

Course Outline

COURSE:	CRCJ 3002C: <i>Qualitative Research Methods</i>
TERM:	Winter 2018
PREREQUISITES:	CRCJ 1000 & Third-year standing in the B.A. Honours program in Criminology
CLASS:	Day & Time: Fridays, 11:35-2:25 pm Room: Please check Carleton Central for current room location.
PROFESSOR:	Dr. Lara Karaian
TEACHING INSTRUCTOR:	Megan Lonergan (meganlonergan@cmail.carleton.ca) Office hr & location: TBD
PROF CONTACT:	Office: C578 Loeb building Office Hrs: Fridays, 2:30-3:30, or by appointment Telephone: 613-520-2600 x 1458 Email: lara.karaian@carleton.ca, or via cuLearn

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc/) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

COURSE DESCRIPTION

This course is designed to introduce students to the theory and practice of qualitative research methods. Together, we will examine how social researchers explore and make sense of the world, and in particular how they produce knowledge about deviance, crime, criminalization, punishment, and social control. Attention will be devoted to debates regarding the philosophical and methodological practices that underpin qualitative inquiry, including: epistemology, ontology, observation, interpretation, reflexivity, ethics, politics, and power. We begin by critically considering qualitative/quantitative divide as well as debates concerning the politics of knowledge construction, truth claims, and the scientific method. From here we considered a variety of established and emerging qualitative approaches, including: interviewing, participant observation, auto/ethnography, discourse analysis, legal research, visual methods, narrative analysis, online research, legal research, and access to information requests.

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

- To develop a basic understanding of what qualitative research is;
- To develop a basic understanding of a range of qualitative traditions of data gathering and analysis;
- To develop a solid understanding of the importance of research ethics, controversies relating to research ethics, and special ethical considerations that emerge from working with marginalized populations;
- To develop basic skills in reading in qualitative academic literature;
- To practice a selection of qualitative data gathering techniques;
- To practice analysis and interpretation of data;
- To develop writing skills through generating a research proposal with a detailed methods section

REQUIRED TEXTS

van den Hoonaard, D.K. (2015). *Qualitative Research in Action: A Canadian Primer*. (2nd Ed.) Don Mills: Oxford University Press.

The textbook is available for purchase at Octopus Books, located at 116 Third Avenue (off Bank Street in The Glebe). You may also be able to purchase used copies at the Carleton Bookstore or at Haven Books which is located near campus at 43 Seneca Street, K1S 4X2.

Links to additional book chapter and journal articles will be available electronically through the Carleton University Electronic library (ARES) via our cuLearn webpage. See the schedule below for the full reading list.

EVALUATION

(All components must be completed in order to get a passing grade)

- | | |
|--------------------------------|-----|
| ▪ Participation | 10% |
| ▪ Chapter Summary & Analysis | 10% |
| ▪ On-line Quiz | 15% |
| ▪ Qualitative Article Critique | 25% |
| ▪ Research Proposal | 40% |

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.

Participation (10% Ongoing)

Although this is a relatively large class (50 ppl) attendance will be taken and your participation will be evaluated. You are allowed to miss one class without repercussion. After this, a penalty applies for every class missed unless a doctor's note is provided that specifically attests to your inability to attend this class. Your participation grade is reflective of: your attendance; your demonstrated *active listening*; the quality of the questions and comments contributed during class; your active participation during individual and group activities that take place during class.

“Dangerous Knowledge” Assignment (10%) Due: January 26th

This assignment requires you to critical summarize and analyse the chapter ‘Dangerous Knowledge’ (see Week 1 in the Schedule). This 4 page long assignment (not including cover page & bibliography) requires you to identify and to summarize the authors’ main critiques of mainstream criminology and the methodological alternatives they outline in the chapter. In addition you are required to critically engage

with the authors' claims and arguments: Do you accept their critiques and methodological alternatives? Why or why not? On what grounds? Further details will be distributed in class.

Quiz (15%) Online via cuLearn, March 2nd

This on-line quiz will cover readings and lectures from Week 2 - 7 inclusive. This multiple choice and True/False quiz will test your knowledge of the differences between qualitative and quantitative research; differences and similarities between different approaches, philosophies and types of qualitative research (learned up until this point in the course); debates in research ethics; the formulation of research question/problems.

Qualitative Article Critique (25%) Due: March 23rd

Students will be required to submit a 6-7 pg. paper in which they draw on what they have learned about qualitative research methods to critique the methods, analyses, and conclusions of a published paper that uses qualitative methods. A list of three possible articles will be provided. You will choose one and use it for this assignment. Further details will be distributed in class.

Research Proposal (40%) Due: April 11th

This assignment will outline your research topic and problem, including the theoretical and methodological approach you would use if you were to conduct this research. You are expected to use one of the data analysis strategies outlined in class that is most appropriate to the question of study. The proposal must be 15 pages long (double-spaced, not including cover-page or bibliography). It should present your research problem and: a) critically engage with related literature; b) providing questions that guide your research project- including pragmatic considerations, such as how realistic the project is; c) provide a detailed description of the theoretical and methodological approach, and the field/data to be studied; d) develop an explanation of the research process to be conducted including (e.g., gathering and summarizing literature for review, data collection, assessing best methodological approach, etc); e) consider the ethical and moral dilemmas your topic may give rise to; and f) reflect on issues of power, privilege and marginalization related to making knowledge about this topic.

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).

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 Penalties

All assignments must be completed for you to receive a passing grade in this course. Late assignments will be deducted a penalty of 2% for each day submitted after the due date (including week-end days) except under exceptional circumstances, i.e. grave illness. If you require an extension, please make arrangements with me **ahead of time**. I require third party documentation in order to get an extension; **Assignments submitted more that one week 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.

SCHEDULE

Please note that this schedule is subject to change.

Week 1

January 12: Introduction to Course-What is Qualitative Inquiry?

Van der Hoonaard, "Chapter 1: Introduction," *Qualitative Research in Action: A Canadian Primer*. 1-11.

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

Week 2

January 19: Ways of Knowing-Designing Qualitative Research

van den Hoonaard "Chapter 2: Asking questions and identifying goals," *Qualitative Research in Action: A Canadian Primer*. 12-33.

van den Hoonaard "Chapter 3: Strategies for designing research," *Qualitative Research in Action: A Canadian Primer*. 34-54.

Optional Reading: Law, John (2004) "Introduction" in *After Method: Mess in Sociological Research*. New York, Routledge. 1-13.

Week 3

January 26: Moral and Ethical Dilemmas in Research

*****"Dangerous Knowledge" Assignment Due*******

van den Hoonaard, "Chapter 4: Ethics on the ground: A moral compass," *Qualitative Research in Action: A Canadian Primer*. 55-73.

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

Optional Reading: Babbie, Earl (2004) "Laud Humphreys and Research Ethics" *International Journal of Sociology and Social Policy* 24(Issue: 3/4/5): 12-19.

Week 4

February 2: Ethnography: Participant Observation & Participatory Action

van den Hoonaard, "Chapter 5: Observing social life through field research," *Qualitative Research in Action: A Canadian Primer*. 75-98.

Kraska, P.B. and W.L. Neuman (2011). "Crime and Justice Ethnographic Field Research," in Kraska, P.B. and W.L. Neuman, *Essential Criminal Justice and Criminology Research Methods*, Prentice Hall: New York, 218-247.

Optional Reading: Delemos, Jamie L. (2006) "Community-Based Participatory Research: Changing Scientific Practice from Research on Communities to Research with and For Communities," *Local Environment* 11(3) 329-338.

Week 5**February 9: Interviewing and Focus Groups**

*****Guest Lecture*****- Menaka Raguparan "Racialized Indoor Sex Workers: A Qualitative Canadian Study"

van den Hoonaard, "Chapter 6: In-depth interviewing," *Qualitative Research in Action: A Canadian Primer*. 99-120.

P.E. Hopkins, (2007) "Thinking Critically and Creatively About Focus Groups," *Area* 39(4): 528-535.

Optional Reading: Lam, Elen (2016) "Inspection, policing, and racism: How municipal by-laws endanger the lives of Chinese sex workers in Toronto" *Canadian Review of Social Policy/ Revue Canadienne de Politique Sociale*, 75: 87-112.

Week 6**February 16: Narrative Methods and Autoethnography**

*****Guest Lecture*****- Matthew Johnston "Storying the Good and Bad of the Mad: A Case Study of a Home Treatment Program in Kitchener, Ontario"

van den Hoonaard, "Narrative analysis," (Excerpt: p. 142-144) and "Autoethnography," (Excerpt: p. 144-145) in Chapter 8: New directions in qualitative research, *Qualitative Research in Action: A Canadian Primer*.

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

Optional Reading: Yvonne Jewkes (2011) "Autoethnography and Emotion as Intellectual Resources: Doing Prison Research Differently," *Qualitative Inquiry* 18(1): 63-75.

***** WINTER BREAK: FEBRUARY 19-23- NO CLASS *****

Week 7**March 2: Discourse Analysis: Textual, Visual, and Cultural Artifacts**

*****Guest Lecture*****-Meg Lonergan "Discourse Analysis and Horror Films: Sex Workers and Ideas of Community"

******On-line Quiz!******

van den Hoonaard, Chapter 7: "Unobtrusive research," (p. 120-138) AND "Discourse analysis," (Excerpt: p. 139-141) in Chapter 8: New directions in qualitative research, *Qualitative Research in Action: A Canadian Primer*.

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

Optional Reading: Georgis, Dina (2006). "Hearing the Better Story: Learning and the Aesthetics of Loss and Expulsion." *The Review of Education, Pedagogy and Cultural Studies*. 28: 1-14.

Week 8**March 9: Power, Reflexivity, and Marginalized Populations**

*****Guest Lecture*****- Jeff Monaghan- "Access to Information Requests and the Criminalization of Environmental and Indigenous Protesters"

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

Nicols, Ruth (2009) "Research and Indigenous Participation: Critical Reflective Methods" *International Journal of Social Research Methodology* 12(2): 117-126.

Optional Reading: Allen, Louise (2008) "Young People's 'Agency' in Sexuality Research Using Visual Methods" *Journal of Youth Studies* 11(6): 565-577.

Week 9**March 16: Online Data Mining and Access to Information Requests**

*****Guest Lecture*****- Trevor Milford- "Gamergate and Experiences of On-line Violence"

van den Hoonaard, "Virtual ethnography" (Excerpt: p. 150-153) in "Chapter 8: New directions in qualitative research", *Qualitative Research in Action: A Canadian Primer*.

Garcia, A., Standlee, A., Bechkoff, J. and Cui, Y. (2009). Ethnographic approaches to the Internet and computer-mediated communication. *Journal of Contemporary Ethnography*, 38(1), 52-84.

Optional Reading: Walby, Kevin and Alex Luscombe (2016) "Criteria for Quality in Qualitative Research and the use of Freedom of Information Requests in the Social Sciences" *Qualitative Research*, 1-17.

Week 10**March 23: Legal Research & Data Analysis**

*****Guest Lecture *****- Alexa Dodge- "When Sexual Violence Goes Digital: Legal Conceptions of Sexual Violence & Digital Technology in Cases of Non-Consensual Intimate Image Sharing"

*****Brief Introduction to NVIVO-Qualitative Data Analysis Software*******

*****Qualitative Article Critique Due!*****

Kerr, Margaret et al., (2015) "Chapter 1: The Basics of Legal Research," *Legal Research: Step by Step*, 4th ed. Toronto: Emond Montgomery.

Kerr, Margaret et al., (2015) "Chapter 13: Finding and Updating Cases," *Legal Research: Step by Step*, 4th ed. Toronto: Emond Montgomery.

van den Hoonaard, "Chapter 9: Trust the process: Analyzing qualitative data," *Qualitative Research in Action: A Canadian Primer*. 155-171.

*****March 30th- GOOD FRIDAY - NO CLASS*****

Week 11

April 6: Research Proposal In-Class Workshop

Week 12

WEDNESDAY April 11: Research Proposal In-Class Workshop

*****Final Research Proposal due tonight at midnight*****

END OF TERM!
ENJOY YOUR SUMMER BREAK!