

Course Outline

CRCJ 3002-G: Qualitative Research Methods
Winter 2023

Instructor: Adina Ilea, PhD

Office Hours: By appointment

Email: Adina.Ilea@carleton.ca

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

CLASS: Day & Time: Tuesday, 2:35-5:25 p.m. – Online

Teaching Assistant: See Brightspace for name & contact

Pre-requisites & Precluded Courses: CRCJ 1000 and third-year standing in the B.A. Honours in Criminology and Criminal Justice.

ACKNOWLEDGEMENT & AFFIRMATION

ANISHNABE

Ni manàdjyànànig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wikàd ki migiwewàdj.

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

Ninìsidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.

Nìgijewenimànànig ogog kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànìkàdj.

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 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. 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 discussing and working through issues of power, privilege, and oppression related to creating knowledge while ways to encourage becoming reflexive researchers will be integrated throughout the term.

COURSE ORGANIZATION

- This course is offered fully on-line.
- A narrated PowerPoint Presentation (PPT) will be made available on Brightspace every Tuesday by 2:35 PM. Each PPT will correspond with the assigned readings for that day.
- For each class, students will be required to do the corresponding readings (see readings schedule below).
- Please see the **evaluation section** below for a complete breakdown of the various components of evaluation.
- Please note that quizzes are based on both PPT and readings. Therefore, students are strongly encouraged to keep up with the readings each week.
- Detailed course schedule is provided at the end of this syllabus.

LEARNING OUTCOMES

Through lecture PPTs and assigned readings, students will be able to understand the theoretical underpinnings of qualitative research as well as how to conduct qualitative studies. Online discussion forums and workshops will allow students to engage directly with the course readings while developing their practical and analytic qualitative research skills. Special topics 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.

TEXTS

van den Hoonaard, D.K and van den Scott, L-J. (2021). Qualitative Research in Action: A Canadian Primer. (4th Ed.) Don Mills: Oxford University Press. Ebook available at:

<https://www.vitalsource.com/en-ca/products/qualitative-research-in-action-deborah-k-van-den-hoonaard-v9780190165987>

Hard copies (or e-copies for rent) are also available from the Carleton bookstore

<https://www.bkstr.com/carletonstore/product/qualitative-research-in-action-187499-1>

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

EVALUATION**QUIZZES (15%)**

There will be 3 on-line multiple-choice quizzes, each worth 5% for a total of 15%. During the week when there is a quiz, the quiz will become available on **Tuesday at 6:00PM**. You will have until

Monday at 11:59PM to complete it. Once you start a quiz, you will have **20 minutes** to complete it (accommodations will be made for students registered with PMC to receive more time).

GRADED DISCUSSIONS (10%)

There will be two graded discussions, each worth 5% for a total of 10%. The class will be divided into groups, and you will participate in the group discussion to which you have been assigned. You will be posting your own discussion post, and then replying to one group mate's post. There is NO group work involved. Discussions will open on **Tuesdays at 6:00PM** and close **Monday at 11:59PM**

Specific instructions will be provided for each discussion. Please read the instructions carefully before posting.

Evaluation of the discussion posts will be based on the quality of the participation, and not necessarily the quantity. However, as each post is worth 5% of the final grade, students are encouraged to write approximately 500 words for each post; each post should mobilize course content and demonstrate that the student has actively engaged with the course material. Each reply post should be well-thought, make reference to course material, and bring something new to the conversation, while also being respectful, and should be approximately 250 words.

QUALITATIVE RESEARCH STUDY DESIGN (15%) Due Tuesday, **February 14, at 11:59pm**

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. the initial research questions/problems you wish to investigate
3. your initial 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. an annotated bibliography on four qualitative research articles from peer reviewed journals only (i.e., not theses, dissertations, book chapters) which may be used for your mini-literature review.

Additional guideline and grading rubric to be posted online.

MINI-LITERATURE REVIEW (20%) Due Tuesday, **March 7 at 11:59 pm**

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 5-6 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, i.e., research questions; method/approach; data; findings. You will 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.

Additional guideline to be posted online.

RESEARCH PROJECT PROPOSAL (40%) Due Tuesday, **April 11, at 11:59 pm**

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 research questions/problems that guide your 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).

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.

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 acknowledgment;
- 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>

COURSE SCHEDULE

DATES	Topics	Readings to be done BEFORE class
Class 1: Tuesday, Jan. 10	Introduction to course	<ul style="list-style-type: none"> van den Hoonaard and van den Scott, Chapter 1: Introduction, <i>Qualitative Research in Action: A Canadian Primer</i>
Class 2: Tuesday, Jan. 17	What is qualitative research?	<ul style="list-style-type: none"> Becker, H.S. (1967). <i>Whose Side Are We On?</i>, <i>Social Problems</i>, 14 (3), 239-247. Smith, L. T. (2005). Research through Imperial Eyes. In Smith, L.T., <i>Decolonizing Methodologies: Research and Indigenous Peoples</i> (Chapter 2, pp. 42-57) Second Edition. New York: Zed Books.

<p>Class 3: Tuesday, Jan. 24</p>	<p>Designing Qualitative Research</p>	<ul style="list-style-type: none"> • van den Hoonaard and van den Scott, Chapter 2: Asking questions and identifying goals • van den Hoonaard and van den Scott, Chapter 3: Strategies for designing research. • Quiz #1 (covers classes 1, 2, and 3). This quiz opens on Tuesday, January 24 at 6:00PM and closes on Monday, January 30 at 11:59PM.
<p>Class 4: Tuesday, January 31</p>	<p>Moral and Ethical Dilemmas in Research</p>	<ul style="list-style-type: none"> • van den Hoonaard and van den Scott, Chapter 4: Ethics on the ground: A moral compass • Haggerty, K. (2004). "Ethics Creep: Governing Social Science Research in the Name of Ethics," <i>Qualitative Sociology</i>, 27 (4), 391-414. • Discussion #1 opens on Tuesday, January 31 at 6:00PM and closes on Monday, February 6 at 11:59PM.
<p>Class 5: Tuesday, Feb. 7</p>	<p>Ethnography & Participant Observation</p>	<ul style="list-style-type: none"> • van den Hoonaard and van den Scott, Chapter 5: Observing social life through field research • 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>Class 6: Tuesday, February 14</p>	<p>Interviewing, Focus Groups, & Talking Circles</p>	<ul style="list-style-type: none"> • van den Hoonaard and van den Scott, Chapter 6: In-depth interviewing • van den Hoonaard and van den Scott, Chapter 7: Focus Groups • Tachine, R. & 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. • Quiz #2 (covers classes 4, 5, and 6). This quiz opens on Tuesday, Feb. 14 at 6:00PM and closes on Monday, Feb. 27 at 11:59PM (note: the quiz closes after reading week) • Qualitative research design due by Tuesday, Feb. 14 11:59PM
<p>Feb. 21</p>	<p>No class</p>	<ul style="list-style-type: none"> • READING WEEK
<p>Class 7: Tuesday, February 28</p>	<p>Narrative Methods & Autoethnography</p>	<ul style="list-style-type: none"> • McAleese, S., & Kilty, J. M. (2019) “Stories Matter: Reaffirming the Value of Qualitative Research” <i>The Qualitative Report</i>, 24(4), 822-845. • Winkler, I. (2018). “Doing autoethnography: Facing challenges, taking choices, accepting responsibilities” <i>Qualitative Inquiry</i>, 24(4), 236-247.
<p>Class 8: Tuesday, March 7</p>	<p>Power, Reflexivity, and Anti- Oppressive Research</p>	<ul style="list-style-type: none"> • 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. <i>Research 101: A Manifesto for Ethical Research in the Downtown Eastside</i>. • Potts, K. and L. Brown. (2005). <i>Becoming an Anti-oppressive Researcher</i>. In Brown, L. and Strega, S. (eds.), <i>Research as Resistance</i> (pp. 255-286). Canadian Scholars Press: Toronto. • Mini-literature review due by Tuesday, March 7 at 11:59PM

<p>Class 9: Tues. March 14</p>	<p>Content, Thematic, and Discourse Analysis: Textual, Visual, and Cultural Artifacts</p>	<ul style="list-style-type: none"> • van den Hoonaard and van den Scott, Chapter 8: Unobtrusive research • Carrabine, Eamon (2015) “Visual Criminology: History, Theory and Method” in Copes, Heith and Miller, J Mitchell, (eds.) The Routledge Handbook of Qualitative Criminology. Routledge International Handbooks. Routledge Taylor & Francis, New York, 103-121. • Discussion #2 opens on Tuesday, March 14 at 6:00PM and closes on Monday, March 20 at 11:59PM.
<p>Class 10: Tues. March 21</p>	<p>Data Analysis</p>	<ul style="list-style-type: none"> • Tonkiss, F. (1998). Analyzing Discourse. In Seale, C. (ed), Researching Society and Culture (pp. 245-260). London: Sage. • van den Hoonaard and van den Scott, Chapter 9: Trust the process: Analyzing qualitative data • Quiz #3 (covers classes 7, 8, 9, and 10). This quiz opens on Tuesday, March 21 at 6:00PM and closes on Monday, March 27 at 11:59PM.
<p>Class 11: Tues. March 28</p>		<ul style="list-style-type: none"> • Synchronous research proposal workshops
<p>Class 12: Tues. April 4</p>		<ul style="list-style-type: none"> • Synchronous research proposal workshops
<p>Tues. April 11</p>		<ul style="list-style-type: none"> • Final project due by 11:59PM