

Course Outline

COURSE:	CRCJ 3002B Qualitative Research Methods
TERM:	Fall 2023
PREREQUISITES:	CRCJ 1000 and Third-year standing in the B.A. Honours program in Criminology and Criminal Justice
CLASS:	Day & Time: Thursday 8:35 – 11:25am Room: Tory Building, Room 431
INSTRUCTOR:	Dr. Andrew Crosby (he/him)
TEACHING ASSISTANT:	Chanel Lorena
CONTACT:	Office Hrs: By Appointment Email: andrewcrosby@cunet.carleton.ca *You must use your Carleton email address in all correspondence with the instructor.

ACKNOWLEDGEMENT & AFFIRMATION ANISHNABE

Ni manàdjiyànànig Màmìwinini Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wikàd kì migiwewàdj.
Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.
Ninisdawinawànànig kena wendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejejàdizidjig. Nigijeweninmànànig ogog 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.

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.

COURSE ORGANIZATION

- ~ This course is offered in person only.
- ~ For each class, students will be required to do the corresponding readings (see readings schedule below).
- ~ Students will be required to complete four (4) in person qualitative research activities selected from designated classes from weeks 2 to 9 (see schedule below for dates).
- ~ In week three (3), students will complete an online formative assessment 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.
- ~ Discussion forums, activities, and proposal presentations 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, and analyzing and coding data.
- ~ The final research proposal will enable students to demonstrate their ability to design 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.) Oxford University Press Canada. Available to purchase from Carleton University Bookstore <https://www.bkstr.com/carletonstore/home>.
 - o *Note: The 3rd 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 or online during weekdays. Please email me at andrewcrosby@cunet.carleton.ca to set up an appointment. **Make sure to add the course code and section in the subject line.**

2. Email Policy

Emails 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

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, you may be sent an email on your Carleton account. University policy dictates that Professors will not send emails to students at any other addresses. I read and respond to email between 8:30am-5:00pm on weekdays. Emails will generally be returned within 2-3 days. **Make sure to add the course code and section in the subject line.**

3. In-Class Activities

There will be eight (8) in-class activities in total. The best four (4) 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

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. Activities (week 2 – week 9)	10% (4 x 2.5%)	In class only
B. Formative Assessment: What is qualitative research?	10%	Opens after class 3, closes class 4
C. Indigenous Bundle Reflection Paper	5%	End of week 5 (Sunday)
D. Qualitative Research Topic & Question/s	15%	End of week 6 (Sunday)
E. Mini-Literature Review	20%	End of week 8 (Sunday)
F. Research Proposal Presentations	10%	Last three 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%) – from week 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 4 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 Formative Assessment: What is qualitative research? (10%) – Opens after Class 3 and closes before Class 4 at 11:59 pm

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 the design of qualitative research. 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. Indigenous Bundle Reflection Paper (5%) – due end of week 5 (Sunday)

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

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

3. What else did you learn about engaging with Indigenous communities in addition to the above?

D. Qualitative research study topic and question/s (15%) – due end of week 6 (Sunday)

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

1. the mapping/ thought process used to identify your research topic
2. a brief discussion of your interest in the topic
3. the theoretical framework or theories, and concepts that will be significant to your project
4. the initial research question/s you wish to investigate (primary, and secondary if applicable)

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.

E. Mini-literature review (20%) – due end of week 8 (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. 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.

F. Presenting your research proposal (10%) – from class 10-12

In the last three 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 power point. Students who are not presenting must pose at least one thoughtful question for each presentation.

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

This 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. The proposal will:

- a) present your research topic and explain its significance;
- b) present the research question/s that will guide your project;
- c) provide a mini-literature review that critically engages with related qualitative literature and establishes connections to your proposed research;
- d) provide a discussion of the theoretical framework that will undergird your research;
- e) provide a detailed description of method/approach, and data to be studied;
- f) consider the ethical and moral dilemmas that your topic gives 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) be 12-15 pages long (double-spaced, not including cover page or bibliography).

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	Required reading and required viewing	Assessment Components: Dates
<p>Class 1: September 7 Introduction to Course: Content, Format & Requirements</p> <ul style="list-style-type: none"> ~ Presentation of the course outline and assignments ~ Understanding course expectations ~ Understanding differences between qualitative and quantitative research 	<p>Required reading: van den Hoonaard, D.K., & van den Scott, L.-J. (2022). Ch 1 – 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.</p>	
<p>Class 2: September 14 What is Qualitative Research? Foundations and Values</p> <ul style="list-style-type: none"> ~ Theoretical foundations ~ The theory- and value-ladenness of ‘facts’ ~ Questions of bias ~ Tips: Library Research Techniques 	<p>Required reading: Becker, H.S. (1967). Whose Side Are We On?, <i>Social Problems</i>, 14 (3), 239-247.</p> <p>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>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.), <i>Strategies of Qualitative Inquiry</i> (pp. 1-43). Third edition. London: Sage.</p>	<p>Activity 1: What is qualitative research?</p>
<p>Class 3: September 21 Designing Qualitative Research</p> <ul style="list-style-type: none"> ~ Introduction to types of qualitative methodologies ~ The role of reflexivity in the research process ~ Strategies of qualitative research design ~ Coming up with research topics and initial research questions 	<p>Required reading: van den Hoonaard, D.K., & van den Scott, L.-J. (2022). Ch 2 – Asking Questions and Identifying Goals & Ch 3 – 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.</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>Activity 2: Designing Your Qualitative Research Question/s</p> <p>Online Formative Assessment opens</p>
<p>Class 4: September 28 Ethical Issues in Qualitative Research: Power, Reflexivity, & Anti-Oppressive Research</p> <ul style="list-style-type: none"> ~ Ethical, legal and self- 	<p>Required reading: van den Hoonaard, D.K., & van den Scott, L.-J. (2022). Ch 4 – 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</p>	<p>Activity 3: Obtaining Research Ethics Approval at Carleton and Working with Marginalized Communities</p>

<p>~ censorship issues</p> <p>~ Research Ethics Boards (REBs)</p> <p>~ Critical reflection on interconnected identities, and social locations, categories, and dimensions</p> <p>~ Working with Indigenous communities</p>	<p>University Press Canada.</p> <p>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>Required viewing: Indigenous learning bundle</p>	<p>Online Formative Assessment closes</p>
<p>Class 5: October 5</p> <p>Ethnographies and Participant Observation</p> <p>~ Ethnographies</p> <p>~ Understanding tensions between participation and observation</p> <p>~ Consideration of covert/overt participant-observation strategies</p>	<p>Required reading: van den Hoonaard, D.K., & van den Scott, L.-J. (2022). Ch 5 – Observing Social Life through Field 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.</p> <p>‘Ethnography’ section only Mayan, M.J. (2016). Method. In Mayan, M.J. <i>Essentials of Qualitative Inquiry</i>. Taylor and Francis, (pp. 37-42). https://doi.org/10.4324/9781315429250.</p>	<p>Activity 4: Participant Observation</p> <p>Indigenous Learning Bundle Reflection Paper Due at the end of the week (Sunday, October 8)</p>
<p>Class 6: October 12</p> <p>Qualitative Interviewing</p> <p>~ Conducting interviews and developing interview questions</p> <p>~ Interview transcription practices</p>	<p>Required reading: van den Hoonaard, D.K., & van den Scott, L.-J. (2022). Ch 6 – In-depth Interviewing & Ch 7 – Focus Groups. 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.</p> <p>Suggested reading: Esterberg, K. (2002). Interviews. In Esterberg K., <i>Qualitative Methods in Social Research</i> (pp. 83-114). Boston, MA: McGraw-Hill.</p>	<p>Activity 5: Interviewing and Transcribing</p> <p>Qualitative research question/s due at end of week (Sunday, October 15)</p>
<p>Class 7: October 19</p> <p>Discourse Analysis and Evaluating</p> <p>~ Introduction to Discourse Analysis</p> <p>~ Strengths and limitations of text-based research</p>	<p>Required reading: Tonkiss, F. (1998). Analyzing Discourse. In Seale, C. (ed), <i>Researching Society and Culture</i> (pp. 245-260). London: Sage.</p> <p>Catalano, T., & Waugh, L. R. (2020). Introduction to Critical Discourse Analysis (CDA), Critical Discourse Studies (CDS), and Beyond. In <i>Critical discourse analysis, critical discourse studies and beyond</i> (pp.1-11). Springer International Publishing.</p>	<p>Activity 6: Doing Discourse Analysis</p>
<p>Fall break</p>		

<p>Class 8: November 2 Access to Information & Freedom of Information Requests ~ Access to Information (ATI) and Freedom of Information (FOI) Requests as critical methodological practices</p>	<p>Required reading: 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. https://doi.org/10.1108/S1521-613620190000024005</p> <p>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>Suggested reading: Walby, K. and A. 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>Activity 7: Writing an ATIP and FOI request</p> <p>Mini-Literature Review due at end of the week (Sunday, November 5)</p>
<p>Class 9: November 9 Data Analysis and Criteria for Assessing Qualitative Research ~ Introduction to data analysis ~ Processes of coding, memoing, and theorizing ~ Criteria for assessing qualitative research</p>	<p>Required reading: Mayan, M.J. (2016). Data Analysis. In Mayan, M.J. <i>Essentials of Qualitative Inquiry</i>. Taylor and Francis, (pp. 85-99). https://doi.org/10.4324/9781315429250.</p> <p>Tracy, S. J. (2010). Qualitative Quality: Eight “Big-Tent” Criteria for Excellent Qualitative Research. <i>Qualitative Inquiry</i>, 16 (10), 837–851. https://doi.org/10.1177/1077800410383121</p>	<p>Activity 8: Coding data (last activity)</p>
<p>Class 10: November 16 Research Proposal Presentations I</p>		
<p>Class 11: November 23 Research Proposal Presentations II</p>		
<p>Class 12: November 30 Research Proposal Presentations III</p>		

End of term. Have a lovely winter break!

OTHER CONCERNS

September 30 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. Visit CSAS online at: carleton.ca/csas.