

Course Outline

COURSE: CRCJ 3002F Qualitative Research Methods [Online]

TERM: Winter 2023

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

CLASS: Day & Time: Thursday, 2:35-5:25 p.m.

INSTRUCTOR: Dr. Ellen Faulkner, Institute of Criminology & Criminal Justice

TEACHING ASSISTANT: Jessica Meneray, MA Student, Human Computer Interaction, Carleton University
Email: JessicaMeneray@cmail.carleton.ca
Office Hours: Tuesdays 2-3 p.m. Zoom

CONTACT: **Office:** No Office on Campus
Office Hrs: Thursday 3:30-4:30 or by appointment via zoom
Email: Ellen.Faulkner@carleton.ca

=====

Special Information for Pandemic Measures

Carleton will continue to follow all public health guidelines as the COVID-19 pandemic continues. Please see the guidelines on the COVID-19 website: <https://carleton.ca/covid19/safe-return-to-campus/classroom-guidelines/>

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 must 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: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, 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.

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows: <https://students.carleton.ca/course-outline/>

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or Faculty of Public Affairs 20 Teaching Regulations 2022-23 as soon as possible after the need for accommodation is known to exist. For more details [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. Note: You no longer require a letter from a physician for the medical self declaration and assessment. 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 via Zoom 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 must 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/wpcontent/uploads/Accommodation-for-Student-Activities-1.pdf>

=====

COURSE DESCRIPTION

This course is designed to introduce students to the theory and practice of qualitative research. Attention will be devoted to the philosophical underpinnings of qualitative research, qualitative research methods, research ethics, and qualitative data analysis. A variety of approaches will be addressed including interviewing, ethnographic research, participatory action research, discourse analysis, narrative methods, and autoethnographies as well as Access to Information/Freedom of Information (FTI/FOI) requests. While this course is primarily concerned with qualitative methods, students will also engage in discussions concerning 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 discussing and working through issues of power, privilege, and marginalization related to creating knowledge while ways to encourage becoming reflexive researchers will be practiced throughout the term.

This course will incorporate a multidisciplinary experiential educational approach to the study of methods and methodology through the use of online lectures, interactive learning, practical tutorial workshops, and guest speaker videos. We will work through various stages of the research process and utilize different qualitative approaches through online group discussion activities. This will enable students to become familiar with a number of qualitative research methods and to work with one another collectively. All assignments for the course will be based on individual work in each student's area of interest.

LEARNING OUTCOMES

- Through lectures and assigned readings, students will be able to understand key differences between qualitative and quantitative research.
- Workshops will allow students to engage more thoroughly with the course readings and develop their practical and analytic qualitative research skills.
- Through lectures students will be exposed to a breadth of contemporary qualitative studies that demonstrate qualitative research methods in practice, including research that informs academic work as well as community-engaged studies.
- Special topics in lectures will equip students with practical skills in research methods, including selecting research topics, generating research questions, writing literature reviews, and analyzing and coding data.
- The final research proposal will enable students to demonstrate their ability to design a qualitative research study.

REQUIRED TEXTS

- van den Hoonaard, D.K. & Scott, L. J. (2021). *Qualitative Research in Action: A Canadian Primer*. (4th Ed.)

Don Mills: Oxford University Press. Available at Carleton University Bookstore. Rent or buy E-book via VitalSource: <https://www.vitalsource.com/en-ca/products/qualitative-research-in-action-deborah-k-van-den-hoonaard-v9780190165987>

□ Links to additional book chapters and journal articles may be accessed on Ares through Brightspace.

POLICIES

(i) Contact with Professor

I will be available for consultation with students during my office hours or by appointment. Please e-mail me should you want to set up an appointment outside of regularly scheduled office hours.

(ii) E-mail Policy

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that Professors will not send e-mails to students at any other addresses. If a class has to be cancelled, or if there is any other matter that you should know about prior to class, you may be sent an email on your Carleton account. E-mails will generally be returned within 2-3 days. **I read and respond to email between 9:00am-6:00pm on weekdays.**

(iii) Late Assignments:

Students must ask the instructor for permission to submit late assignments before the assignment deadline. If permission is granted, late assignments will be penalized 10% per day late. Late assignments will not be accepted after the third day. Any assignments submitted three days after the due date will receive a grade of 0. **Computer failure, conflicts with work schedules, or similar problems are not a valid excuse for failing to submit an assignment on time.** If you require an extension for an assignment, you must make arrangements with me ahead of time. **Please refer to the Self Declaration Form which should be filled out by students in cases of illness.** Extensions will not be granted over the phone or email. Students must notify me as soon as possible in the case of an emergency or see me in advance during office hours and after our meeting we will record (in written form) reasons for the extension and, if an extension is granted, the new due date.

Please note that there are no late submissions for the final research proposal. Exceptions ONLY for extraordinary circumstances beyond one's control which must be supported by formal documentation.

(iv) Disclaimer:

Please note that this schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives. Any changes will be communicated to the class via email.

(v) Respect

Our classroom will be defined by a commitment to intellectual openness and the acceptance of multiple opinions. Therefore, everyone must feel safe to express opinions, beliefs, and live out their values. We will all demonstrate respect for everyone in this class during group discussions. Respect does not mean that you cannot disagree. Rather it means listening to differing perspectives without interruption, prejudice or intimidation – verbal or nonverbal. Any form of disrespect will not be tolerated.

(vi) Confidentiality

Treat any personal information that you hear about a peer or an instructor as strictly confidential.

EVALUATION:

A. Online Reflection Assignments – 5 during term	15%	Ongoing
B. Formative Assessment Quiz – Due: Feb 5	10%	Opens Week 4 – Closes Week 5
C. Qualitative Research Study Design – Due: Feb 19	15%	Week 6
D. Mini-literature Review - Due: March 12	20%	Week 8
E. Qualitative Research Proposal - Due: April 12	40%	Week 13

***All assignments will open Sunday at 11:59 p.m. and close the following Sunday at 11:59 p.m. except for the final paper which is due Wednesday April 12, 2023.**

Please note: 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.**

A. Online Reflection Assignments (15%) - Ongoing - Open in Weeks 3-4, 5-6, 6-7, 8-9, 10-11 (3 pts each)

This grade will be based on your online reflection posts in Brightspace during the course. There will be 5 online reflection submissions throughout the course which will be open for one week Sunday to Sunday during the week they are due. Weekly online activities and readings will be assigned requiring you to reflect upon a question related to these in-class assignments or a required or suggested reading in your online post. Contributing to online class discussions will help you articulate your understanding and opinions of the ideas and information presented in the course and enable you to directly engage with the course material. **More information will be provided at a later date.**

B. Online formative assessment: What is qualitative research? (10%) – Opens Week 4, Sunday Jan 29 – closes Week 5 – Sunday Feb 5, 2023, 11:59 p.m. The exam will be open for one week.

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 lectures from Week 1 - 4 inclusive.

C. Qualitative research study design (15%) – Due at the end of Week 6 – Sunday Feb 19, 2023 at 11:59 p.m. Must be submitted online in Brightspace.

This assignment is aimed to help you identify your topic and begin to design the qualitative research study you wish to explore in your final research proposal. In working through this assignment, you will learn how to think through your topic of study, consider the ways in which your perspective influences your research, and recognize if your area of study is feasible for qualitative research. The assignment will be 3 to 4 pages long (double-spaced, not including cover page).

The assignment will present:

1. your research topic area and interest in the topic
2. your initial theoretical stance
3. the initial questions/problems you wish to investigate

4. the data you intend to study (e.g., human or other), and the method you intend to use (e.g., interviews, discourse analysis, participant field research/ethnography, etc.)
5. bibliographic information on four scholarly qualitative research articles which may be used for your miniliterature review.

Additional guideline and grading rubric to be posted online.

D. Mini-literature review (20%) – Due Week 8 – Sunday March 12, 2023 at 11:59 p.m. Must be submitted online in Brightspace.

This assignment will help you improve your ability to research, summarize, analyze and engage critically with qualitative criminology and criminal justice research studies by developing a literature review based on your research topic. The assignment will be 5-6 pages long (double-spaced, not including cover page, or bibliography). Your paper will offer an analysis of **5 peer reviewed journal articles** that use qualitative methods in the area of study which you are interested in exploring. Journal articles should be discussed in relation to one another and a critique of each piece should be provided based on what you have learned about qualitative research so far. You will also discuss how the articles are relevant to your own research question/problem as outlined in your Research/Study Design. It is often helpful to discuss the articles thematically. Articles based on multiple qualitative methods may be used; however, articles based on mixed methods involving a quantitative part may not be used. **Additional guideline to be posted online.**

E. Research Project Proposal (40%) – Must be submitted online in Brightspace by Wednesday April 12, 2023 at 11:59 p.m.

This assignment will outline your research study and provide the framework for your final research project were you to conduct this study. Using feedback from your research topic and mini-literature review assignments, your proposal will provide detailed information on your research problem/ question. The proposal will:

- a) present your research problem
- b) critically engage with related literature
- c) provide questions that guide your research project
- d) provide a detailed description of the theoretical and methodological approach, and the data to be studied
- e) develop an explanation of the research process to be conducted including gathering and summarizing literature for review, data collection, and assessing best methodological approach
- f) consider the ethical and moral dilemmas your topic may give rise to
- g) reflect on issues of power, privilege and marginalization related to making knowledge about this topic
- h) include a timetable of the research process which details each stage of your proposed research study (e.g., data collection, data analysis, etc).

The proposal must be 10-12 pages long (double-spaced, not including cover page or bibliography). **Additional guideline and grading rubric to be posted online.**

NOTE: All assignments should use a reasonably sized font (e.g., 12 point Arial or Times New Roman Font) and be double-spaced. Any citation style may be used as long as you remain consistent.

How to submit assignments: Please submit assignments using the dropbox feature located on Brightspace. Assignments are due by 11:59pm on the due date. All assignments must be completed to receive a passing grade.

COURSE INFORMATION

Online engagement: Under normal circumstances this course would be delivered in a classroom where we could all interact as a group to engage in respectful discussion and co-learning. Due to the course being online, things will be different than the norm, but we will all work together to create a respectful and valuable learning experience.

What students can expect from the Instructor and TA: This is a 'blended' course, which means that all required material will be posted or linked to the course website each class, and that students can flexibly engage with the material on their own weekly schedules. Students may meet with the instructor weekly to ask questions during class time. Each class will feature an extended-length video lecture (usually an accessible slideshow with voiceover). Students can expect a weekly message from their instructor, and weekly engagement by the Instructor and TA on the discussion board of the course website. Your instructor and TA are available for office hours by appointment, and we can be contacted by email; the primary mode of engagement with the course material, however, should be via the course site so we can connect and discuss the material and ideas together.

What we expect from students: As members of the Institute of Criminology and Criminal Justice and of Carleton University, CRCJ 3002 students are expected to engage in respectful consideration and analysis of course topics, and respectful discussion with our peers and with the teaching team. Students should allocate enough time each class to complete the assigned readings, view the weekly lectures, and to engage with other posted media. Some classes will involve more work, and should be allocated time accordingly.

Students should note that a considerable portion of your grade involves writing. An inability to present a clear and concise work will have an impact on the grade you receive for the class. Cheating, plagiarism, handing in the same assignment as someone else in the class, and handing in the same assignment or essay for two or more courses (without the permission of all instructors involved) are classified by the University as academic offences and will be dealt with accordingly. If you would like assistance with your writing, please contact the Centre for Academic Support (CSAS) Writing Services at: <https://carleton.ca/csas/writing-services/>

Useful Resources

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

OTHER CONCERNS

January 31, 2023 is the last day to withdraw from Winter courses with a full [fee adjustment](#) (financial withdrawal). Withdrawals after this date will create no financial change to Winter term fees and will result in a grade(s) of WDN appearing on your official transcript.

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv2/#2.3>

Statement on Plagiarism

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Intellectual Property

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

SCHEDULE *Please note that on occasion the class schedule may vary slightly from the course outline.* This schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives.

Class 1: Jan 12 - Introduction to Course: Content, Format and Requirements - Meet Thursday in Zoom at 2:35 p.m.

- Instructor Video Lecture: Presentation of the course outline and assignments
- Understanding course expectations
- Theoretical foundations of qualitative research
- Understanding differences between qualitative and quantitative research

Required reading:

van den Hoonaard, D. K. (2021). Ch 1: Introduction. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer*. Fourth Edition. Don Mills: Oxford University Press.

Suggested reading:

Denzin, N.K. and Y.S. Lincoln (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.

Class 2: Jan 19. What is Qualitative Research? Meet Thursday in Zoom at 2:35 p.m.

- Instructor Video Lecture: Introduction to types of qualitative approaches
- The theory- and value-ladenness of 'facts'
- Questions of bias

Workshop: Library Research Techniques

Required readings:

van den Hoonaard, D. K. (2021). Ch 2: Asking Questions and Identifying Goals. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Prime*. Fourth Edition. Don Mills: Oxford University Press.

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

Beta, Michela and Richard Swedberg. 2017. "Values on Paper, in the Head, and in Action: On Max Weber and Value Freedom Today." *Canadian Review of Sociology*. 54(4): 445-455.

Suggested readings:

Smith, L. T. (2005). Research through Imperial Eyes. In Smith, L.T., *Decolonizing Methodologies: Research and Indigenous Peoples* (Chapter 2, pp. 42-57). Second Edition. New York: Zed Books.

Smith, L. T. (2005). Colonizing Knowledges. In Smith, L.T., *Decolonizing Methodologies: Research and Indigenous Peoples* (Chapter 3, pp. 58-77). Second Edition. New York: Zed Books.

Faulkner, E. (2001). "Empowering Victim Advocates: The Community Response to Anti-Gay/Lesbian Violence in Canada." *Critical Criminology: An International Journal, A Special Theme Edition on Criminology, Empowerment and Social Justice*. 10(2):123-135.

Class 3: Jan 26 - Designing Qualitative Research - Meet Thursday in Zoom at 2:35 p.m.

- Instructor Video Lecture: Strategies of qualitative research design
- Coming up with research topics and initial research questions
- The role of reflexivity in the research process

Workshop: Designing Your Qualitative Research Study

Required reading:

van den Hoonaard, D. K. (2021). Ch 3: Strategies for Designing Research. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Prime*. Third Edition. Don Mills: Oxford University Press.

Suggested readings:

Willis, J. W. 2007. "World Views, paradigms, and the practice of social science research." In *Foundations of Qualitative Research: Interpretive and Critical Approaches*. Thousand Oaks, CA: Sage, 1-26.

Hesse-Biber, S.N. and P. Leavy (2011). Designing Qualitative Approaches to Research. In Hesse-Biber, S.N. and P. Leavy, *The Practice of Qualitative Research* (pp. 31-57). Thousand Oaks: Sage.

Assignment: Reflection # 1 Opens Week 3, Due Week 4: Sunday January 29 at 11:59 p.m.

Class 4: Feb 2: Moral & Ethical Issues in Qualitative Research - Meet Thursday in Zoom at 2:35 p.m.

- Instructor Video Lecture: Ethical, legal and self-censorship issues
- Fieldwork and moral relativism

Workshop: Debating Ethical Dilemmas

Required reading:

van den Hoonaard, W.C. (2021). Ch 4: Ethics on the Ground: A Moral Compass. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer*. Fourth Edition. Don Mills: Oxford University Press.

Van den Hoonaard, Will C. (2014). "How Positivism is Colonizing Qualitative Research through Ethics Review." In Jen Kilty et al. *Demarginalizing Voices: Commitment, Emotion, and Action in Qualitative Research*. (pp. 173-195) Vancouver & Toronto: UBC Press.

Suggested Readings:

Ogden, Russel D. (2014). "Observing a Self-Chosen Death." Jen Kilty et al, *Demarginalizing Voices: Commitment, Emotion, and Action in Qualitative Research*. (pp. 15-37) Vancouver & Toronto: UBC Press.

Sonenschein, D. 1987. On having one's research seized. *Journal of Sex Research*. 23: 408-414.

Humphries, L. "Tearoom Trade: Impersonal Sex in Public Places." (Originally published in: 1972, *Sociology Full Circle* (W. Feigelman Ed.). NY: Praeger Publishers, 259-277).

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

Assignments:

Quiz Online Formative Assessment: Due: Sunday February 5 at 11:59 p.m. in Brightspace.

Reflection #1 Due: Sunday, January 29 at 11:59 p.m. in Brightspace.

Class 5: Feb 9 - Unobtrusive Measures & Access to Information and Freedom of Information Requests. Meet Thursday in Zoom at 2:35 p.m.

- Video Lecture: Unobtrusive Methods & Access to Information and Freedom of Information Requests as critical methodological Practices.

Workshop: Practice drafting an ATI request

Required reading:

van den Hoonaard, D. K. (2021). Unobtrusive Measures. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 8). Fourth Edition. Don Mills: Oxford University Press.

Monaghan, Jeffrey and Andrew Crosby. (May 4, 2018). "RCMP files say 'violent aboriginal extremists' are undermining pipeline plans. This is what Carleton University researchers learned from police documents on government surveillance of Indigenous activists." Vice.com Online:
https://www.vice.com/en_ca/article/mbxyw8/rcmp-files-say-violent-aboriginal-extremists-are-undermining-pipeline-plans

Suggested readings:

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. and K. Walby. (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.

Videos: *How to Make an Access to Information ATIP Request in Canada*. Youtube; Dr. David Whyte. (June 17, 2021). *Using Freedom of Information Requests in Research Part 1*. Youtube; The Agenda with Steve Paikin (2016). *Freedom of Information in Canada*. Youtube.

Assignments: Quiz Online Formative Assessment Due: February 5 at 11:59 p.m. in Brightspace.
Reflection Assignment #2 opens Week 5, Due Week 6: Sunday February 12, 11:59 p.m.

Class 6: Feb 16 - Power, Reflexivity, and Marginalized Populations. Meet Thursday in Zoom at 2:35 p.m.

- Video Lecture: Critical reflection on interconnected identities and social categories
- Revisiting being reflexive researchers

Workshop: Becoming Reflexive Researchers**Required readings:**

van den Hoonaard, D. K. (2021). "Reflexivity" in Trust the Process. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 9). Fourth Edition. Don Mills: Oxford University Press.

Reclaiming Power and Place: *The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls*. Volume 1a (2019). Ch 1: Centering Relationships to End Violence: Introduction: Building a Solid Foundation. (pp. 93-127). Retrieved from: https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a-1.pdf

Boilevin, L., Chapman, J., Deabe, L. Doerksen, C. Fresz, G., Joe, DJ., Leech-Crier, N., Marsh, S., McLeod, J. Neufeld, S., Pham, S., Shaver, L., Smith, P., Steward, M., Wilson, Dean and P. Winter. 2018. *Research 101: A Manifesto for Ethical Research in the Downtown Eastside*. Retrieved from https://docs.google.com/document/d/1M2D6_XAVNI78UjxKJpsmBn2N1ORlb9t7uJ6A7y9P3no/edit#

Suggested Readings:

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

Bouclin, Suzanne. (2009) "Bad Girls Like Good Contracts: Erotic Dancers' Resistance over Three Decades" in E. Faulkner and G. MacDonald (eds.) *Victim No More? Women Resisting the Label of Law* (pp.46-60) Fernwood Press.

Assignments:

Qualitative research study design Due: Sunday, February 19 at 11:59 p.m. in Brightspace.
Reflection # 3 opens Week 6, Due Week 7: Sunday, February 19, at 11:59 p.m. in Brightspace.

Class 7: March 2 - Ethnographies & Participant Observation. Meet Thursday in Zoom at 2:35 p.m.

- Video Lecture: Ethnographies & Field Research & Participant Observation
- Understanding tensions between participation and observation
- Consideration of covert/overt participant-observation strategies

Workshop: Participant Observation

Required reading:

van den Hoonaard, D. K. (2021). Ch 5: Observing Social Life through Field Research. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer*. Fourth Edition. Don Mills: Oxford University Press.

Landry, Deborah. (2019). "Stop Calling it Graffiti': The visual rhetoric of contamination, consumption and colonization." *Current Sociology*. 67(5):686-704.

Landry, Deborah. (2017). "Defensible Aesthetics: Creative Resistance to Urban Policies in Ottawa." In *Graffiti and Street Art*, edited by Konstantinos Avramidis, and Myrto Tsilimpounidi, (pp. 216–30). London: Routledge.

Suggested reading:

Van den Scott, Lisa Jo K. (2018). "Visual Methods in Ethnography." *Journal of Contemporary Ethnography*. 47(6): 719-728.

Barratt, M. and A. Maddox (2016). Active Engagement with Stigmatized Communities through Digital Ethnography. *Qualitative Research*, 16(6) 701-719.

Class 8: March 9 - Interviewing & Focus Groups. Meet Thursday in Zoom at 2:35 p.m.

- Video Lecture: Conducting interviews and developing interview questions
- Interview transcription practices

Workshop: Writing Good Qualitative Interview Questions

Required reading:

van den Hoonaard, D. K. (2021). Ch 6: In-depth Interviewing and Ch 7: Focus Groups. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer*. Fourth Edition. Don Mills: Oxford University Press.

Suggested readings:

Esterberg, K. (2002). Interviews. In Esterberg K., *Qualitative Methods in Social Research* (pp. 83-114). Boston, MA: McGraw-Hill.

Raguparan, M. (2017). "If I'm Gonna Hack Capitalism": Racialized and Indigenous Canadian Sex Workers' Experiences Within The Neo-Liberal Market Economy. *Women's Studies International Forum*, 60, 69-76. doi:10.1016/j.wsif.2016.12.003

Assignments: Mini Literature Review Due: Sunday March 12 at 11:59 p.m. in Brightspace.

Reflection #4 opens Week 8. Due Week 9: Sunday March 12 at 11:59 p.m. in Brightspace.

Class 9: March 16 - Data Analysis. Meet Thursday in Zoom at 2:35 p.m.

- Video Lecture: Introduction to Data Analysis
 - Strengths and limitations of Data analysis
- Workshop: Coding and Software Nvivo*

Required Reading:

van den Hoonaard, D. K. (2021). Ch 9: Trust the Process: Analyzing Qualitative Data. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer*. Fourth Edition. Don Mills: Oxford University Press.

Suggested reading:

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

Daroya, E. 2018. "Not Into Chopsticks or Curries": Erotic Capital and the Psychic Life of Racism on Grindr. In D. W Riggs (ed), *The Psychic Life or Racism in Gay Men's Communities* (pp. 67-80). Maryland: Rowman & Littlefield Group.

Class 10: March 23 - Writing Up Qualitative Research. Meet Thursday in Zoom at 2:35 p.m.

- Video Lecture: Writing a Research Report.
- Workshop: The Process of Research & Writing a Proposal***

Required readings:

van den Hoonaard, D. K. (2021). Ch 10: Writing Up Qualitative Research. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer*. Fourth Edition. Don Mills: Oxford University Press.

van den Hoonaard, D. K. (2021). Appendix C: Checklist for Writing Research Reports." In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer*. Fourth Edition. Don Mills: Oxford University Press

Suggested Readings:

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

Assignments: Reflection #5 opens Week 10, Due Week 11: Sunday March 26 at 11:59 p.m. in Brightspace.

Class 11: March 30 - Research Proposal Workshop I. Meet Thursday in Zoom at 2:35 p.m. to discuss your proposals and ask questions.

- Video Lecture: Online class workshop on research proposals
- Instructor and peer feedback sessions

Class 12: April 6 - Research Proposal Workshop II. Meet Thursday in Zoom at 2:35 p.m.

to discuss your proposals and ask questions.

-
- Video Lecture: Online class workshop on research proposals
 - Instructor and peer feedback sessions

Week 13: April 12, 2023

Assignment: Final Research Proposal: Due online in Brightspace by 11:59 pm on Wednesday April 12, 2023.

End of term. Have a lovely Summer break!