

Carleton University  
Institute of Criminology and Criminal Justice  
Course Outline

<b>COURSE:</b>	<b><u>CRCJ 3002D: Qualitative Research Methods</u></b>
<b>TERM:</b>	<b>Winter 2025</b>
<b>PREREQUISITES:</b>	<b>CRCJ 1000 &amp; Third-year standing in the B.A. Honours program in Criminology and Criminal Justice</b>
<b>CLASS:</b>	Day & Time: <b>Mondays, 11:35 am - 2:25 pm (ON-LINE, BLENDED)</b> Lectures are pre-recorded and posted on Brightspace. Six synchronous on-line Zoom sessions will be held. See schedule for dates.
<b>PROFESSOR:</b>	<b>Dr. Lara Karaian (she/her)</b>
<b>CONTACT:</b>	Office Hrs: <b>Mon. 2:30-3:30 or by appointment (Via Zoom or phone)</b> Calendly: <b>Please use this Calendly link to request meetings outside of office hours:</b> <a href="https://calendly.com/larakaraian/1-on-1-with-lara">https://calendly.com/larakaraian/1-on-1-with-lara</a>  *Email: <b>lara.karaian@carleton.ca</b>
<b>TEACHING ASSISTANT:</b>	<b>Chanel Lorena, <a href="mailto:ChanelLorena@cmail.carleton.ca">ChanelLorena@cmail.carleton.ca</a></b> <b>Office hour:</b> TBD <b>Location:</b> TBD (See Brightspace for details)

\*You must use your Carleton email address in all correspondence with the Professor/TA.

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/283515>

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## **ACKNOWLEDGEMENT & AFFIRMATION**

### **ANISHNABE**

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo aki eko weshkad. Ako nongom ega wikàd kì mìgiwewàdj.

Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninìsidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinigidjig kaye kejeyàdizidjig. Nìgijewenimànànig 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, future.

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## COURSE DESCRIPTION

This course introduces students to the theory and practice of qualitative research. Together, we examine how qualitative researchers produce knowledge about our social world. Attention will be paid to the philosophical underpinnings of qualitative research, qualitative research methods, research ethics, and qualitative data analysis. We begin by considering the differences between qualitative and quantitative research; different worldviews (namely Indigenous and Euro-Western); and the politics of knowledge construction and truth claims. The remainder of the course examines a variety of methodological approaches, including: interviewing and focus groups, ethnographic research, participatory action research, content and discourse analysis, and visual and narrative analysis. In addition, we discuss data sources and methods such as Access to Information/Freedom of Information (ATI/FOI) requests, virtual data, legal research, as well as coding and data analysis.

This course incorporates an interdisciplinary and experiential educational approach. We will actively work through various stages of the research process. By the end of the course students will have designed a detailed and operational qualitative research proposal.

## COURSE STRUCTURE

This course is offered fully on-line.

- Pre-recorded lectures and a PowerPoint Presentation will be made available on Brightspace each week and will remain on Brightspace for the remainder of the term. **Students are strongly encouraged to keep up with the PPTs and readings for each week.**
- In addition to weekly content there are six synchronous Zoom meetings. The first session takes place in week 1 and serves as an important introduction to the course. The next three sessions will be held prior to major assignments. The last two sessions will be online workshops. Each synchronous online session will be held during regularly scheduled class time.
- For each class, students will be required to complete the corresponding readings.
- Students will be required to complete three (3) out of a possible seven (7) on-line research activities selected from designated classes.
- In week six (6), students will complete an on-line quiz based on lectures, PPT content, and the course readings to assess their understanding of what they have learned to that point.
- Students are required to complete three (3) major assignments. These assignments are scaffolded, which means they build on one another.

## 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.
- On-line activities will allow students to engage directly with the course material while developing their practical and analytic qualitative research skills.
- Written assignments will equip students with practical skills in research methods, including selecting research topics, generating research questions, designing qualitative research studies, writing literature reviews, practicing reflexive and ethical research development.
- Final research proposals will enable students to demonstrate their ability to build and begin to conduct their own qualitative research project.

## **REQUIRED TEXTS**

Deborah K. van den Hoonaard and Lisa-Jo van den Scott (2022). *Qualitative Research in Action: A Canadian Primer*. (4<sup>th</sup> Ed.) Don Mills: Oxford University Press.

Electronic versions can be purchased here: <https://www.vitalsource.com/en-ca>. Prices range from \$38.99-\$59.99.

New hard copies cost between \$75.00-\$115. For hard copies, please consider supporting your local bookstore, such as Octopus Books: <https://octopusbooks.ca/students>. Alternatively, hard copies can be purchased or ordered/shipped through the Carleton University Bookstore: <https://www.bkstr.com/carletonstore/home>.

Additional readings can be accessed via the ARES links on Brightspace.

## **EVALUATION**

## **OPENS/DUE**

**All components of this class must be completed to receive a passing grade.**

Grading rubrics and guidelines will be posted outlining the expectations for each of the written assignments. When possible, these will be accompanied by assignment samples. Please make sure to consult these resources.

A. On-line Activities (3 x 5%) 15%	See schedule for due dates
B. On-line Quiz - What is Qualitative Research? 15%	Opens Feb.10 - Closes Feb. 12, 11:59 pm
C. Qualitative Research Study design 15%	Due Feb. 3, 11:59 pm
D. Mini-literature Review 20%	Due March 3, 11:59 pm
E. Qualitative Research Proposal 35%	Due April 4, 11:59 pm

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.

**Please read the detailed assignment guidelines provided on Brightspace before writing any of your assignments. The following are general descriptions.**

### **A. On-line Activities: 15% (3 x 5%)**

You are required to choose and complete three (3) out of a possible seven (7) on-line activities throughout the course. On-line activities are available in weeks 1, 2, 5, 6, 9, 10 (there are 2 options in week 3). These will usually take the form of a short answer question or a brief activity. Each assessment is worth 5% for a total of 15%. Activities will be graded based on demonstrated effort and engagement with course readings and lectures. All on-line activities will be posted at the start of that week's scheduled class and are due before the start of the following week's class. These assignments are designed to help you gain a better understanding of the course content and to apply the knowledge you've learned.

**B. On-line Quiz - What is Qualitative Research?: 15% – Opens on Monday, Feb. 10 and closes Wednesday, Feb. 12, 11:59 pm.**

This multiple choice/true and false on-line quiz will demonstrate your knowledge of the differences between qualitative and quantitative research; different philosophies of knowledge; types of qualitative research methods; debates in research ethics; and the design of qualitative research. Questions will cover all course materials (readings, lectures, PPT presentations and any additional sources) from Week 1 - 4 inclusive. There are 30 questions in total. Once you start the quiz you have 45 minutes to complete it. Your grade will be available once the quiz closes for all students.

### **C. Qualitative Research Design: 15% – Due Monday, Feb. 3 at 11:59 pm**

This assignment is aimed to help you identify your research topic and begin to design a qualitative research study.

The assignment requires you to identify and explain:

1. your research topic area and interest in the topic
2. the initial research questions/problems you wish to investigate and rationale for why these questions need to be answered
3. your initial research paradigm or theoretical stance
4. the data you intend to study (e.g., human or texts), and the qualitative method/approach you intend to use (e.g., interviews, discourse analysis, participant observation, etc.)
5. your positionality, perspectives, and presumptions and how these may influence your proposed study
6. an annotated bibliography of four qualitative research articles from peer reviewed journals or academic book chapters from edited collections **only** (Note: **You cannot use any of the following:** mixed method qualitative/quantitative studies, reports, theses, dissertations, books).

### **D. Mini-literature Review: 20% – Due Monday, March 3 at 11:59 pm**

A literature review is different from an annotated bibliography. This assignment will help you improve your ability to research, summarize, synthesize, and analyze qualitative research studies. Your literature review will offer a synthesis and an analysis of 4 peer reviewed journal articles or scholarly book chapters that use qualitative methods to examine your area of study. These may be the same four articles/chapters that were included in your qualitative research design (if they were deemed appropriate). These journal articles/chapters should be discussed thematically in relation to one another, e.g., research questions; method/approach; data sources; findings. Additionally, you must discuss how the articles are relevant to your own research questions.

### **E. Research Project Proposal: 30% – Due Friday, April 4 at 11:59pm**

This assignment requires you to develop a detailed and fully operationalized proposal for a qualitative research study. Using content and feedback from your research design and mini-literature review assignments, your proposal will:

1. introduce your specific research topic;
2. outline the research questions/problems that guide your project and explain the significance of your proposed study;
3. critically engage with existing academic literature on your topic;
4. provide discussion of research paradigm or theoretical framework that undergirds your research;
5. provide a highly detailed description of method/approach, and data to be studied
6. consider the ethical and moral dilemmas related to your topic and chosen data sources and methods;

7. reflect on issues of power, privilege and marginalization related to creating knowledge about this topic;
8. include a timetable of the research process which details each stage of your proposed research study;
9. include any relevant appendices depending on your chosen method

### **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 failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.

### **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 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. For more information, please consult <https://wellness.carleton.ca/>

### **ACADEMIC ACCOMMODATION**

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (<https://students.carleton.ca/course-outline/>)

## **POLICIES & RESOURCES**

### **(i) Contact with Professor**

I will be available for consultation with students during my office hour and by appointment. **I'm now using Calendly to set-up one-on-one meetings outside of office hours.** Please use this link to select a time and date to meet via Zoom or telephone: <https://calendly.com/larakaraian/1-on-1-with-lara>. If you would like to Zoom you can use the link provided by Calendly. If you would like to talk via phone, please provide a number that you can be reached at in the Calendly comments section. If none of the available times work for you, please contact me by email to set up an appointment.

### **(ii) Communication and 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 must 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 two to three business days. Please note that I read and respond to email between 9:00am-5:00pm on weekdays. Course instructors and TAs do not respond to emails over the weekend. Emails received late on Thursday or Friday may not be responded to until the following week.

Please post general questions about course requirements, the syllabus, or assignments to the **Ask your Instructor Forum on Brightspace**. That way, I can answer the question once for everyone's benefit. Before posting be sure to check the Ask your Instructor Forum and this syllabus to see whether your question has already been answered.

Emailing should be reserved for private communications. In your email, please indicate the course code and name in the subject heading. Ensure that you include your full name, student number, and clearly indicate the objective(s) of your message.

### **(iii) Late Penalties**

Typically, late assignments will be deducted a penalty of 2% for each day submitted after the due date (including weekends) except under exceptional circumstances. If you require an extension, please contact me ahead of time and we can discuss options. Please note that there are no late submissions for the final research proposal. **Arrangements for deferrals must be made with me prior to the final due date.**

### **(iv) Make-up assignments and Re-grading**

There is no possibility for make-up or extra credit assignments. Student may request a grade review by the TA within the first week of receiving the grade. Should the student continue to take issue with the grade, they can contact the instructor. All grade review requests must be made via email and must be accompanied by a 1-page summary outlining the issue with marking and reasons/evidence for re-evaluation. Following this, a re-evaluation will be made, however it is important to note that the grade can either 1) stay the same 2) increase or 3) decrease. If the grade is lowered, the original higher grade cannot be reinstated. Please note that this does not replace the formal grade appeal process.

### **(v) Declining On-line Imaging and Recording:**

This course may include synchronous classes or sessions that use videoconferencing platforms. You are not required to turn your camera on. Synchronous classes or sessions may be recorded by the instructor. It is requested that you do not record these sessions on your end.

## SCHEDULE

Please note that on occasion the class schedule may vary slightly from the course outline.  
All weeks are asynchronous unless otherwise indicated.

Topic and Date	Important Information
<p><b>Week 1: January 6</b> <b>Introduction to Course &amp; What is Qualitative Inquiry?</b></p> <ul style="list-style-type: none"> <li>~ Presentation of the course outline and assignments</li> <li>~ Understanding course expectations</li> <li>~ Understanding differences between qualitative and quantitative research</li> </ul>	<p><b>Synchronous session I: Introduction to Course &amp; Assignments</b>, 11:35 am-1:00 pm</p> <p><b>Required reading:</b> van den Hoonaard &amp; van den Scott (2022) "Chapter 1: Introduction," in <i>Qualitative Research in Action: A Canadian Primer</i>, 1-11. 4th Ed.</p> <p><b>Suggested Reading:</b> Julie Trebilcock &amp; Clare Griffiths (2022) "Student motivations for studying criminology: A narrative inquiry" <i>Criminology &amp; Criminal Justice</i> 2022, Vol. 22(3) 480–497</p> <p><b>On-line Activity 1</b> (Optional), Due: Jan. 13, 11:35 am</p>
<p><b>Week 2: January 13</b> <b>Western Ways of Knowing &amp; Qualitative Research Design</b></p> <ul style="list-style-type: none"> <li>~ Introduction to Euro-Western Paradigm</li> <li>~ Introduction to Epistemology</li> <li>~ Euro-Western Qualitative Research processes</li> <li>~ Finding a suitable topic</li> <li>~ Crafting a Research Question</li> <li>~ The conceptual funnel</li> <li>~ Consulting the Literature</li> <li>~ Determining a Theoretical Framework</li> <li>~ Choosing an appropriate Method</li> <li>~ Reflexivity and the research process</li> </ul>	<p><b>Required reading:</b> van den Hoonaard &amp; van den Scott (2022) "Chapter 2: Asking questions and identifying goals," <i>Qualitative Research in Action: A Canadian Primer</i>, 12-33. 4th Ed.</p> <p>van den Hoonaard &amp; van den Scott (2022) "Chapter 3: Strategies for designing research," <i>Qualitative Research in Action: A Canadian Primer</i>, 34-54. 4th Ed.</p> <p><b>Suggested reading:</b> Jane Agee (2009) "Developing qualitative research questions: a reflective process", <i>International Journal of Qualitative Studies in Education</i>, 22(4): 431-447.</p> <p><b>On-line Activity 2</b>, (Optional) Due: Jan. 20, 11:35 am</p> <p><b>On-line Activity 3</b>, (Optional) Due: Jan. 20, 11:35 am</p>
<p><b>Week 3: January 20</b> <b>Indigenous Ways of Knowing &amp; Anti-Oppressive Research</b></p> <ul style="list-style-type: none"> <li>~ Indigenous Paradigms</li> <li>~ Fundamentals of research with Indigenous peoples</li> <li>~ Indigenous research methodologies</li> <li>~ Collaborative research practices</li> </ul>	<p><b>Synchronous session II: Qualitative Research Study Design</b>, 11:35 am-12:30pm</p> <p><b>Required reading:</b> Smith, L. T. (2012). Chapter 2- "Research through Imperial Eyes" In Smith, L.T., <i>Decolonizing Methodologies: Research and Indigenous Peoples</i> 42-57). Second Edition. New York: Zed Books.</p>

<ul style="list-style-type: none"> <li>~ Community engaged research</li> <li>~ Anti-Oppressive research methods</li> </ul>	<p>Riddell, J.K. et al (2017). "Laying the Groundwork: A Practical Guide for Ethical Research with Indigenous Communities." <i>The International Indigenous Policy Journal</i>. 8(2) Reconciling Research: Perspectives on Research Involving Indigenous Peoples—part 1, 5-20.</p> <p>"Engaging with Indigenous Communities". On-line Learning Bundle. See Week 3 in Brightspace.</p> <p><b>Suggested reading:</b> 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><b>Week 4: January 27</b> <b>Moral &amp; Ethical Issues in Qualitative Research</b></p> <ul style="list-style-type: none"> <li>~ Emergence of Research Ethics Boards (REBs)</li> <li>~ Research ethics in Canadian universities</li> <li>~ Working with Indigenous communities</li> <li>~ Managing "risk" and the "Ethics Creep"</li> <li>~ Confidentiality and Criminalized Research Participants</li> </ul>	<p><b>Required reading:</b> van den Hoonaard &amp; van den Scott (2022), "Chapter 4: Ethics on the ground: A moral compass," <i>Qualitative Research in Action: A Canadian Primer</i>. 56-76. 4th Ed.</p> <p>Haggerty, K. (2004). "Ethics Creep: Governing Social Science Research in the Name of Ethics," <i>Qualitative Sociology</i>, 27 (4), 391-414.</p> <p><b>Guest Lecture</b> - Dr. Chris Bruckert, "Confidentiality and Research with Criminalized Populations"</p> <p><b>Suggested reading:</b> Abbott, DiGiacomo, Magin, &amp; Hu. (2018) "A Scoping Review of Qualitative Research Methods Used with People in Prison". <i>International Journal of Qualitative Methods</i>, 17: 1-15.</p> <p>Babbie, Earl (2004) "Laud Humphreys and Research Ethics" <i>International Journal of Sociology and Social Policy</i> 24 (Issue: 3/4/5): 12-19.</p> <p>Boilevin et al., (2019) "A Manifesto for Ethical Research in the Downtown Eastside" Available on-line: <a href="https://dx.doi.org/10.14288/1.0377565">https://dx.doi.org/10.14288/1.0377565</a> In depth description of Research 101 published in <i>Harm Reduction Journal</i>: <a href="https://rdcu.be/bljjM">https://rdcu.be/bljjM</a></p>
<p><b>Week 5: February 3</b> <b>Ethnography &amp; Participant Observation</b></p> <ul style="list-style-type: none"> <li>~ What is Ethnography?</li> <li>~ Conducting observational research</li> <li>~ "Being" in the field</li> <li>~ Observation and Ethics</li> </ul>	<p><b>***Qualitative Research Design assignment DUE***</b></p> <p><b>Required reading:</b> van den Hoonaard &amp; van den Scott (2022), "Chapter 5: Observing social life through field research," <i>Qualitative Research in Action: A Canadian Primer</i>. 77-104. 4th Ed.</p>



<ul style="list-style-type: none"> <li>~ Tensions between participation and observation</li> <li>~ Covert/overt participant-observation strategies</li> <li>~ Jotting and Fieldnotes</li> </ul>	<p>Kraska, P.B. and W.L. Neuman (2011). "Crime and Justice Ethnographic Field Research," in Kraska, P.B. and W.L. Neuman, <i>Essential Criminal Justice and Criminology Research Methods</i>, Prentice Hall: New York, 218-247.</p> <p><b>Suggested reading:</b>  Panfil, V. R. (2022). "Queer criminology and ethnography" in <i>The Oxford handbook of ethnographies of crime and criminal justice</i> (p. 269). Oxford University Press.</p> <p><b>On-line Activity 4</b>, (Optional) Due: Feb. 10, 11:35 am</p>
<p><b>Week 6: February 10</b>  <b>Interviewing, Focus Groups, &amp; Talking Circles</b></p> <ul style="list-style-type: none"> <li>~ Semi-Structured In-Depth Interviewing</li> <li>~ Interview Guide and Interview Questions</li> <li>~ Carrying Out an Interview</li> <li>~ Focus Groups</li> <li>~ Talking Circles</li> <li>~ Fieldnotes and Transcription</li> </ul>	<p><b>Synchronous session III: Mini-Literature Review</b>, 11:35 am - 12:30 pm</p> <p>***<b>On-line Quiz: What is Qualitative Research?</b>***  Opens Feb. 10, 2:25pm, Closes Feb. 12, 11:59 pm</p> <p><b>Required reading:</b>  van den Hoonaard &amp; van den Scott (2022), "Chapter 6: In-depth interviewing," <i>Qualitative Research in Action: A Canadian Primer</i>. 105-128. 4th Ed.</p> <p>Tachine, R. &amp; Yellow Bird, E. (2016) "Sharing Circles an Indigenous Methodological Approach for Researching with Groups of Indigenous Peoples" <i>International Review of Qualitative Research</i>, 9(3): 277–295.</p> <p>van den Hoonaard &amp; van den Scott (2022), "Chapter 7: Focus Groups," <i>Qualitative Research in Action: A Canadian Primer</i>. 129-148.</p> <p><b>Suggested reading:</b>  Samuels-Wortley, K. (2021). "To Serve and Protect Whom? Using Composite Counter-Storytelling to Explore Black and Indigenous Youth Experiences and Perceptions of the Police in Canada," <i>Crime &amp; Delinquency</i>, 67(8): 1137–1164.</p> <p><b>On-line Activity 5</b>, (Optional) Due: Feb. 25, 11:35am</p>
<p>***** <b>WINTER BREAK: FEB 17-21, NO CLASS</b> *****</p>	

<p><b>Week 7: February 24</b>  <b>Narrative Methods and Autoethnography</b></p> <ul style="list-style-type: none"> <li>~ Research as narrative and story</li> <li>~ The “Self” in research</li> <li>~ Difference between “me-search” and autoethnography</li> </ul>	<p><b>Required reading:</b>  McAleese, S., &amp; Kilty, J. M. (2019) “Stories Matter: Reaffirming the Value of Qualitative Research” <i>The Qualitative Report</i>, 24(4), 822-845.</p> <p>Winkler, I. (2018). “Doing autoethnography: Facing challenges, taking choices, accepting responsibilities” <i>Qualitative Inquiry</i>, 24(4), 236-247.</p> <p><b>Suggested Reading:</b>  Laws, B. (2022). Reimagining ‘the Self’ in Criminology: Transcendence, Unconscious States and the Limits of Narrative Criminology. <i>Theoretical Criminology</i>, 26(3), 475–493.</p> <p>Cunsolo Willox, A., Harper, S. L. and Edge, V. L. (2013) “Storytelling in a digital age: digital storytelling as an emerging narrative method for preserving and promoting Indigenous oral wisdom”, <i>Qualitative Research</i>, 13(2): 127–147.</p> <p>Don L. Kurtz &amp; Lindsey Upton (2017) “War Stories and Occupying Soldiers: A Narrative Approach to Understanding Police Culture and Community Conflict” <i>Critical Criminology</i> 25: 539–558.</p>
<p><b>Week 8: March 3</b>  <b>Content and Discourse Analysis</b></p> <ul style="list-style-type: none"> <li>~ Unobtrusive Research</li> <li>~ Types of “texts”- Written, visual, cultural artifacts</li> <li>~ Content analysis (manifest v latent content)</li> <li>~ Discourse analysis</li> <li>~ Visual analysis</li> </ul>	<p>*****<b>Mini-Literature review DUE</b>*****</p> <p><b>Required reading:</b>  van den Hoonaard &amp; van den Scott (2022), Chapter 8: “Unobtrusive research,” <i>Qualitative Research in Action: A Canadian Primer</i>, 149-172. 4th Ed.</p> <p>Tonkiss, Fran (2012) “Discourse analysis,” in: Seale, C., (ed.) <i>Researching Society &amp; Culture</i>. LSE Cities (3rd). Sage, London, UK, 406-419.</p> <p><b>Suggested Reading:</b>  Carrabine, Eamon (2015) “Visual Criminology: History, Theory and Method” in Copes, Heith and Miller, J Mitchell, (eds.) <i>The Routledge Handbook of Qualitative Criminology</i>. Routledge Taylor &amp; Francis, New York, 103-121.</p> <p><b>Guest Lecture - Delphine DiTecco- “Sex Robots and Sex Work Discourses in Scholarship and Mainstream Media”</b></p>

<p><b>Week 9: March 10</b>  <b>Virtual Ethnography &amp; On-line Data Sources</b></p> <ul style="list-style-type: none"> <li>~ Qualitative inquiry in the digital age</li> <li>~ Internet mediated research (IMR) v Face-to-Face (FTF) research</li> <li>~ Access to Information and Freedom of Information Requests (ATI/FOI) as virtual data &amp; critical methodology</li> </ul>	<p><b>Synchronous session IV: Qualitative Research Proposal Instruction</b>, 11:35 am - 12:30 pm</p> <p><b>Required Reading:</b>  Markham, A. N. (in press). "Qualitative research in the digital age" in P. Leavy (Ed.). <i>The Field of Qualitative Research</i> (pp forthcoming). Oxford University Press, 1-25.</p> <p>Walby, Kevin and Alex 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><b>Suggested Reading:</b>  Rachael-Heath Ferguson (2017) "Offline 'Stranger' and On-line Lurker: Methods for an Ethnography of Illicit Transactions on the Darknet" <i>Qualitative Research</i> 17(6): 683-69.</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><b>Guest Lecture</b> - Jeff Monaghan- "Virtual Archives: Access to Information Requests and the Criminalization of Environmental and Indigenous Protesters"</p> <p><b>Guest Lecture</b> - Allysa Czerwinsky- "Virtual Ethnography: A Deep dive into the On-line Incel Community"</p> <p><b>On-line Activity 6</b>, (Optional) Due: March 17, 11:35 am</p>
<p><b>Week 10: March 17</b>  <b>Legal Paradigms and Legal Research</b></p> <ul style="list-style-type: none"> <li>~ Western and Indigenous Legal Paradigms</li> <li>~ Legal texts as qualitative data</li> <li>~ Find legal texts</li> <li>~ Evaluating quality of legal texts</li> <li>~ Engaging with legal arguments and theories in qualitative inquiry</li> </ul>	<p><b>Required Readings:</b>  Friedland &amp; Napoleon (2015-2016) "Gathering the Threads: Developing A Methodology for Researching and Rebuilding Indigenous Legal Traditions" <i>Lakehead Law Journal</i> (1) 1: 16-44.</p> <p>Kerr, Margaret et al., (2015) "Chapter 1: The Basics of [Western] Legal Research," <i>Legal Research: Step by Step</i>, 4<sup>th</sup> ed. Toronto: Emond Montgomery.</p>

	<p><b>Guest Lecture</b> - Alexa Dodge- “Legal Conceptions of Sexual Violence &amp; Digital Technology in Cases of Non-Consensual Intimate Image Sharing”</p> <p><b>On-line Activity 7</b>, (Optional) Due: March 24, 11:35 am</p>
<p><b>Week 11: March 24</b> <b>Research Proposal Workshop I</b></p> <p>~ Looking ahead- Interpreting, Coding, Analyzing (See optional readings)</p>	<p><b>Synchronous session V: Qualitative Research Proposal Workshop I</b>, 11:35 am-2:25 pm</p> <p><b>Suggested reading:</b> van den Hoonaard &amp; van den Scott (2022), “Chapter 9: Trust the process: Analyzing qualitative data,” <i>Qualitative Research in Action: A Canadian Primer</i>. 173-196. 4<sup>th</sup> ed</p> <p>Allen Trent, Jeasik Cho (2020) “Interpretation in Qualitative Research: What, Why, How” in <i>The Oxford Handbook of Qualitative Research</i>, 956-982.</p> <p>Johnny Saldañan (2020) “Qualitative Data Analysis Strategies” in <i>The Oxford Handbook of Qualitative Research</i>, 877-911.</p>
<p><b>Week 12: March 31</b> <b>Research Proposal Workshop II</b></p>	<p><b>Synchronous session VI: Qualitative Research Proposal Workshop II</b>, 11:35 am-2:25 pm</p>

**\*\*\*Qualitative Research Proposal Due, Friday, April 4, 11:59pm\*\*\***

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