

## Course Outline

<b>COURSE:</b>	<b>CRCJ 3002B Qualitative Research Methods</b>
<b>TERM:</b>	<b>Winter 2019</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: Monday 11:35am-2:25pm</b> <b>Room: Please check with Carleton Central for current room location.</b>
<b>INSTRUCTOR:</b>	<b>Dr. Madalena Santos</b>
<b>TEACHING ASSISTANT:</b>	<b>TBA</b>
<b>CONTACT:</b>	<b>Office: Loeb C576</b> <b>Office Hrs: TBA</b> <b>Telephone: 613-520-2600 ext. 1194</b> <b>Email: <a href="mailto:madalenasantos@cunet.carleton.ca">madalenasantos@cunet.carleton.ca</a></b>

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**Requests for 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**

Please contact your instructor 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, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**Religious obligation**

Please contact your instructor 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, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made.  
[carleton.ca/pmc](http://carleton.ca/pmc)

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### **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 its 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: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support)

### **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. Please contact your instructor 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>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)

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### **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 field research, interviewing, ethnographic research, visual and discourse analysis, narrative methods and autoethnographies as well as ATI/FOI requests. While this course is primarily concerned with qualitative methods, students will also engage in discussions concerning the polarity between the quantitative vs. qualitative divide, the politics of knowledge construction, truth claims, and critiques of the scientific method.

This course will incorporate a multidisciplinary approach to the study of methods and methodology through the use of lectures, interactive learning, and practical tutorial workshops. We will work through various stages of the research process and utilize different qualitative approaches through paired, and group activities in class. This will enable students to become familiar with a number of qualitative research methods and to work with one another collectively. All assignments for the course will be based on individual work in each student's area of interest.

### **LEARNING OUTCOMES**

- ~ Students will be able to understand key differences between qualitative and quantitative research.
- ~ Students will be able to conduct communal learning practices through participation in classroom activities.
- ~ Students will be able to demonstrate their ability to design a qualitative research study.
- ~ Students will be able to engage with relevant qualitative research literature and show how it pertains to their study.
- ~ Students will be able to construct a qualitative research project proposal.

## **REQUIRED TEXTS**

- ~ van den Hoonaard, D.K. (2015). *Qualitative Research in Action: A Canadian Primer*. (2nd Ed.) Don Mills: Oxford University Press. Available at Octopus Books, 116 -Third Avenue (off Bank Street in the Glebe).
- ~ 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 during my office hours or by appointment. Please e-mail me using the cuLearn e-mail system should you want to set up an appointment outside of regularly scheduled office hours.

### **(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 a class has to be cancelled, or if there is any other matter that you should know about prior to class, 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 to a maximum of five points. Late assignments will not be accepted after the fifth day. Any assignments submitted five days after the due date will receive a grade of 0. **Computer failure, conflicts with work schedules, or similar problems are not a valid excuse for failing to submit an assignment on time.**

Students submitting late assignments must submit a hard copy of the assignment to the Institute of Criminology and Criminal Justice drop-box and an electronic version via cuLearn. The Institute of Criminology and Criminal Justice drop-box is located on the wall outside the Institute's door at C562 Loeb Building. **Students are responsible to keep an extra copy of any assignment that is submitted for evaluation.**

If you require an extension for an assignment, you must make arrangements with me ahead of time. **Please note that there are no late submissions for the final research proposal.**

### **EVALUATION: All components must be successfully completed in order to get a passing grade**

A. Participation	15%	Ongoing
B. Qualitative research study design	15%	Class 4
C. Formative assessment: What is qualitative research?	10%	Class 6
D. Mini-literature review	20%	Class 8
E. Qualitative research proposal	40%	Class 13

**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. Participation (15%) - Ongoing**

This grade will be based on your participation in the course. Contributing to class discussions will help you articulate your understanding and opinions of the ideas and information presented in the course and enable you to directly engage with the course material. Becoming a good listener is as important as being an active speaker.

Different classroom activities will be conducted to encourage every student who has different learning styles, to participate in class. **You must be present in class for participation. No exceptions without documentation.**

**B. Qualitative research study design (15%) – Due in Class 4 - Must be submitted online**

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. your initial theoretical stance
3. the initial questions/problems you wish to investigate
4. the data/field you intend to study (e.g., human or other), and the method you intend to use (e.g., interviews, discourse analysis, participant observation, etc.)
5. bibliographic information on four qualitative research articles which may be used for your mini-literature review.

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

**C. Online formative assessment: What is qualitative research? (10%) – Online Class 5 – due Class 6**

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 lectures from Week 1 - 5 inclusive.

**D. Mini-literature review (20%) – Class 8 – Must be submitted online**

This assignment will help you improve your ability to research, summarize, analyze and engage critically with qualitative criminology and criminal justice 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 of at least 2 and not more than 4 peer reviewed papers that use qualitative methods in the area of study which you are interested in exploring. You will briefly summarize each article, and then offer a lengthier critique of each piece based on what you have learned about qualitative research so far. 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%) – Class 13 – Must be submitted in class**

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 questions that guide your research project
- d) provide a detailed description of the theoretical and methodological approach, and the field/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 research study (e.g., data collection, assessing best approaches, etc).

The proposal must be 15 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.

### **OTHER CONCERNS**

**January 31** is the last day to withdraw from fall term and fall/winter courses with a full [fee adjustment](#) (financial withdrawal). Withdrawals after this date will create no financial change to Fall term fees and will result in a grade(s) of WDN appearing on your 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: Jan 7 Introduction to Course: Content, Format and Requirements

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

#### Readings:

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.

van den Hoonaard, D. K. (2015). Introduction. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 1, pp. 1-11). Second Edition. Don Mills: Oxford University Press.

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### Class 2: Jan 14 What is Qualitative Research?

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- ~ Introduction to types of qualitative approaches
- ~ The theory- and value-ladenness of 'facts'
- ~ Questions of bias

**Workshop: Library Research Techniques**

#### Readings:

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

Smith, L. T. (2012). Research through Imperial Eyes, and Colonizing Knowledges. In Smith, L.T., *Decolonizing Methodologies: Research and Indigenous Peoples* (Chapters 2 and 3, pp. 44-80). Second Edition. New York: Zed Books.

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### Class 3: Jan 21 Designing Qualitative Research

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

**Workshop: Designing Your Qualitative Research Study**

#### Readings:

Hesse-Biber, S.N. and P. Leavy (2011). Designing Qualitative Approaches to Research. In Hesse-Biber, S.N. and P. Leavy, *The Practice of Qualitative Research* (Chapter 3, pp. 31-57). Thousand Oaks: Sage.

van den Hoonaard, D. K. (2015). 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). Second Edition. Don Mills: Oxford University Press.

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**Class 4: Jan 28 Moral & Ethical Issues in Qualitative Research**

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

**Workshop: Debating Ethical Dilemmas**

**Readings:**

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

van den Hoonaard, D. K. (2015). Ethics on the Ground: A Moral Compass. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 4, pp. 55-73). Second Edition. Don Mills: Oxford University Press.

**Due: Qualitative research study design**

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**Class 5: Feb 4 Ethnographies & Participant Observation**

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

**Workshop: Participant Observation**

**Readings:**

Ferrell, J., K. Hayward and J. Young (2008). Dangerous Knowledge. In Ferrell, J., K. Hayward and J. Young, *Cultural Criminology: An Invitation* (pp. 158-193). London: Sage.

van den Hoonaard, D. K. (2015). Observing Social Life through Field Research. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 5, pp. 75-98). Second Edition. Don Mills: Oxford University Press.

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

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**Class 6: Feb 11 Interviewing & Focus Groups**

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

**Workshop: Strategies for Successful Interviews and Focus Groups**

**Readings:**

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

van den Hoonaard, D. K. (2015). In-depth Interviewing. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 6, pp. 99-120). Second Edition. Don Mills: Oxford University Press.

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

**Due: Online Formative Assessment**

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**Reading Week: February 18-22**

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**Class 7: Feb 25 Discourse Analysis: Textual, Visual, & Cultural Artifacts**

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

**Workshop: Examining Media as Data**

**Readings:**

Carrabine, E. (2015). Visual Criminology: History, Theory and Method. In Copes, Heith and Miller, J Mitchell, (eds.) *The Routledge Handbook of Qualitative Criminology*. Routledge International Handbooks (pp. 103-121). New York: Routledge Taylor & Francis.

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

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

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**Class 8: March 4 Narrative Methods & Autoethnography**

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- ~ Understanding narrative and autoethnographic methods

**Workshop: Narrating Your Story**

**Readings:**

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

van den Hoonaard, D.K. (2015). Narrative Analysis, and Autoethnography. In van den Hoonaard, D.K., *Qualitative Research in Action: A Canadian Primer* (Chapter 8, pp. 142-145). Second edition. Don Mills: Oxford University Press.

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

**Due: Mini-Literature review**

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**Class 9: March 11 Freedom of Information and Access to Information Requests**

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

**Workshop: Practice drafting an ATI request**

**Readings:**

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.

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.

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

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**Class 10: March 18 Power, Reflexivity, and Marginalized Populations**

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- ~ Critical reflection on interconnected identities and social categories
- ~ Revisiting being reflexive researchers

**Workshop: Becoming Reflexive Researchers**



**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. Retrieved from

[https://docs.google.com/document/d/1M2D6\\_XAVNI78UjxKJpsmBn2N1ORib9t7uJ6A7y9P3no/edit#](https://docs.google.com/document/d/1M2D6_XAVNI78UjxKJpsmBn2N1ORib9t7uJ6A7y9P3no/edit#)

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.

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

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**Class 11: March 25 Research Proposal Workshop I**

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- ~ In-class workshop on research proposals
- ~ Instructor and peer feedback sessions

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**Class 12: April 1 Research Proposal Workshop II**

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- ~ In-class workshop on research proposals
- ~ Instructor and peer feedback sessions

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**Class 13: April 8 Wrapping Up: Where do we go from here?**

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- ~ Reflect on methodological journeys and hands on experiences with qualitative research
- ~ Reimagining the methodological landscape to adapt to changing research needs

**DUE IN CLASS ONLY: Research Proposal**

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**End of term. Thank you for your participation on this journey. Have a lovely summer break!**