

Carleton University  
Institute of Criminology and Criminal Justice  
Course Outline

|                            |  |
|----------------------------|--|
| <b>COURSE:</b>             | <b><u>CRCJ 3002D: Qualitative Research Methods</u></b>   |
| <b>TERM:</b>               | <b>Winter 2022</b>   |
| <b>PREREQUISITES:</b>      | <b>CRCJ 1000 &amp; Third-year standing</b>   |
| <b>CLASS:</b>              | Day & Time: <b>Wednesday, 11:35 am - 2:30 pm (ONLINE ASYNCHRONOUS)</b><br>Room: <b>On-line via Brightspace</b>                 |
| <b>PROFESSOR:</b>          | <b>Dr. Lara Karaian</b>  |
| <b>CONTACT:</b>            | Office: <b>On-line via Zoom</b><br><b>Wednesday, 2:30-3:30 pm, or by appointment</b><br>Email: <b>lara.karaian@carleton.ca</b> |
| <b>TEACHING ASSISTANT:</b> | <b>Danielle Saj, daniellesaj@cmail.carleton.ca</b><br><b>Office half-hr – Thursday, 1:30-2:00, or by appointment</b>           |

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## **COURSE DESCRIPTION**

This course introduces students to the theory and practice of qualitative methodology. Together, we examine how qualitative researchers produce knowledge about our social world. We begin by critically considering the differences between qualitative and quantitative methodologies, as well as debates concerning the politics of knowledge construction, truth claims, and the scientific method. The bulk of the course examines a variety of established and emerging qualitative approaches, including: interviewing and focus groups, auto/ethnographic research, participatory action research, content and discourse analysis, visual and narrative analysis. In addition to more common methods and data sources, we consider the growing relevance of access to Information/Freedom of Information (FTI/FOI) requests, virtual data gathering and methods, and legal texts for qualitative inquiry.

This course incorporates an interdisciplinary and experiential educational approach. We will actively work through various stages of the research process. By the end of the course students will have designed a detailed and operational qualitative research project proposal.

The learning objectives of this course are both scholarly and practical. By the end of this course you will be able to:

- Describe what qualitative research is and how it differs from quantitative research;
- Describe different frameworks for making knowledge, including 'Western' & Indigenous world views;
- Identify and describe a selection of qualitative data gathering techniques;
- Explain the importance of research ethics, controversies relating to research ethics, and special ethical considerations that emerge from working with marginalized, stigmatized and criminalized populations;
- Design a detailed and operational qualitative research project proposal

## COURSE STRUCTURE

The class will be completely online and is principally **asynchronous**. All course content is organized into weekly online modules. Each module contains a series of **recorded lectures and Power Point Slides**. Additionally, there may be **recorded guest lectures, videos or podcasts, supplementary readings, and mini-knowledge check assignments**. Each module is made available at the start of that week's class and remains open for the rest of the semester. Directly following each week's allotted class time, I will hold a **1 hour synchronous office hour**. Towards the end of the course there will be **two (2) synchronous and interactive optional online workshops** (live and online during our allotted course time). Students are encouraged to drop into my office hours and to the final workshops at their convenience to discuss course content and to workshop their qualitative research proposal.

## REQUIRED TEXTS

van den Hoonaard, D.K. (2015). *Qualitative Research in Action: A Canadian Primer*. (3<sup>rd</sup> Ed.) Don Mills: Oxford University Press. Electronic versions can be purchased here: <https://www.vitalsource.com/en-ca/products/qualitative-research-in-action-deborah-k-van-den-hoonaard-v9780199030064>

Hard copies can be purchased from Octopus Books' webstore for curbside pickup or shipping anywhere in Canada via the following link: <https://shop.octopusbooks.ca/CRCJ3002>

Links to additional readings and resources will be available electronically via ARES or links on our Brightspace course website. See below for the assigned reading schedule.

## EVALUATION

## OPENS/DUE

**(All components must be completed in order to get a passing grade)**

|  |                                   |
|--|-----------------------------------|
| Academic Integrity and Syllabus Quiz 2%      | Opens Jan. 12 - Due Jan. 19       |
| Quiz #1- What is Qualitative Research? 10%   | Feb. 9                            |
| Quiz #2- Exploring Qualitative Methods 10%   | March 23                          |
| Mini Knowledge-Check Assignments (4 x 2%) 8% | Available Weeks 1, 2, 5, 6, 9, 10 |
| Qualitative Research Studydesign 15%         | Due February 16                   |
| Mini-literature Review 20%                   | Due March 9                       |
| Qualitative Research Proposal 35%            | Due April 8                       |

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. All components of this class must be completed to receive a passing grade.**

|             |             |             |                         |
|-------------|-------------|-------------|-------------------------|
| A+ = 90-100 | B+ = 77-79  | C+ = 67-69  | D+ = 57-59              |
| A = 85-89   | B = 73-76   | C = 63-66   | D = 53-56               |
| A - = 80-84 | B - = 70-72 | C - = 60-62 | D - = 50-52 F= Below 50 |

### **Academic Integrity and Syllabus Quiz: 2%**

This short true/false quiz will test your understanding of the course and academic integrity as outlined and defined on the course syllabus. You have one week to complete this quiz (see dates above).

**Quiz #1- What is Qualitative Research?: 10%**

This multiple choice/true and false online assessment will demonstrate your knowledge of the differences between qualitative and quantitative research; philosophies and types of qualitative research methods/approaches; debates in research ethics; and the design of qualitative research. Questions will cover all course materials (readings, lectures, Power Point presentations and any additional sources) from Week 1 - 4 inclusive. You have 45 minutes to complete the quiz. **You must access and complete the quiz on Wed. Feb. 9<sup>th</sup>, between 11:35 am and 11:59 pm.**

**Quiz #2- Exploring Qualitative Methods: 10%**

This multiple choice/true and false online assessment will demonstrate your knowledge of the differences between qualitative and quantitative research; philosophies and types of qualitative research methods/approaches; debates in research ethics; and the design of qualitative research. Questions will cover all course materials (readings, lectures, Power Point presentations and any additional sources) from Week 1 - 4 inclusive. You have 45 minutes to complete the quiz. **You must access and complete the quiz on Wed. March 23<sup>rd</sup>, between 11:35 am and 11:59 pm.**

**Mini-Knowledge Check Assignments: 8% (4 x 2%)**

You are required to choose and complete four (4) out of a possible seven (7) mini-knowledge checks throughout the course. MKC assignments are available in weeks 1, 2, 5, 6, 9, 10 (note, there are 2 options in week 3). These will usually take the form of a short answer question or a brief activity that needs to be completed. Each assessment is worth up to 2% for a total of 8%. Assignments will be graded as pass/fail, based on demonstrated engagement with course content. All assignments will be posted at the start of that week's scheduled class. These assignments are designed to help you gain a better understanding of the course content, to encourage you to engage with your peers, and to engage in experiential learning.

**Additional guidelines to be posted online.**

**Qualitative research design assignment: 15%**

This assignment is where you begin designing a qualitative research study. It is the first of three large course assignments (it is followed by a literature review and a final research proposal). These assignments are scaffolded, meaning they build on and are related to one another. In this research design assignment, you will learn how to choose a research topic that is suitable for qualitative inquiry, propose qualitative research questions, identify relevant theoretical frames and possible methods, consider the ways in which your perspective influences your research, and consider the feasibility (or the "doability") of your proposed project. The assignment will be 3 to 4 pages long (double-spaced, not including cover page).

**Additional guideline and grading rubric to be posted online.**

**Mini-literature review: 20%**

This assignment will help you improve your ability to research, synthesize, and engage critically with qualitative research studies by developing a literature review based on your research topic. The assignment will be approx. 5-6 pages long (double-spaced, not including cover page, or bibliography). Your paper will offer a synthesis and analysis of 5 peer reviewed scholarly sources that use qualitative methods to study your area of interest. **Additional guideline to be posted online.**

**Research Proposal: 35%**

This assignment will help you to conceptualize a qualitative study from beginning to end. Using feedback from your research design assignment and your mini-literature review assignments, you will develop a Research Proposal that will provide detailed information on your proposed qualitative research project. The proposal must be 12-15 pages long (double-spaced, not including cover-page or bibliography).

**Additional guidelines and grading rubric to be posted online.**

## **STATEMENT ON 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, art works, 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

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).

## **POLICIES:**

### **(i) Contact with Professor**

I will be available for consultation with students during my office hours or by appointment (via Zoom or phone). Please e-mail me from your Carleton email account if you need 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**. **If you send me an email late on Thurs or on Friday please expect to hear from me by the following Tues. at the earliest.**

## **(iii) Late Penalties**

Late assignments will be deducted a penalty of 2% for each day submitted after the due date (including week-ends) except under exceptional circumstances. If you require an extension, please make arrangements with me **ahead of time**. **Assignments submitted more than one week (7 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. All assignments must be submitted via Brightspace. Students are responsible for keeping an extra copy of any assignment that is submitted for evaluation.

## **(iv) Declining Online Imaging and Recording:**

This course may include synchronous classes or sessions that use videoconferencing platforms. You are not required to turn your camera on. Synchronous classes or sessions will not be recorded by the instructor. It is requested that you do not record these sessions on your end.

## **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](mailto: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**

Please note that on occasion the class schedule may vary slightly from the course outline.

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### **Week 1**

**January 12: Introduction to Course- What is Qualitative Inquiry?**

**\*\*\*Academic Integrity and Syllabus Quiz: Closes Jan. 19th, midnight\*\*\***

**\*\*\*Mini-Knowledge Check Option #1\*\*\***

Van der Hoonaard, “Chapter 1: Introduction,” *Qualitative Research in Action: A Canadian Primer*. 1-11.

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### **Week 2**

**January 19: Western Ways of Knowing & Qualitative Research Design**

**\*\*\*Mini-Knowledge Check Option #2 & #3\*\*\***

van den Hoonaard “Chapter 2: Asking questions and identifying goals,” *Qualitative Research in Action: A Canadian Primer*. 12-33.

van den Hoonaard “Chapter 3: Strategies for designing research,” *Qualitative Research in Action: A Canadian Primer*. 34-54.

*Optional Reading:* Jane Agee (2009) “Developing qualitative research questions: a reflective process”, *International Journal of Qualitative Studies in Education*, 22(4): 431-447.

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### **Week 3**

**January 26: 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.

Riddell, J.K. et al (2017). "Laying the Groundwork: A Practical Guide for Ethical Research with Indigenous Communities." *The International Indigenous Policy Journal*. 8(2) Reconciling Research: Perspectives on Research Involving Indigenous Peoples—part 1, 5-20.

Optional Reading: Nicolls, Ruth (2009) "Research and Indigenous Participation: Critical Reflective Methods" *International Journal of Social Research Methodology* 12(2): 117-126.

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#### **Week 4**

##### **February 2: Moral and Ethical Dilemmas in Research**

**\*\*\*Guest Lecture\*\*\* - Dr. Chris Bruckert, University of Ottawa – "Ethics in Qualitative Research with Criminalized Populations"**

van den Hoonaard, "Chapter 4: Ethics on the ground: A moral compass," *Qualitative Research in Action: A Canadian Primer*. 55-73.

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

Optional Reading: *Ethics in First Nations Research* (2009) Assembly of First Nations, Environmental Stewardship Unit.

Babbie, Earl (2004) "Laud Humphreys and Research Ethics" *International Journal of Sociology and Social Policy* 24(Issue: 3/4/5): 12-19.

Boilevin et al., (2019) "A Manifesto for Ethical Research in the Downtown Eastside" Available online at <http://bit.ly/R10>; Manifesto Redesigned version (no hyperlinks) available online at <http://hdl.handle.net/2429/69264>; In depth description of Research 101 published in Harm Reduction Journal: <https://rdcu.be/bljjM>

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#### **Week 5**

##### **February 9: Ethnography & Participant Observation**

**\*\*\*Mini-Knowledge Check Option #4\*\*\***

**\*\*\*Quiz: What is Qualitative Research? (must be completed between 11:35 am and 11:59 pm today)\*\*\***

van den Hoonaard, "Chapter 5: Observing social life through field research," *Qualitative Research in Action: A Canadian Primer*. 75-99.

Kraska, P.B. and W.L. Neuman (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.

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## Week 6

### February 16: Interviewing, Focus Groups, & Talking Circles

\*\*\*Mini-Knowledge Check Option #5\*\*\*

\*\*\*Qualitative research design assignment DUE\*\*\*

van den Hoonaard, "Chapter 6: In-depth interviewing," *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.

van den Hoonaard, "Chapter 7: Focus Groups," *Qualitative Research in Action: A Canadian Primer*. 125-144.

*Optional Reading:* Lam, Elen (2016) "Inspection, policing, and racism: How municipal by-laws endanger the lives of Chinese sex workers in Toronto" *Canadian Review of Social Policy/ Revue Canadienne de Politique Sociale*, 75: 87-112.

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\*\*\*\*\* WINTER BREAK: February 21 – 25, NO CLASS \*\*\*\*\*

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## Week 7

### March 2: 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



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## Week 8

### March 9: Content, Thematic, and Discourse Analysis: Textual, Visual, and Cultural Artifacts

#### \*\*\*\*Mini-Literature Review DUE\*\*\*\*

\*\*\***Guest Lecture**\*\*\*- Delphine DiTecco- “New Technology, Same Old Stigma: Sex Robots and Sex Work Discourses in Scholarship and Mainstream Media”

van den Hoonaard, Chapter 8: “Unobtrusive research,” (p. 145-166) *Qualitative Research in Action: A Canadian Primer*.

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.

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

Optional Reading: Katherine McLean (2017) “From “Junkies” to “Soccer Moms”: Newspaper Representations of Overdose, 1988–2014” *Critical Criminology* (2017) 25:411–432

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## Week 9

### March 16: Online Data and Virtual Ethnography

#### \*\*\*Mini-Knowledge Check Option # 6\*\*\*

\*\*\***Guest Lecture**\*\*\*- Jeff Monaghan- Virtual Archives: Access to Information Requests and the Criminalization of Environmental and Indigenous Protesters

\*\*\***Guest Lecture** \*\*\*-Allysa Czerwinsky- Virtual Ethnography: A Deep dive into the Online Incel Community

Markham, A. N. (2020). “Qualitative inquiry in the digital age,” *The Field of Qualitative Research* (Edited by Patricia Leavy, will be published by Oxford University Press, anticipated 2020).

Walby, Kevin and Alex Luscombe (2016) “Criteria for Quality in Qualitative Research and the use of Freedom of Information Requests in the Social Sciences,” *Qualitative Research*, 1-17.

Optional Reading: Rachael-Heath Ferguson (2017) “Offline ‘Stranger’ and Online Lurker: Methods for an Ethnography of Illicit Transactions on the Darknet” *Qualitative Research* 17(6): 683–69.

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**Week 10**

**March 23: Legal Paradigms, Legal Research, & Data Analysis**

**\*\*\*Mini-Knowledge Check Option #7\*\*\***

**\*\*\*Quiz #2: Exploring Qualitative Methods (must be completed between 11:35 am & 11:59 pm today)\*\*\***

**\*\*\*Guest Lecture \*\*\***- Alexa Dodge- “Legal Conceptions of Sexual Violence & Digital Technology in Cases of Non-Consensual Intimate Image Sharing” Friedland & Napoleon (2015-2016) “Gathering the Threads: Developing A Methodology for Researching and Rebuilding Indigenous Legal Traditions” *Lakehead Law Journal* (1) 1: 16-44.

Kerr, Margaret et al., (2015) “Chapter 1: The Basics of [Western] Legal Research,” *Legal Research: Step by Step*, 4<sup>th</sup> ed. Toronto: Emond Montgomery.

van den Hoonaard, “Chapter 9: Trust the process: Analyzing qualitative data,” *Qualitative Research in Action: A Canadian Primer*. 169-191.

Optional Reading: Sarah Ashton, Karalyn McDonald & Maggie Kirkman (2019) “ What does ‘pornography’ mean in the digital age? Revisiting a definition for social science Researchers” *Porn Studies*, DOI: 10.1080/23268743.2018.1544096 [Example of qualitative coding and analysis]

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**Week 11**

**March 30: Research Proposal In-Class Workshop (optional but strongly encouraged!)**

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**Week 12**

**April 6: Research Proposal In-Class Workshop (optional but strongly encouraged!)**

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**\*\*\*Final Research Proposal \*\*\*** Due Friday, April 8th

**END OF TERM!**

**ENJOY YOUR SUMMER BREAK!**