

### Course Outline

<b>COURSE:</b>	<b>Qualitative Methods in Criminology and Criminal Justice</b>	
<b>COURSE CODE:</b>	<b>CRCJ 3002D</b>	
<b>TERM:</b>	<b>Winter 2024</b>	
<b>PREREQUISITES:</b>	<b>CRCJ 1000 and Third-year standing in the B.A. Honours program in Criminology and Criminal Justice</b>	
<b>CLASS:</b>	<b>Day &amp; Time:</b>	<b>Friday 8:35 – 11:25am</b>
	<b>Room:</b>	<b>Please check Carleton Central for current room location</b>
<b>INSTRUCTOR:</b>	<b>Andrew Crosby, PhD (he/him)</b>	
<b>TEACHING ASSISTANT:</b>	<b>Chanel Lorena</b>	
<b>CONTACT:</b>	<b>Office Hrs:</b>	<b>By Appointment</b>
	<b>Email:</b>	<a href="mailto:andrewcrosby@cunet.carleton.ca">andrewcrosby@cunet.carleton.ca</a>
		<b>*You must use your Carleton email address in all correspondence with the instructor.</b>
<b>BRIGHTSPACE:</b>	<a href="https://brightspace.carleton.ca/d2l/home/221131">https://brightspace.carleton.ca/d2l/home/221131</a>	

### ACKNOWLEDGEMENT & AFFIRMATION

#### **ANISHINAABEMOWIN**

Ni manàdjiyànàniḡ Màmìwinini Anishinàbeg, oḡoḡ kà nàḡadawàbandadjig iyo akì eko weshkad. Ako nongom eḡa wikàd kì mìḡiwewàdj.

Ni manàdjiyànàniḡ kakina Anishinàbeg ondaje kaye oḡoḡ kakina eniyagizidjig enigokamiḡàḡ Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninisidawinawànàniḡ kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejejàdizidjig. Nìḡjjeweninmànàniḡ oḡoḡ kà nìḡàni sòḡideyedjig; 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.

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### 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, participatory action research, discourse analysis, narrative methods, and autoethnographies. 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.

## 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.
- ~ Discussion forums, activities, and proposal presentations will allow students to engage directly with the course material while developing communicative and analytical qualitative research skills.
- ~ 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.
- ~ Students will gain an understanding of the importance of positionality and reflexivity during the research design process, as well the roles of formal ethics processes and informal ethics considerations.
- ~ The final research proposal will enable students to demonstrate their ability to design a feasible and rigorous 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.) Oxford University Press Canada. Available to purchase or rent from Carleton University Bookstore <https://www.bkstr.com/carletonstore/home>.
  - o *Note: The 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 Instructor & Teaching Assistant

We will be available for consultation with students in person or online during weekdays. Please email Andy at [andrewcrosby@cunet.carleton.ca](mailto:andrewcrosby@cunet.carleton.ca) or Chanel at [chanellorena@cmail.carleton.ca](mailto:chanellorena@cmail.carleton.ca) to set up an appointment. Emails will generally be returned within 2-3 days. **Make sure to add the course code and section in the subject line.**

### 2. Late Assignment Policy

- Late assignments will be penalized 1% per day, with no submissions accepted after 7 days.
- Extensions must be requested before Friday at 5pm for assignments due on Sunday. Questions about assignments or requests for extensions sent on the weekend in which a given assignment is due will not be addressed.
- There are no extensions / late submissions for Final Research Proposal Assignment.
- There are no late submissions / extensions for in-class Activities.
- Some accommodation options are available; for example, for short-term considerations (normally 5 days or less) students may submit a [Self-Declaration for Academic Considerations form](#).

### 3. Discussing Your Grade

**Please wait at least 24 hours before contacting your TA** if you would like additional feedback about 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 speaking to your TA, you remain 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. In-class Activities	10% (5 x 2%)	In class <b>only</b>
B. Online Quiz	10%	Opens after class 3, closes class 4
C. Qualitative Research Study Design	15%	End of week 6 (Sunday)
D. Indigenous Bundle Reflection or Field Research	5%	End of week 8 (Sunday)
E. Mini-Literature Review	20%	End of week 9 (Sunday)
F. Research Proposal Presentation	10%	Week 10 (last week of class)

**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**

**Details on how to successfully complete assignments will be provided in class and on Brightspace.**

### **A. In Class Activities (10%) – Weeks 1-7, 9**

There will be eight (8) in-class qualitative research activities that will take place from weeks 1 to 7, and week 9. The best 5 out of 8 activity grades will count toward your final grade (2% each). You must be in class to complete the activities and there are no make up assignments for the activities.

### **B. Online Quiz (10%) – Opens after Class 3 and closes before Class 4 at 11:59 pm**

Questions will cover readings and lecture content from Week 1-3. **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 Study Design (15%) – Due end of week 6 (Friday)**

This 4-5 page assignment is aimed to help you identify your topic and the research question/s that you wish to investigate.

### **D. Option: Indigenous Learning Bundle Reflection or Field Research Activity (5%) – Due end of week 8 (Sunday)**

Options for this 2-3 page assignment will be presented in class.

### **E. Mini-literature review (20%) – Due end of week 9 (Sunday)**

This 5–6-page assignment will examine and evaluate **four qualitative research articles from peer reviewed academic journals only** (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.

### **F. Research Proposal Presentation (10%) – Week 10**

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

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

This 12-15 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, with particular focus on methodological approaches. **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 seminar schedule may vary slightly from the course outline*

Topic and Date	Readings	Assessment Components: Dates
<b>Week 1: January 12</b> <b>Introduction to Course (Content, Format &amp; Requirements) and Introduction to Qualitative Research</b>	<b>Required reading:</b> van den Hoonaard, D.K., & van den Scott, L.-J. (2022). <b>Ch 1</b> – Introduction. 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.  Becker, H.S. (1967). Whose Side Are We On? <i>Social Problems</i> , 14 (3), 239–247.	<b>In-Class Activity 1</b>
<b>Week 2: January 19</b> <b>What is Qualitative Research? Foundations and Values</b>	<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.  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.	<b>In-Class Activity 2</b>
<b>Week 3: January 26</b> <b>Designing Qualitative Research</b>	<b>Required reading:</b> van den Hoonaard, D.K., & van den Scott, L.-J. (2022). <b>Ch 2</b> – Asking Questions and Identifying Goals & <b>Ch 3</b> – Strategies for Designing 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>In-Class Activity 3</b>  <b>Online Quiz opens</b>
<b>Week 4: February 2</b> <b>Ethical Issues in Qualitative Research: Power, Reflexivity, &amp; Anti-Oppressive Research</b>  <b>Library Workshop</b>	<b>Required reading:</b> van den Hoonaard, D.K., & van den Scott, L.-J. (2022). <b>Ch 4</b> – Ethics on the Ground: A Moral Compass. 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.  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.  <b>Suggested Reading:</b>	<b>In-Class Activity 4</b>  <b>Online Quiz closes before class</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> .	
<b>Week 5: February 9 Qualitative Interviewing</b>	<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>	<b>In-Class Activity 5</b>
<b>Week 6: February 16 Document/Discourse Analysis and Access to Information Research</b>	<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>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>	<b>In-Class Activity 6</b>  <b>Qualitative Research Study Design due at end of the week (Friday, February 16)</b>
<b>Winter Break / Reading Week (February 19-23)</b>		
<b>Week 7: March 1 Ethnographies and Participant Observation</b>	<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>	<b>In-Class Activity 7</b>

	<p><i>A Canadian Primer</i>. Fourth Edition. Oxford University Press Canada.</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>Crosby, A. (2023). Research Methods and Design. In <i>Resisting Eviction: Domicide and the Financialization of Rental Housing</i>. Fernwood (pp. 35-47).</p>	
<b>Week 8: March 8</b>	<b>No Readings</b>	<b>Option: Indigenous Learning Bundle Reflection or Field Research Activity due at the end of the week (Sunday, March 10)</b>
<b>Week 9: March 15 Data Analysis and Criteria for Assessing Qualitative Research</b>	<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 8</b></p> <p><b>Mini-Literature Review due at end of the week (Sunday, March 17)</b></p>
<b>Week 10: March 22 Research Proposal Presentations</b>	<b>No Readings</b>	
<b>Holiday – University Closed (March 29)</b>		
<b>Week 11: April 5 Research Proposal Workshop</b>	<p><b>Required reading:</b> van den Hoonaard, D.K., &amp; van den Scott, L.-J. (2022). <b>Ch 10</b> – Writing Up Qualitative 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>	<b>Final Qualitative Research Proposal due on Wednesday, April 10</b>

**End of term. Have a lovely spring and summer break!**

## **OTHER CONCERNS**

**January 31** is the last day to withdraw from full fall and fall/winter courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.

<https://carleton.ca/studentaccounts/fee-payment/refund-policy/>

## **STATEMENT ON 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/>.

## **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: <https://carleton.ca/csas/>.