

Course Outline

COURSE: CRCJ 3002 A: Qualitative Methods in Criminology and Criminal Justice

TERM: Fall 2026

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

CLASS: **Day & Time:** 08:35 to 11:25 am, Mondays (in-person)
 Room: Please check Carleton Central for current room location.

INSTRUCTOR: Diksha Kale (she/her)
(CONTRACT)

CONTACT:

Office Hrs: By appointment only
Telephone: N/A
Email: dikshakale@cunet.carleton.ca
Emails are answered in 2-3 business days, Monday to Friday, with the exception of holidays. The instructor will only respond to emails sent from a student's Carleton University email (cmail).

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/449238>

ACKNOWLEDGEMENT & AFFIRMATION

ANISHNABE

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

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

Ninisiḁawinawànàniḁ kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.

Nigijeweninmànàniḁ 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

COURSE DESCRIPTION

This qualitative methods course is designed to introduce students to the fundamental knowledge and skills required for qualitative research in Criminology and Criminal Justice studies. We will be learning about the importance of research in the advancement of criminal justice as well as the procedural aspects of qualitative research, such as research design, research ethics, data collection, and data analysis. We will also examine qualitative research in the field of Criminology from a decolonial and critical perspective. While we discuss and study Indigenous and non-conventional forms of qualitative research in this course, the majority of the course content is focused on Western and Canadian modes of qualitative research.

LEARNING OUTCOMES

- Through the lectures and assigned readings, students will develop a substantive understanding of qualitative research theory and practices.
- The weekly course exercises will allow students to develop their writing, analytical and communication skills in a supervised setting.
- Students will work on two projects that allow them to develop the crucial skills required to design qualitative research projects.
- Students will be able to distinguish between the different methods of qualitative data collection and apply this knowledge to future projects.
- Students will become familiar with the intricacies of undertaking research projects in Canada, including but not limited to research ethics and research design.
- Students will gain a foundational understanding of qualitative data analysis which will be helpful to them for reading and analyzing complex texts throughout their education and beyond.

REQUIRED TEXTS:

Students are not required to purchase textbooks or other learning materials for this course. All the texts required for this course will be available on ARES reserves (on Brightspace) or through the MacOdrum Library. Please refer to the Course Calendar below to view the assigned texts for every week. Students will also benefit from consulting the [Course Guide for CRCJ 3002](#) on the MacOdrum Library website as needed.

REQUIRED MATERIALS

Students will need stationery such as sheets of paper, notebook, and pens for the course exercises in class. Students will also need access to a computer and high speed internet connection to submit some of the assignments. Some of the in-class course exercises may require the use of a cellphone or computer to run a web search or complete an online quiz. Students will **NOT** require access to any editing and proofreading software like Grammarly (whether in-built in their writing software or not).

EVALUATION

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.

Assignment	Grade Value	Due Date
Course Exercises	8x 3.75% each = 30%	Due every Monday in class
Mini Literature Review	15%	October 13
Class Test	25%	November 23 (in class)
Research Proposal	25%	December 8
Self-Assessment	5%	December 11

1. **Course Exercises (30% of final grade) – Due every Monday¹ in class**

Students can receive a grade worth a maximum of 3.75% every week of class for this assignment. Towards the end of the lecture, you will be assigned an in-class exercise in line with the learning outcomes of the course. **These exercises must be completed in class, and the handwritten responses must be submitted to the instructor before the end of the class.**

Exceptions will only be made for students registered with the Paul Menton Centre (PMC), who have a formal accommodation letter for using typing software instead of handwriting. Such students must email their completed course exercise to the instructor and must confirm with the instructor that their email was received, **before** they leave the classroom. The instructor will provide students with these accommodations a document link, with track changes and version history, for writing all their in-class course exercises.

Examples of these exercises include writing a paragraph about the assigned texts, identifying the citation format of different texts, creating an infographic etc. The exercises will be graded as pass (3.75%) or fail (0%). No alternative assignments will be provided for the in-class course exercises. Make sure to write your full name, student number, course title, and date at the top of the first page of your handwritten course

¹ Our last class for this course will be on Friday, December 11. The course exercise assigned during that lecture will be due the same day before the end of class.

exercise.

Note: Students **only need to attempt eight course exercises** throughout the semester. Any additional attempts will be evaluated as well, and the lowest attempt grade will be dropped.

2. Mini Literature Review (15% of final grade) – Due before October 13, 11:00 pm on Brightspace

Students must write a literature review that cites at least five academic sources and is between 1000 to 2000 words (excluding the bibliography). For this assignment, you must choose a topic from the list provided on Brightspace. To detect plagiarism and any use of generative artificial intelligence, students will be required to use a digital document with track changes and version history. You must use the American Psychological Association (7th edition) style guide for citations in this assignment. **Every citation must include the corresponding page number/s from the cited source, irrespective of APA guidelines that may or may not state otherwise.** Please consult this MacOdrum Library guide: <https://library.carleton.ca/guides/help/apa>.

This is a take-home assignment that must be submitted on Brightspace **before 11:00 pm on October 13**. The grading rubric and more information about the assignment will be provided on Brightspace.

3. Class Test (25% of final grade) – Due November 23 in class

Students will have 1.5 hours to complete the test. The test will be closed-book and handwritten. During the test, students will be provided with details about a qualitative research project. Using said information, they will have to complete a research ethics protocol document (which will be shared in advance on Brightspace). No extra time will be provided to complete the test.²

The use of any electronic devices – phones, tablets, computer/laptop, wristwatches, smart eyewear/glasses (Meta and other) etc. – will be forbidden and monitored during the test. Students must bring their Carleton University identity card and a bag where their electronic devices and other personal belongings can be stored for the duration of the test. **The reporting time for the test is 8:40 am. The test will begin at 9:00 am and end at 10:30 am. No student will be permitted to enter or leave the classroom from 9:00 am to 10:30 am.** Students who violate these rules will not be allowed to complete or retake the test. They will forfeit the 25% of final grade they could have received for this test.

In case of documented extenuating circumstances (i.e. medical or family emergency), an alternative date and time for the Class Test will be determined by the instructor outside of class hours. The alternative Class Test will occur on campus outside of regular class time (which can include Friday evening, Saturday or Sunday). **No other alternative**

² Exceptions to this policy will only be made for students registered with the PMC where extra time for tests and/or the use of typing software is mentioned in the formal accommodation letter.

assignments or retakes will be permitted for the Class Test. The grading rubric and more details about the test will be shared on Brightspace.

4. Research Proposal (25% of final grade) – Due before December 8, 11:00 pm on Brightspace

This assignment is based on the mini literature review and class test. **You cannot choose a topic different from your literature review for this assignment.** The aim of this assignment is to allow students to systematically build upon their literature review to design a formal qualitative research project. The research proposal should be between 1500 to 2000 words. To detect plagiarism and any use of generative artificial intelligence, students will be required to use a digital document with track changes and version history. You must use the American Psychological Association (7th edition) style guide for citations in this assignment. **Every citation must include the corresponding page number/s from the cited source, irrespective of APA guidelines that may or may not state otherwise.**

This is a take-home assignment that must be submitted on Brightspace **before 11:00 pm on December 8.** The grading rubric and more information about the assignment will be provided on Brightspace.

5. Self-Assessment (5% of final grade) – Due before December 11, 11:00 pm on Brightspace

Every student is required to write a one-page self-assessment detailing their performance in the course. Students are encouraged to comparatively discuss their understanding of qualitative research methods in Criminology before taking the course and at the time of writing the self-assessment. Make sure to comment on your performance for every assignment in the course. The self-assessments are evaluated as pass or fail, but students may be asked to rewrite theirs if the content is too short for evaluation or if the student misrepresents their performance in the course. The self-assessment is a take-home assignment that must be submitted on Brightspace **before 11:00 pm on December 11.**

COURSE CALENDAR

Note: The course schedule, including the readings, may change throughout the semester due to access issues, course progress and other reasons. Students will be informed of any such changes well in advance.

Week 1: September 14 – Introduction to the Course and What is Research?

1. Course Outline for CRCJ 3002A (Fall 2026)
2. Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). Thinking in Print. In *The Craft of Research* (Fourth Edition, pp. 9-15). University of Chicago Press.

Week 2: September 21 – What is Qualitative Research in Criminology and Criminal Justice?

1. Noaks, L., & Wincup, E. (2004). The Development of Qualitative Approaches to Criminological Research. In *Criminological Research* (pp. 2–18). SAGE Publications Ltd.
2. Deakin Library (Director). (2020, August 21). *Quantitative and Qualitative – What's the difference?* [Video recording]. <https://www.youtube.com/watch?v=4iws9XCyTEk>

Week 3: September 28 – Stages of Qualitative Research and Writing Literature Reviews

1. Holloway, I., & Wheeler, S. (2009). Initial Steps in the Research Process. In *Qualitative Research in Nursing and Healthcare* (pp. 31–52). John Wiley & Sons, Incorporated.
2. Denney, A. S., & Tewksbury, R. (2013). How to Write a Literature Review. *Journal of Criminal Justice Education*, 24(2), 218–234.
<https://doi.org/10.1080/10511253.2012.730617>

Week 4: October 5 – Research Ethics

1. Symbaluk, D. (2019). Chapter 3: Research Ethics. In *Research Methods: Exploring the Social World in Canadian Contexts* (2nd Edition, pp. 57–87). Canadian Scholars' Press.
2. Jowsey, T., Braun, V., Clarke, V., Lupton, D., & Fine, M. (2025). We Reject the Use of Generative Artificial Intelligence for Reflexive Qualitative Research. *Qualitative Inquiry*.
<https://doi.org/10.1177/10778004251401851>

Week 5: October 12 – Statutory holiday (no class, no assigned readings)

Mini Literature Review assignment is due before October 13.

Week 6: October 19 – Interviews and Focus Groups

1. Wincup, E. (2017). Interviews and Focus Groups. In *Criminological Research: Understanding Qualitative Methods* (pp. 122–139). SAGE Publications, Limited.
2. Gibbs, G. R. (Director). (2013, January 18). *How to Do a Research Interview* [Video recording]. <https://www.youtube.com/watch?v=9t-hYjAKww>

Week 7: October 26 – Fall Break (no class, no assigned readings)**Week 8: November 2 – Ethnography**

1. Boellstorff, T., Nardi, B., Pearce, C., & Taylor, T. L. (2012). Three Brief Histories. In *Ethnography and Virtual Worlds: A Handbook of Method* (pp. 13–28). Princeton University Press.
2. Swedenburg, T. (1989). Occupational Hazards: Palestine Ethnography. *Cultural Anthropology*, 4(3), 265–272.

Week 9: November 9 – Qualitative Data Analysis

Wincup, E. (2017). Working with Qualitative Data: Analysis, Writing and Dissemination. In *Criminological Research: Understanding Qualitative Methods* (pp. 158–173). SAGE Publications, Limited.

Week 10: November 16 – Accessing Information for Qualitative Research

Mario, B., & Kilty, J. (2024). A Right to Know? Using Access to Information as Method in Critical Criminological Research. *Qualitative Inquiry*.
<https://doi.org/10.1177/10778004241256140>

Week 11: November 23 – Class Test

No assigned readings this week.

Week 12: November 30 – Indigenous and Creative Research Methods

1. Wilson, S. (2001). What is an Indigenous Research Methodology? *Canadian Journal of Native Education*, 25(2), Article 2.
<https://ojs.library.ubc.ca/index.php/CJNE/article/view/196968>
2. Helen, K. (2020). Introducing Creative Research Methods. In *Creative Research Methods: A Practical Guide* (pp. 5–22). Policy Press.

Week 13: Please note that we will have two lectures this week.

December 7 – Decolonizing Research

1. Absolon (Minogizhigokwe), K. E. (2022). Colonial Research Trauma: Naming, Healing, Decolonizing and Restoring Vision. In *Kaandossiwin: How We Come to Know: Indigenous Re-Search Methodologies* (2nd Edition). Fernwood Publishing.
2. Agozino, B. (2003). Conclusion: Beyond Criminological Orientalism. In *Counter-Colonial Criminology: A Critique of Imperialist Reason* (pp. 228–232). Pluto Press.

Research Proposal assignment is due before December 8.

December 11 – The Future of Qualitative Research in Criminology and Criminal Justice

1. Potts, K. L., & Brown, L. (2015). Becoming an Anti-oppressive Researcher. In L. Brown & S. Strega (Eds.), *Research as Resistance: Revisiting Critical, Indigenous, and Anti-Oppressive Approaches* (Second edition, pp. 255–286). Canadian Scholars' Press.
2. Wright, R., Jacques, S., & Stein, M. (2015). Where Are We? Why Are We Here? Where Are We Going? How Do We Get There? The Future of Qualitative Research in American Criminology. In J. Miller & W. R. Palacios (Eds.), *Qualitative Research in Criminology*. Routledge.

Self-Assessment assignment is due before December 11.

POLICY ON LATE PENALTIES AND REQUESTS FOR EXTENSIONS

Assignments submitted past the due date will not be graded or accepted. Late submissions require an extension approved by the instructor in writing. There are no accommodations for late assignments, unless the delay in submission is due to an emergency. Without prior negotiation with the instructor, no late assignments will be accepted, and the assignment will be graded as 0. **Reasons such as planned travel, jobs, data backup or internet issues, or any misreading of the assignment and examination timetable are not acceptable.**

The granting of extensions is at the discretion of the instructor, who will confirm whether an extension is approved and its duration. For information about requesting short-term or long-term extensions, deferrals for final exams, or academic consideration due to illness, injury, or other extraordinary circumstances, please visit the Academic Consideration Policy page. All requests must be submitted to the instructor before the assignment due date. Full details and instructions can be found here: <https://carleton.ca/registrar/academic-consideration-policy/>.

To request an extension, send an email to the instructor with the following information at least two weeks before the due date for the assignment:

1. Your full name, student number and course title/number,
2. the assignment which you are requesting an extension for,
3. your reasons for requesting the extension, and
4. your notes, drafts etc. showing the work you have done for the assignment prior to making the extension request.

POLICY ON GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

Any use of generative or proofreading AI software is prohibited for this course. Examples of AI software include ChatGPT, Google Gemini, Quillbot, Grammarly, Notion, Microsoft Copilot, Claude etc. The use of generative AI, such as language learning models (LLMs), has been demonstrated to limit the development of critical thinking skills³ – skills which this class is oriented on developing. Since grammar, spelling errors and punctuation will not be graded for any assignment, students don't need to use any grammar or spell-checking software.

If you are suspected of using any such AI tools, you will have to prove that your assignments did not involve AI use. Using these tools for the course will also result in an academic integrity violation enquiry. To dispute any accusations of AI use, you are advised to keep records of the research and the detailed note-taking you do for the assignments. Students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

Let's harness the capabilities of our minds and avoid relying on technology for basic literacy tasks such as writing and note-taking. Learning and writing can be beautiful, creative, human-oriented processes. The instructor and teaching assistants for this course are committed to helping you develop your writing, critical thinking, and analytical skills.

POLICY ON CLASSROOM RECORDING

Unauthorized student recording of classroom or other academic activities (including advising

³See: Cook, T. (May 20, 2025). AI Weakens Critical Thinking. This Is How to Rebuild It: Cognitive offloading shrinks mental muscles. Here are 4 ways students can stay sharp, *Psychology Today*, link retrieved August 4, 2025: <https://www.psychologytoday.com/us/blog/the-algorithmic-mind/202505/ai-weakens-critical-thinking-and-how-to-rebuild-it>; and Stokel-Walter, C. (February 13, 2025). Using AI tools like ChatGPT can reduce critical thinking skills: A survey of workers who used generative AI to complete tasks found that they used critical thinking less when they trusted the AI to do the task accurately, *New Scientist*, retrieved August 4, 2025: <https://www.newscientist.com/article/2468440-using-ai-tools-like-chatgpt-can-reduce-critical-thinking-skills/>

sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy. This includes but is not limited to the use of Meta glasses, other smart eyewear, and cellphone cameras or voice recorders. Students requesting the use of assistive technology as an accommodation should contact the [Paul Menton Centre](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University's [Copyright Policy](#), faculty and contract instructors own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as lectures slides, lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials or otherwise circulate these materials without the instructor's written permission. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

OTHER COURSE POLICIES

1. Preparing for the Lecture

Students are expected to read and annotate the assigned readings for the week *before* coming to class. We cannot have any productive conversations during the lecture if you are completely unfamiliar with the readings. Be advised that some of the course content might be displeasing to read. The difference between an emotional trigger and discomfort is significant – the former is a strong, involuntary response, and the latter is a combination of emotions that can be managed more easily. Certain discomfort is to be expected when studying criminology and criminal justice, but please connect with the mental health resources available from the university (page 12) as needed.

2. In the Classroom

As pleasant as it may be to you, please avoid talking amongst each other in the classroom or being disruptive in any way. Many people find it difficult to concentrate on lectures when there are audible, visual or even olfactory distractions around them. Please avoid strong scents (perfume, strong body odour, scented products, odorous food etc.) when coming to class.

3. After Class

Lecture slides and audio recordings of the lectures (if requested) will eventually be uploaded by the instructor to Brightspace. The instructor cannot provide a concise recap or summary of any lectures you might miss.

4. On Brightspace

As the course instructor, I hope you will all make good use of the discussion forum on Brightspace. You can use the discussion forum to connect with your peers for questions about the course, to share any interesting insights about the readings, to confirm details you may be unsure of, to plan group studying etc. Please be respectful and considerate on the discussion forum. All posts and comments on the discussion forum are visible to the instructor and TAs.

5. Grade Review

If you wish to appeal your grade for an assignment or exam, please write a detailed email to the instructor and include specific comments in support of your request. To have your grade re-evaluated, you must demonstrate, with the help of the relevant grading rubric, an oversight on part of the TA who graded your work. A grade review can result in a higher or lower grade than the one you originally received. The grade assigned by your course instructor after the grade review process will be final, even if the grade is lower than the one you received from the TA who graded your work. **Every grade review request must be submitted within 7 days from the date of publishing the grades on Brightspace.**

6. Offences of Conduct

Any inappropriate behavior via email, on Brightspace or in-person with your course instructor, TAs and/or other students in the classroom will result in your being reported to the Institute of Criminology and Criminal Justices. Your course instructor and TAs are part-time employees of Carleton University. We are not required to put up with any offensive conduct from a student. Fostering a welcoming environment in the classroom is a responsibility you share with the instructor and your fellow students.

Please consult Section 10.2 of the university's policy on this subject:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/academic-integrity-and-offenses-of-conduct/>.

7. Questions about the Course

The instructor will not respond to questions (via email) that have already been answered in the course outline. Please do your due diligence to find answers in the course outline, on Brightspace and in your lecture notes. If you cannot find any answers there, please send an email to dikshakale@cunet.carleton.ca.

8. Readings and Modality

The readings and assignments for the course may be altered by the instructor depending on access issues, pedagogical approach, or to improve student learning. If the instructor cannot teach a class in person on a given day, the class will be held online or canceled.

9. Final Grades

This course is designed to ensure regular, sustained engagement with the course content. If you do not submit any of the weekly in-class course exercises, the instructor will have to indicate in your final grade assessment that you did not attend any of the lectures. For students with scholarships and financial aid, this can be an issue if attendance is one of the requirements for their funding.

The explanation below is meant to give you a general idea about the final grade you can expect in this course, based on your performance.

<u>Letter Grade</u>	Final Grade %	Student Performance
F	Less than 50	student did not demonstrate any of the learning outcomes
D+, D, D-	57-59, 53-56, 50-52	student demonstrates a preliminary understanding of the subject
C+, C, C-	67-69, 63-66, 60-62	student demonstrates an average understanding of the subject and can write about the subject at a satisfactory level
B+, B, B-	77-79, 73-76, 70-72	student demonstrates above average understanding and writing skills on the subject
A, A-	85-89, 80-84	student demonstrates advanced analytical and writing skills and has engaged critically with the course content
A+	90-100	student demonstrates excellent analytical and writing skills, and has engaged with the course content regularly, critically and consistently

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, Grammarly AI etc.);
- 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; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

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).

STATEMENT ON STUDENT MENTAL HEALTH

As a University 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. Here is a link to information about all of the resources, both on campus and off, that you may find helpful: <https://carleton.ca/wellness/>

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes can be found at the below link:

<https://students.carleton.ca/course-outline/>