

**Carleton University
Institute of Criminology and Criminal Justice
Course Outline**

COURSE: CRCJ 3002D: Qualitative Research Methods

TERM: Winter 2019

PREREQUISITES: CRCJ 1000 & Third-year standing in the B.A. Honours program in Criminology

CLASS: **Day & Time:** Tuesdays, 11:35-2:25 pm
 Room: Please check Carleton Central for current room location.

PROFESSOR: Dr. Lara Karaian

**TEACHING
INSTRUCTOR:** Alexa Dodge (AlexandraDodge@cmail.carleton.ca)
 Office hr & location: TBD

**PROF
CONTACT:** **Office:** C578 Loeb building

Office Hrs: Tuesdays, 2:30-3:30, or by appointment
 Telephone: 613-520-2600 x 1458
 Email: lara.karaian@carleton.ca, or via cuLearn

COURSE DESCRIPTION

This course is designed to introduce students to the theory and practice of qualitative research. Together, we will examine how social researchers explore and make sense of the world, including how they produce knowledge about deviance, crime, criminalization, punishment, and social control. Attention will be devoted to the philosophical underpinnings of qualitative research methods, ethics, and data analysis. 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*. (3rd 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)

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%
- Qualitative Research Design 15%
- On-line Quiz 10%
- Mini-Literature Review 25%
- Research Proposal 40%

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

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.

Qualitative research study design (15%) – Due Week 4 - Must be submitted online and in hard copy

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. the initial questions/problems you wish to investigate
3. the data/field you intend to study (e.g., human or other), and the method you intend to use

4. bibliographic information on four qualitative research articles which may be used for your mini-literature review.

Quiz (10%) Online via cuLearn, Week 7

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. This on-line quiz will cover readings and lectures from Week 1 - 6 inclusive.

Mini-literature review (25%) – Week 8 – Must be submitted online and in hard copy

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 approx. 6-7 pages long (double-spaced, not including cover page, or bibliography). Your paper will offer an analysis of 3 peer reviewed papers that use qualitative methods in the area of study that 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.

Research Proposal (40%) Due: Week 12 - Must be submitted online and in hard copy

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:

- a) present your research problem
- b) critically engage with related literature
- c) providing 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 (e.g., gathering and summarizing literature for review, data collection, assessing best methodological approach, etc.);
- 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.

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 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 than 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.

REQUESTS FOR ACCOMMODATION:

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

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

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 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

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 is 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

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

SCHEDULE

Please note that this schedule is subject to change.

Week 1

January 8: Introduction to Course- What is Qualitative Inquiry?

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

Week 2

January 15: Western Ways of Knowing & Qualitative Research Design

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.

Week 3

January 22: Indigenous Ways of Knowing & Qualitative Research Design

Riddell, J.K. et al (2017). "Laying the Groundwork: A Practical Guide for Ethical Research with Indigenous Communities." *The International Indigenous Policy Journal*. 8(2) Reconciling Research: Perspectives on Research Involving Indigenous Peoples—part 1, 5-20.

Smith, L. T. (2012). Chapter 2- "Research through Imperial Eyes" In Smith, L.T., *Decolonizing Methodologies: Research and Indigenous Peoples* 42-57). Second Edition. New York: Zed Books.

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

Week 4

January 29: Moral and Ethical Dilemmas in Research

***** Qualitative research design assignment DUE*****

*****Guest Lecture*** - Dr. Chris Bruckert, University of Ottawa – Ethics in Qualitative Research with Criminalized Populations**

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: Assembly of First Nations, Environmental Stewardship Unit. (2009). *Ethics in First Nations Research*.

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

Week 5

February 5: Ethnography & Participant Observation

van den Hoonaard, "Chapter 5: Observing social life through field research," *Qualitative Research in Action: A Canadian Primer*. 75-99.

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 6

February 12: 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*. 99-124.

van den Hoonaard, "Chapter 7: Focus Groups," *Qualitative Research in Action: A Canadian Primer*. 125-144.

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.

***** **WINTER BREAK: FEBRUARY 18-22 - NO CLASS** *****

Week 7

February 26: Narrative Methods and Autoethnography

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

*****Guest Lecture*****- Matthew Johnston “Stories of Madness: Exploring Resistance, Conformity, Resiliency, and Disengagement in Mental Health Narratives”

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

Winkler, I. (2018). Doing autoethnography: Facing challenges, taking choices, accepting responsibilities. *Qualitative Inquiry*, 24(4), 236-247.

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

Don L. Kurtz & Lindsey Upton (2017) “War Stories and Occupying Soldiers: A Narrative Approach to Understanding Police Culture and Community Conflict” *Critical Criminology*, DOI 10.1007/s10612-017-9369-4

Week 8

March 5: Discourse Analysis: Textual, Visual, and Cultural Artifacts

******Mini-Literature Review Due******

*****Guest Lecture*****- Regina Licarte “Playing Criminology: Analyzing Representations of Crime and Criminal Justice in Video Games”

van den Hoonaard, Chapter 8: “Unobtrusive research,” (p. 145-166) *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.

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

Optional Reading: Katherine McLean (2017) “From “Junkies” to “Soccer Moms”: Newspaper Representations of Overdose, 1988–2014” *Critical Criminology* (2017) 25:411–432

Week 9

March 12: Online Data Mining and Access to Information Requests

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

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

van den Hoonaard, “Interney Research” (Excerpt: p. 164-166) in “Chapter 8: Unobtrusive 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.

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.

Optional Reading: Rachael-Heath Ferguson (2017) "Offline 'Stranger' and Online Lurker: Methods for an Ethnography of Illicit Transactions on the Darknet" *Qualitative Research* 17(6): 683–69.

Week 10

March 19: Legal Research & Data Analysis

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

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

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*. 169-191.

Week 11

March 26: Research Proposal In-Class Workshop

Week 12

April 2: Research Proposal In-Class Workshop

*******Final Research Proposal due *******

**END OF TERM!
ENJOY YOUR SUMMER BREAK!**