
CRCJ3002B Fall 2013: Qualitative Methods in Criminology

Time and place: Monday, 8:35 – 11:25

Instructor: Dr. Suzanne Cooper

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Office hrs: By appointment

Course Overview

This course is designed to introduce students to qualitative research. Attention will be devoted to the philosophical underpinnings of qualitative research, qualitative research methods and qualitative data analysis. Methodological issues that will be addressed include sampling, reliability, validity and generalizability. Data analysis techniques will include thematic analysis, participatory action research and discourse analysis.

Evaluation

Research Proposal	20%
Qualitative Paper Critique	20%
Research Project	50%
Class Participation	10%

Research Proposal (20%) DUE OCTOBER 21. Students will be required to submit their research topic and problem, including methodological strategy. The proposal should be 10 pages long (double-spaced, not including cover page, annexes or bibliography). It should outline and justify your research problem (i.e., contain a literature review), outline some of the questions that guide your research project, and include considerations regarding the pragmatism of your question (i.e., why are qualitative methods specifically appropriate to the question being studied).

Critique of a Qualitative Paper (20%) DUE NOVEMBER 25. Students will be required to submit a paper (10 pages, double-spaced, not including cover page and bibliography), in which they use what they have learned about qualitative research methods to critique the methods, analyses, and conclusions of a published paper that uses qualitative methods. Students will be required to critique ONE of the following three articles:

Haggard-Grann, U., & Gumpert, C. (2005). The violence relapse process – a qualitative analysis of high-risk situations and risk communication in mentally disordered offenders. *Psychology, Crime & Law*, 11(2), 199-222.

Jones, S., & Beck, E. (2007). Disenfranchised grief and nonfinite loss as experienced by the families of death row inmates. *OMEGA*, 54(4), 281-299.

Suto, I., & Arnaut, G. (2010). Suicide in prison: A qualitative study. *The Prison Journal*, 90(3), 288-312.

Qualitative Research Project (50%) DUE DECEMBER 9. Students will be required to conduct and write-up the findings of their qualitative research project. This project, which will be conducted in teams but written-up independently, will involve conducting interviews on a self-selected topic. The project will entail using one of the data analysis strategies outlined in class and most appropriate to the question of study. The final paper, which should be about 30 - 35 pages long (double spaced, excluding cover page, annexes, and bibliography), will include a literature review, method section, data analysis and results section, discussion, limitations of research and directions for future research.

Attendance (10%). Given the importance of group work and the weekly tutorial sessions in each class, attendance is important. Students will be required to sign in for every class. Missed classes will result in a 1% deduction from the final grade, to a maximum of 10 marks.

NOTE THAT TEAMS MUST ATTEND MANDATORY SUPERVISION SESSIONS AND FAILURE TO DO SO WILL RESULT IN A LOSS OF 10% ON YOUR FINAL REPORT.

NOTE: Students papers should be 12 point Arial or Times New Roman Font and double-spaced. Either APA or MLA style should be used.

Course Format: We will meet once a week for 3 hours and I will assume that you have completed the readings assigned for each class meeting. The course is set up as a seminar class which means part of the class will be lecture material and part of the class will involve discussion and group work, guided by the instructor. Be sure to get notes from a classmate if you miss a class.

Course CULearn: The course website provides several resources to help you conquer this class. You will find the syllabus, assignment marks, and the power-point slides for each lecture. Also note that the overheads posted on the site do not contain sufficient information to be successful in this course.

Other Concerns

Late Papers/Assignments: Late papers or assignments will be docked 10% for each day they are late. Please note that not completing any of the assigned work may lead to a designation of 'incomplete' for the course.

Useful Resources: The University has a number of resources that you may wish to take advantage of. These include the *Writing Tutorial Service* (4th Floor MacOdrum Library) and the *Student Academic Success Centre* (302 Tory)

Requests for Academic Accommodations: You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write or e-mail me with any requests for academic accommodation during the first 2 weeks of class, or as soon as possible after the need for accommodation is known to exist. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>.

For students with disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre every term to ensure that the Centre receives your letter of accommodation, no later than 2 weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. After registering with the Centre, please make an appointment with me to discuss your needs.

Academic Integrity

Academic integrity is a term used to describe one of the expectations that I have of all students in their work related to this class. It means a number of things, including honesty, fair dealing with the ideas of others, and the right to be recognized for the work that you have done as a student. More precisely, it includes an expectation that students will abide by the University's policy on academic offences, which prohibits plagiarism and cheating on tests and exams. In accordance with University policy (see the Undergraduate Calendar), presenting the work of someone else as if it was your own (i.e., plagiarism) will not be tolerated.

COURSE SCHEDULE

Sept. 9 **Topic:** *Introduction to Course: Content, Format and Requirements*

- Exploration of themes we will encounter throughout the term
- Initial thoughts about the nature of qualitative research
- Formation of research teams & brainstorming

Sept. 16 **Topic:** *What is Qualitative Research?*

- Theoretical Foundations
- Introduction to types of qualitative approaches and analyses
- Formulating a research question

Readings:

Jovanovic, G. (2011). Toward a social history of qualitative research. *History of Human Sciences, 24*, 1-27.

Rabinowitz, V.C., & Weseen, S. (1997). Elu(ci)d(at)ing epistemological impasses: Reviewing the qualitative/quantitative debates in psychology. *Journal of Social Issues, 4*, 605-630.

Travers, M. (2008). Understanding comparison in criminal justice research. *International Criminal Justice Review, 18*, 389-405.

Sept. 23 **Topic:** *The Researcher as Tool*

- The role of reflexivity in qualitative research
- Research skills
- Time devoted to research question and research proposal

Readings:

Banister, P. (1999). Evolving reflexivity : negotiating meaning of women's midlife experience. *Qualitative Inquiry, 5*, 3-23.

Keso, H., Lehtimäki, H., & Pietiläinen, T. (2009). Engaging in reflexive acts: Sharing experiences on reflexivity in empirical qualitative research. *Tamara Journal for Critical Organization Inquiry, 7*, 51-70.

Renganathan, S. (2009). Exploring the research-participant relationship in a multiethnic, multicultural and multilingual context through reflexivity. *Qualitative Research Journal, 9*, 3-17.

Wilkinson, S. (1988). The role of reflexivity in feminist psychology. *Women's Studies International Forum, 11*, 493-502.

Sept. 30 **Topics:** *Data Collection: Interviewing and Sampling in Qualitative Research*

- Data collection
- Conducting Interviews
- Developing Interview Questions
- Types of Sampling
- Time devoted to research proposal, focus on interview questions and sampling

Readings:

Luborsky, M.R., & Rubenstein, R.L. (1995). Sampling in qualitative research: Rationale, issues, and methods. *Research on Aging, 17*, 89-113.

Snow, D.A., Zurcher, L.A., & Sjoberg, G. (1982). Interviewing by comment: An adjunct to the direct question. *Qualitative Sociology, 5*, 285-311.

ON RESERVE:

Esterberg, K. (2002). Interviews. In K. Esterberg, *Qualitative methods in social research* (pp. 83-114). Boston, MA: McGraw-Hill.

Rubin, H.J., & Rubin, I.S. (1995). Building conversational partnerships. In H.J. Rubin & I.S. Rubin, *Qualitative interviewing: The art of hearing data* (pp. 93-121). Thousand Oaks, CA: Sage.

Strauss, A., & Corbin, J. (1998). Theoretical sampling. In A. Strauss & J. Corbin, *Basics of qualitative research: Techniques and procedures for developing grounded theory* (pp. 201-215). Thousand Oaks, CA: Sage.

Oct. 7 Topic: Analyzing Qualitative Data I: Thematic Analysis, Participatory Action Research

- Thematic Analysis
- Participatory Action Research
- Class exercise on thematic analysis, time devoted to research project, including finalizing interview questions.

Readings:

Braun, V., & Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*, 77-101.

Cahill, C. (2007). Including excluded perspectives in participatory action research. *Design Studies, 28*, 325-340.

ON RESERVE:

Strauss, A., & Corbin, J. (1998). Memos and diagrams. In A. Strauss & J. Corbin, *Basics of qualitative research: Techniques and procedures for developing grounded theory* (pp. 217-241). Thousand Oaks, CA: Sage.

Oct. 14 NO CLASS - THANKSGIVING

Oct. 21 **Topic: Analyzing Qualitative Data II: Discourse Analysis**

- Introduction to Discourse Analysis
- **Research Proposal Due**
- Class exercise on discourse analysis

Readings:

Wood, L.A., & Rennie, H. (1994). Formulating rape: The discursive construction of victims and villains. *Discourse & Society*, 5, 125-148.

E-Book:

Burr, V. (1995). What is a discourse? In V. Burr, *An introduction to social constructionism*, (pp. 46-61). London: Routledge

Burr, V. (1995). What do discourse analysts do? In V. Burr, *An introduction to social constructionism*, (pp. 159-183). London: Routledge

ON RESERVE:

Wood, L.A., & Kroger, R.O. (2000). Language, discourse, and discourse analysis. In L.A. Wood & R.O. Kroger, *Doing discourse analysis: Methods for studying action in talk and text* (pp. 3 -17). Thousand Oaks, CA: Sage.

Wood, L.A., & Kroger, R.O. (2000). Varieties of discourse analysis. In L.A. Wood & R.O. Kroger, *Doing discourse analysis: Methods for studying action in talk and text* (pp. 18-33). Thousand Oaks, CA: Sage.

Oct. 28 **NO CLASS – FALL BREAK**

Nov. 4 **Topic: Reliability, Validity and Generalizability of Qualitative Data**

- Consideration of the rigor of qualitative research
- Critiquing qualitative research
- Transcribe qualitative interview and share with group members

Readings:

Barusch, A., Gringeri, C. & George, M. (2011). Rigor in qualitative social work research: A review of strategies used in published articles. *Social Work Research*, 35, 11-19.

Davies, D., & Dodd, J. (2002). Qualitative research and the question of rigor. *Qualitative Health Research*, 12, 279-289.

Morrow, S. L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. *Journal of Counseling Psychology*, 52, 250-260.

Rolfe, G. (2006). Validity, trustworthiness and rigour: Quality and the idea of qualitative research. *Journal of Advanced Nursing*, 53, 304-310.

Seale, C. (2002). Quality issues in qualitative inquiry. *Qualitative Social Work*, 1, 97-110.

Nov. 11 Group work and consultation for research project

- Ensure all interviews are complete, transcribed and shared with group
- Begin qualitative analysis of interviews

Nov. 18 Group work and consultation for research project

Nov. 25 Group work and consultation for research project

- *Critique of Qualitative Article DUE*

Dec. 2 Group work and consultation for research project

Dec. 9 FINAL RESEARCH REPORT DUE

- CRCJ DROP BOX (C562 LOEB) BY 4:30pm – DATE STAMPED BY OFFICE