 1: 16-44.</p>
	<p>Kerr, Margaret et al., (2015) “Chapter 1: The Basics of [Western] Legal Research,” <i>Legal Research: Step by Step</i>, 4<sup>th</sup> ed. Toronto: Emond Montgomery.</p> <p><b>Guest Lecture</b> - Alexa Dodge- “Legal Conceptions of Sexual Violence &amp; Digital Technology in Cases of Non-Consensual Intimate Image Sharing”</p> <p><b>On-line Activity 7,</b> (Optional) Due: Mar. 25<sup>th</sup>, 8:35 am</p>
<p><b>Week 11: march 25<sup>th</sup> Research Proposal Workshop I</b></p> <p>~ Looking ahead- Interpreting, Coding, analyzing (See optional readings)</p>	<p><b>Qualitative Research Proposal Workshop I</b></p> <p><b>Suggested reading:</b></p> <p>van den Hoonaard &amp; van den Scott (2022), “Chapter 9: Trust the process: Analyzing qualitative data,” <i>Qualitative Research in Action: A Canadian Primer</i>. 173-196. 4<sup>th</sup> ed</p> <p>Allen Trent, Jeasik Cho (2020) “Interpretation in Qualitative</p>

	Research: What, Why, How” in <i>The Oxford Handbook of Qualitative Research</i> , 956- 982. Johnny Saldaña (2020) “Qualitative Data Analysis Strategies” in <i>The Oxford Handbook of Qualitative Research</i> , 877-911.
<b>Week 12: April 1<sup>st</sup> Research Proposal Workshop II</b>	<b>Qualitative Research Proposal Workshop II,</b>

**\*\*\*Qualitative Research Proposal Due, Monday, April 1<sup>st</sup>, 11:59pm\*\*\* END OF TERM!  
Enjoy Your Summer Break!**