

Carleton University  
Institute of Criminology and Criminal Justice  
Course Outline

<b>COURSE:</b>	<b><u>CRCJ 3002B: Qualitative Research Methods</u></b>
<b>TERM:</b>	<b>Winter 2026</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>Tuesdays, 2:35 pm - 5:25 pm (ON-LINE, BLENDED)</b> Lectures are pre-recorded and posted on Brightspace. Six live (synchronous) on-line Zoom sessions will be held during the term.
<b>PROFESSOR:</b>	<b>Dr. Lara Karaian (she/her)</b>
<b>CONTACT:</b>	Office Hrs: <b>Tues. 1:30-2:30 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 ASSISTANTS:</b>	<b>Quimey Martinez Magarzo</b> , <a href="mailto:QuimeyMartinezMagarzo@cunet.carleton.ca">QuimeyMartinezMagarzo@cunet.carleton.ca</a>  <b>Garon Mulyk</b> , <a href="mailto:GaronMulyk@cmail.carleton.ca">GaronMulyk@cmail.carleton.ca</a>  <b>Melissa Matallah</b> , <a href="mailto:MelissaMatallah@cmail.carleton.ca">MelissaMatallah@cmail.carleton.ca</a>  <b>Office hours:</b> TBD, (See Brightspace for details)  <b>Location:</b> Zoom (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/364970>

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## **ACKNOWLEDGEMENT & AFFIRMATION**

### **ANISHNABE**

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

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

Ninìsidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.

Nìgijewenimànànig ogog kà nìgàni 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, as well as coding and data analysis.

This course incorporates an interdisciplinary and experiential educational approach. *We will actively work through various stages of designing an original qualitative research study.* By the end of the course students will have designed a qualitative research proposal that is well conceptualized, theoretically informed, methodologically rigorous, and that adheres to the ethical conduct required of social science research.

## **COURSE STRUCTURE**

This course's content is offered fully on-line with **one in-person midterm test**.

- 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 lectures and readings for each week.**
- In addition to weekly content there are **six live (synchronous) Zoom meetings**. The first live Zoom session takes place in week 1. The next three sessions will be held prior to major assignments. The last two sessions will be online workshops. Each live session will be held during regularly scheduled class time.
- For each class, students will be required to complete the corresponding readings.
- In **week five (5)** (see below for exact date), students will complete an **in-person midterm test** based on required course readings, lectures, PPT content, to assess their understanding of what they have learned to that point. This test must be written to pass this course.
- Students are required to complete all **three (3) major assignments**. These assignments are scaffolded, which means they build on one another. Failure to complete all three assignments will result in a failing grade.
- Students have the option of completing five (5) activities for up to 5% in bonus grades.

## **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, design, and conduct qualitative studies.
- Research design assignments will allow students to engage directly with the course material while developing their analytic and practical qualitative research skills.

- Written assignments will equip students with practical skills in qualitative research methods, including generating a research topic fit for qualitative research, generating research questions, writing a literature review, outlining an appropriate and original research method, practicing reflexive and ethical research development.
- The Final research proposal will enable students to demonstrate their understanding of qualitative research design as well as their preparedness to advance their own qualitative research project.

## **REQUIRED TEXTS**

**Required Textbook:** 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.

New hard copies of the textbook cost between \$75.00-\$115. Hard copies can be purchased or ordered/shipped through the Carleton University Bookstore:

<https://students.carleton.ca/services/textbooks-and-course-materials/>

An electronic version of the textbook can be purchased here: <https://www.vitalsource.com/en-ca>. Prices range from \$38.99-\$59.99.

Please note that the university library **does not provide electronic access to the course textbook**.

**Additional Required Readings:** Additional required readings will be accessible electronically via the ARES link on Brightspace.

## **REQUIRED SOFTWARE**

Every student must have access to a PDF reader such as Foxit or Adobe. This software allows you to view, print, sign, annotate, and share PDFs.

Carleton Students can obtain a free Foxit PDF Editor licence by completing this form and following the installation instructions: <https://i.carleton.ca/its-software/foxit-2024/>

Alternatively, students can access a free version of Adobe PDF reader at: <https://get.adobe.com/reader/>

## **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. In-person Midterm Test 20%
- B. Qualitative Research Design 20%
- C. Mini-literature Review 20%
- D. Qualitative Research Proposal 40%
- E. Bonus Activities (maximum 5 x 1%) 5%

Date & Location TBD  
 Due, Feb. 10, 11:59 pm  
 Due, March 10, 11:59 pm  
 Due, April 8, 11:59 pm  
 See schedule for due dates

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. In-person Midterm Test - What is Qualitative Research?: 20% – Time and Location TBD**

This In-person Midterm test is your opportunity to 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.

The test is composed of 45 multiple choice and true and false questions. Questions will cover all course materials from Week 1 - 4 inclusive (this includes required readings, PPT presentations, lectures, guest lectures, and any additional sources. Suggested readings will not be tested).

The test will occur **on campus outside of regular class time** (which can include Friday evening, Saturday or Sunday).

Students who cannot attend on-campus assessments in person may apply to write their exams remotely, **if they meet certain criteria**. More information for instructors and students is available at <https://carleton.ca/ses/distance-exams/>

**Deferred In-person Midterm Test: Monday, Feb. 9<sup>th</sup>, 7:15 am -10:15 am, location TBD.**

If you are unable to write the midterm test due to unforeseen extenuating circumstances (such as a death in the family, illness, etc.), you must provide an [academic consideration for coursework form](#) to the course instructor. Upon review, the instructor may offer a deferred in-person test. The deferral for our midterm test will be held on **Monday, Feb. 9<sup>th</sup>, 7:15-10:15 am, location TBD.**

**B. Qualitative Research Design: 20% – Due Tuesday, Feb. 10, at 11:59 pm**

This assignment is aimed to help you identify a suitable topic for qualitative research, draft qualitative research questions, and familiarize yourself with the academic research on your topic.

**C. Mini-literature Review: 20% – Due Tuesday, March 10 at 11:59 pm**

This assignment requires you to analyze and synthesize qualitative research studies related to your proposed research study.

**D. Qualitative Research Proposal: 40% – Due Wednesday, April 8th, at 11:59pm**

This assignment requires you to develop a detailed 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 a highly detailed description of method/approach, and data to be studied
5. consider the ethical and moral dilemmas related to your topic and chosen data sources and methods;
6. reflect on issues of power, privilege and marginalization related to creating knowledge about this topic;
7. include any relevant appendices depending on your chosen method

#### **E. Bonus Activities: (Max 5 x 1%) 5% pass/fail, Ongoing**

You have the option of completing five (5) bonus activities throughout the term. These bonus assignments are designed to help you gain a better understanding of the course content and to apply the knowledge you've learned. These will take the form of a short answer question or a brief activity. Activities will be graded as a pass/fail based on demonstrated engagement with course readings and lectures. Each bonus activity has a due date that **MUST** be met. **NO LATE BONUS ACTIVITIES WILL BE ACCEPTED.** Thank you for respecting this policy!

#### **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) (**See below for authorized use of AI in this course**)
- 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.

#### **AUTHORIZED USE OF AI**

In this course you must learn the course content and skills in order to create original qualitative research. Generative AI (GenAI) can be a tool for learning the required content and skills but it cannot replace the learning process.

The use of GenAI will be permitted for specific purposes. Specific guidelines and restrictions for how GenAI can be used will be provided for each assignment.

Unauthorized use of GenAI will be considered a violation of academic integrity. In general, presenting AI-generated text, images, or other content as your own without proper attribution is prohibited and will be considered a violation of academic integrity.

Students can access resources related to GenAI on Carleton's new AI Hub for Students: <https://carleton.ca/ai/students/> and the MacOdrum Library website: <https://library.carleton.ca/guides/subject/artificial-intelligence-ai-tools>

## **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 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. **Arrangements for deferrals must be made with me prior to the final due date.**

### **(iv) Make-up Test, Assignments, and Re-grading**

Students who miss the midterm test due to an unforeseen family or medical emergency will be able to write a deferred test on **Monday, Feb. 9<sup>th</sup>, from 7:15am-10:15am**, location to be determined. An [academic consideration for coursework form](#) must be provided to the course instructor prior to writing the deferred test.

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 an assignment's grade. All grade review requests must be made via email within 7 business days of receiving your grade 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. Should the student continue to take issue with the grade, they can contact the instructor. 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 pre-recorded (asynchronous) unless otherwise indicated.

Topic and Date	Important Information
<b>Week 1: January 6</b> <b>Introduction to Course &amp; What is Qualitative Inquiry?</b>  ~ Presentation of the course outline and assignments ~ Understanding course expectations ~ Understanding differences between qualitative and quantitative research	<b>Live (synchronous) Zoom session I: Introduction to Course &amp; Assignments, 2:35 pm-3:45 pm</b>  <b>Required reading:</b> van den Hoonaard & van den Scott (2022) "Chapter 1: Introduction," in <i>Qualitative Research in Action: A Canadian Primer</i> , 1-11. 4th Ed.  <b>Suggested Reading:</b> Julie Trebilcock & Clare Griffiths (2022) "Student motivations for studying criminology: A narrative inquiry" <i>Criminology &amp; Criminal Justice</i> 2022, Vol. 22(3) 480–497  <b>Bonus Activity 1 (Optional), Due: Jan. 13, 2:35 pm</b>
<b>Week 2: January 13</b> <b>Western Ways of Knowing &amp; Qualitative Research Design</b>  ~ Introduction to Euro-Western Paradigm ~ Introduction to Epistemology ~ Euro-Western Qualitative Research processes  ~ Finding a suitable topic ~ Crafting a Research Question ~ The conceptual funnel ~ Consulting the Literature ~ Determining a Theoretical Framework ~ Choosing an appropriate Method ~ Reflexivity and the research process	<b>Required reading:</b> van den Hoonaard & van den Scott (2022) "Chapter 2: Asking questions and identifying goals," <i>Qualitative Research in Action: A Canadian Primer</i> , 12-33. 4th Ed.  van den Hoonaard & van den Scott (2022) "Chapter 3: Strategies for designing research," <i>Qualitative Research in Action: A Canadian Primer</i> , 34-54. 4th Ed.  <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.  <b>Bonus Activity 2, (Optional) Due: Jan. 20, 2:35 pm</b>  <b>Bonus Activity 3, (Optional) Due: Jan. 20, 2:35 pm</b>
<b>Week 3: January 20</b> <b>Indigenous Ways of Knowing &amp; Anti-Oppressive Research</b>  ~ Indigenous Paradigms ~ Fundamentals of research with Indigenous peoples ~ Indigenous research methodologies ~ Collaborative research practices ~ Community engaged research ~ Anti-Oppressive research methods	<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.  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



	<p>Research: Perspectives on Research Involving Indigenous Peoples—part 1, 5-20. “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> <p>~ Emergence of Research Ethics Boards (REBs) ~ Research ethics in Canadian universities ~ Working with Indigenous communities ~ Managing “risk” and the “Ethics Creep” ~ Confidentiality and Criminalized Research Participants</p>	<p><b>Live (synchronous) Zoom session II: Qualitative Research Design/Finding &amp; Annotating Academic Research 2:35 pm-4:30pm</b></p> <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. 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>NO LECTURE</b></p>	<p><b>***In-Person Midterm Test, Date &amp; Location TBD***</b></p> <p><b>Please use class time to develop your Research Design Assignment.</b></p>

<p><b>Week 6: February 10</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> <li>~ Tensions between participation and observation</li> <li>~ Covert/overt participant-observation strategies</li> <li>~ Jotting and Fieldnotes</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.  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>Bonus Activity 4, (Optional) Due: Feb. 24, 2:35 pm</b></p>
<p align="center"><b>***** WINTER BREAK: FEB. 16-20, NO CLASS *****</b></p>	
<p><b>Week 7: February 24</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>Live (synchronous) Zoom session III: Mini-Literature Review, 2:35 - 3:45 pm</b></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.  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.  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>Bonus Activity 5, (Optional) Due: March 3, 2:35pm</b></p>

<p><b>Week 8: March 3</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 9: March 10</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>*****Mini-Literature review DUE*****</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.  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</b> - Delphine DiTecco- “Sex Robots and Sex Work Discourses in Scholarship and Mainstream Media”</p>

<p><b>Week 10: March 17</b>  <b>Virtual Ethnography &amp; On-line Data Sources</b></p> <p>~ Qualitative inquiry in the digital age  ~ Internet mediated research (IMR) v Face-to-Face (FTF) research  ~ Access to Information and Freedom of Information Requests (ATI/FOI) as virtual data &amp; critical methodology</p>	<p><b>Live (synchronous) Zoom session IV: Qualitative Research Proposal Instruction</b>, 2:35 -3:45 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>Week 11: March 24</b>  <b>Research Proposal Workshop I</b></p> <p>~ Looking ahead- Interpreting, Coding, Analyzing (See optional readings)</p>	<p><b>Live (synchronous) Zoom session V: Qualitative Research Proposal Workshop I</b>, 2:35 pm-5:25 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>

	Johnny Saldaña (2020) "Qualitative Data Analysis Strategies" in <i>The Oxford Handbook of Qualitative Research</i> , 877-911.
<b>Week 12: March 31</b> <b>Class Cancelled</b>	<b>I am out of the country. Class time to be used to develop your Final Proposal.</b>
<b>Week 13: April 7</b> <b>Research Proposal Workshop II</b>	<b>Live (synchronous) Zoom session VI: Qualitative Research Proposal Workshop II, 2:35 pm-5:25 pm</b>

**\*\*\*Qualitative Research Proposal Due, Wednesday April 8<sup>th</sup>, 11:59 pm\*\*\***

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