

Course Outline

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

TERM: Fall 2024

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, Thursdays (in-person)
Room: Please check Carleton Central for current room location.

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

TEACHING ASSISTANT: Vajmeh Tabibi (she/her)
vajmehtabibi@mail.carleton.ca (Office hours by appointment only)

CONTACT: Office: DT1727, Dunton Tower
Office Hrs: Tuesdays and Thursdays from 11:25 am to 12:00 pm, or by appointment
Telephone: N/A
*Email: dikshakale@cunet.carleton.ca

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

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/288490>

ACKNOWLEDGEMENT & AFFIRMATION

ANISHNABE

Ni manàdjiyànàniḡ Màmìwininì Anishinàbeg, oḡoḡ kà nàḡadawàbandadjig iyo aki eko weshkad. Ako nongom ega

wikàd kì mìḡiwewàdj.

Ni manàdjiyànàniḡ kakina Anishinàbeg ondaje kaye oḡoḡ kakina eniyagizidjig enigokamigàḡ Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninisidawinawànàniḡ kenawendamòdjig kije kikenindamàwin; weshkinigidjig kaye kejeyàdizidjig.

Nigijeweninmànànìg 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 basic 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 theoretical 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 in Criminology and Criminal Justice. The two workshops in this course are designed to help students develop their research writing skills and to practice some qualitative research methods with their peers in a supervised setting.

LEARNING OUTCOMES

- Through the lectures and assigned readings, students will develop a substantive understanding of qualitative research theory and practices.
- The weekly assignments will allow students to keep track of their progress and coursework, enabling them to identify areas of improvement as well as to assess their knowledge of the course content.
- Students will work on two projects that allow them to develop the crucial skills required for impactful writing in the Criminology program and 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.

PRIMARY TEXT (required):

Noaks, L., & Wincup, E. (2004). *Criminological Research*. SAGE Publications Ltd.

<https://doi.org/10.4135/9781849208789>

The entirety of this book is available to unlimited users for free, thanks to the MacOdrum Library, on the [library website](#). Students are advised to download the relevant chapters (mentioned below) at the beginning of the course to avoid access issues in the future. If you require a printed version of the entire book, please contact the [Carleton University Bookstore](#).

All the other 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.

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 Outline Quiz	5%	October 1
Weekly Quiz or Participation	10 x 3% each = 30%	Due every Tuesday
Literature Review	30%	October 14
Mid-Term Self-Assessment	5%	November 4
Research Proposal	30%	November 22

1. Course Outline Quiz (5% of final grade) – Due by October 1

Every student enrolled in this course must pass this Course Outline Quiz with a 100% grade. You cannot access any of the course assignments after October 1 if you do not receive a 100% on this quiz before the due date. You can reference the syllabus throughout the quiz to answer the multiple-choice questions correctly. You will have an unlimited number of attempts for this quiz. Completing this assignment with a perfect score demonstrates that you have a sufficient grasp on what the course entails, what the course policies are, and what you can expect from being enrolled in this course.

2. Weekly Quizzes or Participation (30% of final grade) – Due every Tuesday

Students can receive a grade which equals to a maximum of 3% every week of class. They can do so by making substantive contributions to the discussion in class that Thursday, or by attempting the weekly quizzes posted on Brightspace after class. While the quizzes are evaluated on the basis of factually correct answers to multiple choice questions, the rubric for the Weekly Participation is as follows.

Contributing to class discussion = 1 point

Citing relevant information from the assigned readings = 1 point

Demonstrating logic and insightfulness = 1 point

Note: Students **only need to attempt ten** such weekly quizzes or contribute to class discussions in ten of the classes throughout the semester. Any additional attempts will be evaluated as discussed above, and the lowest attempt grade will be dropped.

3. Literature Review (30% of final grade) – Due by October 14

Students must write a literature review that cites **at least five academic sources and is between 1200 to 2000 words (footnotes/endnotes, and bibliography excluded)**. For this assignment, the student must choose a topic suited for qualitative research in Criminology and Criminal Justice. They must demonstrate their critical reading and critical analysis skills by writing a literature review that sums up the existing major arguments for their topic and identifies the existing gaps in the literature. The literature review must be argumentative in nature, and not like an annotated bibliography. As a student, you are required to **use a uniform citation method** throughout this assignment when citing your sources e.g. APA, MLA, McGill, Chicago etc. In-text citations will count towards the word count limit for the assignment. Please identify your chosen uniform citation method on the cover page of the assignment. The grading rubric and exemplar for this assignment will be made available on Brightspace.

Resources:

This is a useful guide for understanding how to write critical literature reviews: https://sociology.fas.harvard.edu/files/sociology/files/literature_review.pdf. The MacOdrum Library website has additional resources on how to use citation guides, which can be found here: <https://library.carleton.ca/guides/help/citing-your-sources>.

4. Mid-Term Self-Assessment (5% of final grade) – Due by November 4

This assignment is mandatory for every student in class, and you must submit it to pass the course. Every student is required to write a one-page (docx format) self-assessment detailing their performance in the course so far. Students are encouraged to write about the areas they would like to improve in for the class as well as discuss the improvement they have noticed up to that point. Make sure to include your actual dates of

submission for all the assignments so far, reflecting on your ability to complete the assignments in a timely manner. 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.

5. Research Proposal (30% of final grade) – Due by November 22

This assignment is based on the literature review written by the student. You cannot choose a topic different than 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.** The grading rubric and exemplar for this assignment will be made available on Brightspace.

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 5 – Introduction to the Course and What is Research?

Required Readings:

- i. Course Outline for CRCJ 3002B (Fall 2024).
- ii. “Thinking in Print”, p. 9 to 15 in Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). *The Craft of Research* (Fourth Edition). University of Chicago Press.

Week 2: September 12 – What is Qualitative Research in Criminology and Criminal Justice?

Required Reading:

Noaks, L., & Wincup, E. (2004). The development of qualitative approaches to criminological research. In *Criminological Research* (pp. 2-18). SAGE Publications Ltd, <https://doi.org/10.4135/9781849208789>

Supplemental Reading:

Deakin Library. (2020, August 21). *Quantitative and Qualitative – What’s the difference?* [Video recording]. <https://www.youtube.com/watch?v=4iws9XCyTEk>

Week 3: September 19 – Stages of Qualitative Research

Required Reading:

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.

Supplemental Reading:

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: September 26 – Research Ethics

Required Reading:

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.

Week 5: October 3 – Interviews and Focus Groups

Required Readings:

- i. Noaks, L., & Wincup, E. (2004). Interviews. In *Criminological Research* (pp. 74–89). SAGE Publications Ltd, <https://doi.org/10.4135/9781849208789>
- ii. Graham R Gibbs (Director). (2013, January 18). *How to do a research interview* [Video recording]. <https://www.youtube.com/watch?v=9t-hYjAKww>

Week 6: October 10 – Workshop 1: Formulating Research Proposals

No Assigned Readings

Literature Review Assignment Due by October 14, 11:59 pm.

Week 7: October 17 – Indigenous and Creative Research Methods

Required Readings:

- i. 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>
- ii. Helen, K. (2020). Introducing Creative Research Methods. In *Creative Research Methods: A Practical Guide* (pp. 5–22). Policy Press.

Supplemental Reading:

Sanderson, A., Ranville, F., Gurney, L., Borden, B., Pooyak, S., Shannon, K., & Krüsi, A. (2021). Indigenous Women Voicing Experiences of HIV Stigma and Criminalization Through Art. *International Journal of Indigenous Health*, 16(2), Article 2. <https://doi.org/10.32799/ijih.v16i2.33903>

Week 8: October 24 – No class (Fall Break)

Week 9: October 31 – Ethnography

Required Readings:

- i. 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.
- ii. Bolen, D. M. (2017). Autoethnography. In *The SAGE Encyclopedia of Communication Research Methods*. SAGE Publications, Inc. <https://doi.org/10.4135/9781483381411>

Supplemental Readings:

- i. Castellano, U. (2007). Becoming a Nonexpert and Other Strategies for Managing Fieldwork Dilemmas in the Criminal Justice System. *Journal of Contemporary Ethnography*, 36(6), 704–730. <https://doi.org/10.1177/0891241607303529>
- ii. Swedenburg, T. (1989). Occupational Hazards: Palestine Ethnography. *Cultural Anthropology*, 4(3), 265–272.

Week 10: November 7 - Qualitative Data Analysis

Required Reading:

Noaks, L., & Wincup, E. (2004). Analysing qualitative data. In *Criminological Research* (pp. 121-135). SAGE Publications Ltd, <https://doi.org/10.4135/9781849208789>

Week 11: November 14 – Workshop II: Practising and Evaluating Qualitative Research Methods

More information about this workshop will be posted on Brightspace.

Research Proposal Assignment Due by November 22, 11:59 pm.

Week 12: November 21 – Accessing Information for Qualitative Research

Required Reading:

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 13: November 28 – Moral Implications of Research

Required Readings:

- i. Absolon (Minogiizhigokwe), 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.
- ii. Agozino, B. (2003). Conclusion: Beyond Criminological Orientalism. In *Counter-Colonial Criminology: A Critique of Imperialist Reason* (pp. 228–232). Pluto Press.

Week 14: December 5 – The Future of Qualitative Research in Criminology and Criminal Justice

Required Reading:

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.

COURSE SPECIFIC POLICIES

1. Communication

Both your instructor and TA for this course will do their best to respond to your emails within 3-4 working days. Make sure to mention the course and your name in the body of the email. Any questions that have already been answered in the course outline will not be responded to. Please read and consult the course outline thoroughly before sending an email to the TA or the course instructor. For email enquiries, the TA will be your first point of contact, except for questions related to the discussions that take place in class every week.

2. Accommodation

If you require accommodation for any reason not included in the Academic Accommodation policy mentioned below, please contact your course instructor at earliest. I understand that many students have work and family obligations, and I would be happy to help you create a plan that allows you to stay on track for the successful completion of this course.

3. Late Submissions

Assignments submitted past the due date and time will simply not be accepted without an authorized late submission request. Exceptions will only be made in case of extenuating circumstances beyond the student's control. **Any requests for late submissions should be made via email at least 48 hours prior to the deadline for the assignment and should be accompanied by a copy of the work you have done so far on the assignment.** The Teaching Assistant (TA) for this course can grant you an extension for the Literature Review and Research Proposal assignments as long as the extension is no longer than 1-2 days. Granting such extension requests is completely up to the discretion of the TA, based on their workload and availability. Any extension requests for longer than two days will have to be approved by the course instructor. Last-minute extension requests will only be considered in exceptional circumstances. Please note that assignments submitted past the due date will take longer to be evaluated as your TA will have to find additional time within their existing schedule to evaluate those.

4. Grade Review

If you wish to appeal your grade for an assignment, please write a detailed email to the TA and include specific comments in support of your request. To have your grade re-evaluated, you must demonstrate, with the help of the assignment grading rubric, an oversight on part of the TA. If you are unsatisfied with the grade review conducted by the TA, you can contact the Instructor and CC the TA in the email. 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.

5. Artificial Intelligence (A.I.) Use

If you plan to use AI tools (ChatGPT, Grammarly AI, QuillBot etc.) for your assignments in this course, you must attach an AI Use report along with the assignment. The report must include screenshots of your interaction with the AI tool such as, but not limited to, all the prompts you input, the AI's responses, the text you entered which the AI then proofread and/or edited etc. Any use of AI without an enclosed and detailed report regarding AI use will be considered as "unauthorized" and in violation of the university's academic integrity policy. AI use will be detected by your TA and course instructor by using their best judgment, based on experience in teaching, grading student assignments, reading complex texts, AI detection software, and an understanding of common phrases and terms used by AI softwares. If the AI use for your assignment is substantive and larger than the amount of your original work, you will receive an automatic 0% grade (fail) for the assignment or will be asked to rewrite the entire assignment without the use of AI tools.

As your Instructor, I assure you that you do not need to rely on AI tools to successfully complete this course. If you are not confident in your proofreading or comprehension skills, I am happy to devote some office hours to helping you develop those skills.

6. Offences of Conduct

Any inappropriate behavior via email or in-person with your course instructor or TA will result in your

being reported to the Chair of the Institute of Criminology and Criminal Justice. Your course instructor and TA are part-time employees of Carleton University and are not duty-bound to put up with any offensive conduct from a student. 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/>.

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/>