

Course Outline

COURSE: CRCJ 3002D Qualitative Methods in Criminology

TERM: Winter 2023

PREREQUISITES: CRCJ

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

INSTRUCTOR: Shannon Fournier (she/her)
(CONTRACT)

CONTACT: **Office:**
Office Hrs:
Telephone:
***Email:** shannonfournier@cunet.carleton.ca

*You must use your Carleton email address in all correspondence with the instructor.

Link to Brightspace page:

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.

Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinigidjig kaye kejeyàdizidjig. Nigijeweninmànànig 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,

COURSE DESCRIPTION

This course is designed to introduce students to the theory and practice of qualitative research. Attention will be paid to the philosophical underpinnings of qualitative research, qualitative research methods, research ethics, and qualitative data analysis. Throughout the term a variety of approaches will be presented, including qualitative interviewing practices, ethnographic research, participatory action research, discourse analysis, narrative methods, and autoethnographies. Methodological possibilities for using Access to Information/Freedom of Information (FTI/FOI) requests in qualitative research will also be discussed. While this course is primarily focused on qualitative methods, students will also consider the polarity between the quantitative vs. qualitative divide, the politics of knowledge construction, truth claims, and critiques of the scientific method. Time will be devoted to reflecting on and working through issues of power, privilege, and oppression related to creating knowledge to encourage students in the praxis of becoming reflexive researchers. The connection between qualitative research and settler colonial aims in the Canadian context will be addressed.

LEARNING OUTCOMES

Specific course objectives: The goal of this course is to provide students with a comprehensive understanding of the qualitative research process. Over the course of the semester, students will:

- Review the research process, namely, the development of research questions, annotated bibliographies, literature reviews, research design/sampling, observational notations, coding, and data analysis.
- Acquire knowledge of critical epistemological and theoretical formulations of qualitative design and analysis.
- Examine various modes of data gathering such as participant observation, content analysis, in depth interviewing and ethnomethodology.
- Learn and reflect on ethical issues in qualitative research, the importance of reflexivity, anti-oppressive research, and Indigenous knowledges/methodologies.
- Conduct a qualitative research project.

TEXTS

van den Hoonaard, D.K. & van den Scott, L. (2022). *Qualitative Research in Action: A Canadian Primer*. (4th Ed.) Don Mills: Oxford University Press.

**Note: you may also use the 2019, 3rd edition of this text.*

Electronic copies can be purchased at: <https://www.vitalsource.com/en-ca/products/qualitativeresearch-in-action-deborah-k-van-den-hoonaard-v9780199030064>

Hard copies can be purchased or ordered/shipped through the Carleton University Bookstore: <https://www.bkstr.com/carletonstore/home> (613)520-2600 ext.3832

Links to additional readings will be available through ARES or links posted on the Brightspace course website.

COURSE STRUCTURE

This is a fully in-person course and students are expected to be present in the weekly seminars. Seminars will consist of a lecture component, in-class activities and exercises, and class discussions. Students are expected to have completed readings before class, so as to be able to fully participate and engage in the seminar. Lecture slides (when used) will be posted to Brightspace, but there will be no lecture notes or other accommodations made by the professor or the teaching assistant for missed classes (unless the student can provide a reasonable justification for their absence).

EVALUATION

All course requirements MUST be fulfilled to receive a passing grade. There is no possibility for make-up or extra credit assignments, therefore students are to please refrain from emailing the instructor regarding this.

Late submissions will receive a deduction of 2% per day to a maximum of 7 days at which point the assignment will receive a mark of: 0.

Occasionally, students encounter circumstances beyond their control where they may not be able to write a final examination or submit a take-home examination. Examples of this would be a serious illness or the death of a family member. If you miss a final examination and/or fail to submit a take-home examination by the due date, you may apply for a deferral as per the University Regulations in Sections 4.1 – 4.4 of the Undergraduate Calendar.

COVID-19 note: Deferrals require supporting documentation, normally this is in the form of a medical note by a physician. We understand during the current COVID-19 situation, this may be difficult to obtain. You may elect to submit the self-declaration form instead of obtaining a medical note.

Student reservations regarding grading are to be addressed with the primary marker within the first week of receiving the grade. Should the student continue to take issue with the grade, they can contact the instructor. The meeting 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. Kindly note that this does not replace the formal process of grade appeal.

The way in which the course is structured is a phased approach to a qualitative research project premised on content analysis. Should you have a friend in the class and are comfortable, this may be completed in pairs (groups of 2 only). However, you **MUST** notify the Professor in advance so a record can be kept. Be advised that as the decision to work in pairs is optional, complaints about other group members' lack of or quality of productivity will not be accepted.

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.

<u>Assessment</u>	<u>Weight</u>	<u>Due Date</u>
1. In-class Participation	10%	Ongoing
2. Formative Assessment: <i>What is qualitative research?</i>	15%	January 25 th , by 11:59pm
3. Methodology Literature Review	20%	February 22 nd , by 11:59pm
4. Study Design and Proposal	20%	March 22 nd , by 11:59pm
5. Final Research Paper	35%	April 12 th , by 11:59pm

1. Participation (10%): Class participation will be graded throughout the semester. Participation will be considered based on attendance, engagement with the lecture, and participation in class activities.

2. Formative Assessment (15%): This multiple choice/true and false online assessment will demonstrate your knowledge concerning the differences between qualitative and quantitative research; differences and similarities between philosophies and types of qualitative research methods/approaches learned up to this point in the course; debates in research ethics; and the design of qualitative research. Questions will cover readings and lecture slide content covered to this point. Once you open the assessment, you will have 25 minutes to complete it. There are 25 questions in total. Your grade will be available once the quiz closes for all students.

3. Methodology Literature Review (20%): This assignment will help you improve your ability to research, summarize, analyze and engage critically with qualitative research studies by developing a literature review based on your research topic. The assignment will be approximately 4-6 pages long (double-spaced, not including cover page, or bibliography). Your paper will offer an analysis on not more than 4 peer reviewed journal articles that use qualitative methods in the area of study which you are interested in exploring. Journal articles should be discussed thematically in relation to one another, e.g., research questions; method/approach; data; findings. You must also discuss how the articles are relevant to your own research question/problem. Articles based on multiple qualitative methods may be used; however, articles based on mixed methods involving a quantitative part may not be used.

4. Study Design and Proposal (20%): This assignment is aimed to help you identify your topic and begin to design the qualitative research study you wish to explore in your final research project. In working through this assignment, you will learn how to think through your topic of study, consider the ways in which your social values, perspectives, and presumptions influence your research, and recognize if your area of study is feasible for qualitative research. The assignment will be 4-6 pages long (double-spaced, not including cover page or bibliography). The assignment will present:

1. your research topic area and interest in the topic.
2. the initial research questions/problems you wish to investigate.
3. your initial research paradigm or theoretical stance.
4. the data you intend to study (e.g., human or other), and the method/approach you intend to use (e.g., interviews, discourse analysis, participant observation, etc.).

5. Final Research Paper (35%): The final research report consists of five parts: Introduction, Review of the Literature, Methodology (theory and methods), Analysis and Conclusion. The report will be approximately 18-20 pages (double-spaced, not including title page, table of contents, appendix, and references). Please use APA style formatting with 1-inch margins and 12-point TNR font.

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;
- 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 list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

STATEMENT ON PANDEMIC MEASURES

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety, which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

Please include the following text, provided by Equity and Inclusive Communities, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see Section 8 above, and the [Instructors' Guide to Academic Accommodation](#).

ACADEMIC ACCOMMODATION

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

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

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

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

SURVIVORS OF SEXUAL VIOLENCE

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

ACCOMMODATION FOR STUDENT ACTIVITIES

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

SCHEDULE

January 11: Introduction to Course, Review of Outline and Expectations.

Chapter 1 in van den Hoonaard, D.K. & van den Scott, L. (2022). *Qualitative Research in Action: A Canadian Primer*. (4th Ed.) Don Mills: Oxford University Press.

Becker, H.S. (1967). Whose Side Are We On? *Social Problems*, 14 (3), 239-247.

January 18: What is Qualitative Research?

Denzin, N.K. & Lincoln, Y.S. (2008). Introduction: The Discipline and Practice of Qualitative Research. In Denzin, N.K. and Y.S. Lincoln (eds.), *Strategies of Qualitative Inquiry* (pp. 1-43). Third edition. London: Sage.

Mcaleese, S., & Kilty, J. (2019). Stories Matter: Reaffirming the Value of Qualitative Research. *Qualitative Report*, 24(4), 822–845.

January 25: Western Ways of Knowing & Qualitative Research Design

Chapters 2-3 in van den Hoonaard, D.K. & van den Scott, L. (2022). *Qualitative Research in Action: A Canadian Primer*. (4th Ed.) Don Mills: Oxford University Press.

February 1: Indigenous Ways of Knowing & Anti-Oppressive Research

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

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

Second Half of Class: Annotative bibliography workshop/using CU library search engines:
Guest speaker: Julie Lavigne, Legal Studies Librarian, MacOdrum Library, Carleton University.

February 8: Morals and Ethics in Qualitative Research

Chapter 4 in van den Hoonaard, D.K. & van den Scott, L. (2022). *Qualitative Research in Action: A Canadian Primer*. (4th Ed.) Don Mills: Oxford University Press. Don Mills: Oxford University Press.

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

February 15: Ethnography and Participant Observation

Chapter 5 in van den Hoonaard, D.K. & van den Scott, L. (2022). *Qualitative Research in Action: A Canadian Primer*. (4th Ed.) Don Mills: Oxford University Press.

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

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

February 22: Reading Break

March 1: Interviewing, Focus Groups, and Talking Circles

Chapters 6 and 7 in van den Hoonaard *Qualitative Research in Action: A Canadian Primer*. 99-124.

Tachine, R. & Yellow Bird, E. (2016). Sharing Circles an Indigenous Methodological Approach for Researching with Groups of Indigenous Peoples. *International Review of Qualitative Research*, 9(3): 277-295.

March 8: Research Proposal Workshop and Practical Skills

March 15: Narrative Methods and Autoethnography

McAleese, S., & Kilty, J. M. (2019). Stories Matter: Reaffirming the Value of Qualitative Research. *The Qualitative Report*, 24(4), 822-845.

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

Optional reading:

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", *Qualitative Research*, 13(2): 127-147.

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

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

March 22: Content, Thematic, and Discourse Analysis: Textual, Visual, and Cultural Artifacts

Chapter 8 in van den Hoonaard, *Qualitative Research in Action: A Canadian Primer*.

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

McLean, K. (2017). From "Junkies" to "Soccer Moms": Newspaper Representations of Overdose, 1988-2014. *Critical Criminology*, 25, 411-432

March 29: Access to Information and Freedom of Information Requests

Walby, K. and A. Luscombe. (2016). Criteria for Quality in Qualitative Research and the Use of Freedom of Information Requests in the Social Sciences, *Qualitative Research*, 1-17.

Brownlee, J. & Walby, K. (2015). Access to Information and Social Justice in Canada. In Brownlee, J. and K. Walby (eds.) *Access to Information and Social Justice: Critical Research Strategies for Journalists, Scholars, and Activists*, (pp. 1-20). Winnipeg: Arbeiter Ring Publishing

Guest Lecture: Dr. Chris Bruckert, University of Ottawa

April 5: Research Paper Workshop and Practical Skills