

## Course Outline

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| <b>COURSE:</b>             | <b>CRCJ 3002F Qualitative Research Methods</b>  |
| <b>TERM:</b>               | <b>Winter 2022</b>  |
| <b>PREREQUISITES:</b>      | <b>CRCJ 1000 and Third-year standing in the B.A. Honours program in Criminology and Criminal Justice</b>  |
| <b>CLASS:</b>              | <b>Day &amp; Time: Thursday, 11:35 am - 2:25 pm (lectures are asynchronous; four synchronous sessions will be held related to upcoming assignments)</b>       |
| <b>INSTRUCTOR:</b>         | <b>Dr. Madalena Santos (she/her)</b>  |
| <b>TEACHING ASSISTANT:</b> | <b>TBA</b>  |
| <b>CONTACT:</b>            | <b>Office Hrs: By appointment, online or by phone</b><br><b>Email: <a href="mailto:madalenasantos@cunet.carleton.ca">madalenasantos@cunet.carleton.ca</a></b> |

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**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>

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## **COURSE DESCRIPTION**

This course is designed to introduce students to the theory and practice of qualitative research. Attention will be paid to the philosophical underpinnings of qualitative research, qualitative research methods, research ethics, and qualitative data analysis. Throughout the term a variety of approaches will be presented, including qualitative interviewing practices, ethnographic research, participatory action research, discourse analysis, narrative methods, and autoethnographies. Methodological possibilities for using Access to Information/Freedom of Information (FTI/FOI) requests in qualitative research will also be discussed. 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 reflecting on and working through issues of power, privilege, and oppression related to creating knowledge to encourage students in the praxis of becoming reflexive researchers. The connection between qualitative research and settler colonial aims in the Canadian context will be addressed.

## **COURSE ORGANIZATION**

- ~ This course is offered fully on-line.
- ~ A PowerPoint Presentation (PPT) in PDF format will be made available on Brightspace every Thursday by 11:35am. 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).
- ~ Students will be required to participate in five (5) online discussion forums related to course readings from weeks 1 to 10 (see schedule below for dates).
- ~ Students will be required to complete two (2) qualitative research activities selected from designated classes from weeks 1 to 9 (see schedule below for dates).
- ~ In week four (4), students will complete an online formative assessment based on both PPT content AND the course text/readings to assess their understanding of what they have learned to that point. Therefore, students are strongly encouraged to keep up with the PPTs and readings each week.
- ~ Students are encouraged to participate in four (4) synchronous online sessions over the course of the term. The first two (2) sessions will be held one week before each assignment is due, and the last two (2) at the end of the term. Each will be held from 11:35am-12:25pm during regularly scheduled class time (weeks 4, 7, 11, 12).
- ~ Detailed grading rubrics and guidelines will be made available outlining the expectations for each of the assignments. These will be accompanied by assignment samples to provide students with models that meet the assignment requirements.
- ~ Please see the evaluation section below for a complete breakdown of the various components of evaluation.

## **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, activities, and workshops will allow students to engage directly with the course material while developing their practical and analytic qualitative research skills.
- ~ Recorded guest speaker lectures will expose students 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 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. (2019). *Qualitative Research in Action: A Canadian Primer*. (3rd Ed.) Don Mills: Oxford University Press. Available from Octopus Books <http://shop.octopusbooks.ca/CRCJ3002> with in-store pickup or shipping options.

- ~ Ebook available at <https://www.vitalsource.com/en-ca/products/qualitative-research-in-action-deborah-k-van-den-hoonaard-v9780199030064?term=9780199030064>
- ~ 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 online or by phone during weekdays. Please e-mail me at [madalenasantos@cunet.carleton.ca](mailto:madalenasantos@cunet.carleton.ca) to set up an appointment.

### **(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 there is a matter that you should know about regarding the course, 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-5:00pm on weekdays.**

### **(iii) Ask the Prof Forum**

General questions about the course, including assignments, course content, readings and the like should be posted in this discussion forum. Students often have the same or similar questions, so this space can be used to address these concerns efficiently. Public posts can also be helpful to those who may not have considered the questions raised otherwise. **Please use this space!**

### **(iv) Late Assignments**

Late submissions are not encouraged, although exceptions are made for illness or other challenging situations. Please contact me as quickly as possible should you require accommodation on deadlines.

Please note that there are no late submissions for the final research proposal. **Arrangements for deferrals must be made with me prior to the final due date.**

## **EVALUATION**

Grading rubrics and guidelines will be posted outlining the expectations for each of the written assignments. These will be accompanied by assignment samples to provide students with models that meet the assignment requirements. **Please make sure to consult these resources.**

|  |              | <b><u>DUE</u></b>                               |
|--|--------------|---|
| A. Discussion Forum (week 1 -week 10)                  | 15% (5 x 3%) | On day of class                                 |
| B. Activities (week 1 – week 9)                        | 10% (2 x 5%) | Friday of the week of class                     |
| C. Formative assessment: What is qualitative research? | 10%          | Opens after Class 4, closes Class 5 at 11:59 pm |
| D. Qualitative research study design                   | 15%          | Friday, February 11 at 11:59pm                  |
| E. Mini-literature review                              | 20%          | Friday, March 11 at 11:59 pm                    |
| F. Qualitative research proposal                       | 30%          | Tuesday, April 12 at 11:59 pm                   |

**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. Discussion Forum (15% )**

Over the term you will be required to post five (five) thoughtful discussion board questions or responses. This evaluative component is designed to help you gain a better understanding of the course content and to encourage active engagement with your peers. The forum is open from weeks 1- 10.

- Your question should present an issue for the week's readings. This can also include a response to a posted question about the week's readings with the aim to continue the online discussion.
- Make sure to provide a brief summary of the reading(s) to contextualize the question/response that you post.

iii. **To get credit for the post, the question or response must be submitted to the course discussion board by 11:59 pm on the day for which the reading is assigned.** Posts made after that point will not count toward your five-question total. Please ensure that when you submit your post, it is set up for all your classmates to receive your submission.

#### **B. Online Activities (10%)**

Qualitative research activities will be made available on designated classes from weeks 1 to 9 (see schedule below for dates). The activities are designed to help you engage with the lecture content for that day. The activity questions will be on the PPT slides. Select any two (2) activities out of the options available throughout the term. While you may complete more than two activities, only the first two submissions will be graded. Activity posts are due by 11:59 pm on the Friday of the week that they are made available.

#### **C. Online Formative Assessment: What is qualitative research? (10%) – Opens after Class 4 on Thursday, February 3 and closes Thursday, February 10 at 11:59 pm**

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 lecture slide content from Week 1 - 4 inclusive.

**Once you open the assessment, you will have 25 minutes to complete it. There are 25 questions in total.** Your grade will be available once the quiz closes for all students.

#### **D. Qualitative research study design (15%) – Due Friday, February 11 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 social values, perspectives, and presumptions influence your research, and recognize if your area of study is feasible for qualitative research. The assignment will be 4 to 6 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 research paradigm or 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 any of the following: mixed method qualitative and quantitative studies, reports, theses, dissertations, books or book chapters**) which then may be used for your mini-literature review.

#### **E. Mini-literature review (20%) – Due Friday, March 11 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 approximately 6-8 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. These may be the same four articles that were presented in your qualitative research design if they were deemed appropriate.

Journal articles should be discussed thematically in relation to one another, e.g., research questions; method/approach; data; findings. You must 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.**

## **F. Research Project Proposal (30%) – Due Tuesday, April 12 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 topic and explain why it is significant;
- b) critically engage with related literature;
- c) provide research questions/problems that guide your project;
- d) provide discussion of research paradigm or theoretical framework that undergirds research;
- e) provide detailed description of method/approach, and data to be studied
- f) consider the ethical and moral dilemmas your topic may give rise to;
- g) reflect on issues of power, privilege and marginalization related to creating knowledge about this topic;
- h) include a timetable of the research process which details each stage of your proposed research study;
- i) be 12-15 pages long (double-spaced, not including cover page or bibliography).

### **NOTES ON FONT, SPACING, AND CITATION STYLE**

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.** Please consult the OWL Purdue link on Brightspace and/or the library at <https://library.carleton.ca/help/citing-your-sources> .

### **OTHER CONCERNS**

**January 31, 2022** is the last day to withdraw from winter term and winter portion of fall/winter courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.  
<https://carleton.ca/studentaccounts/fee-payment/refund-policy/>

### **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 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

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).

### 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 online at: [carleton.ca/csas](http://carleton.ca/csas).

### SCHEDULE

*Please note that occasionally the seminar schedule may vary slightly from the course outline*

| Topic and Date   | Important Information  |
|--|--|
| <p><b>Week 1: January 13</b><br/> <b>Introduction to Course: Content, Format &amp; Requirements</b></p> <ul style="list-style-type: none"> <li>~ Presentation of the course outline and assignments</li> <li>~ Understanding course expectations</li> <li>~ Understanding differences between qualitative and quantitative research</li> </ul> | <p><b>Required reading:</b><br/>           van den Hoonaard, D. K. (2019). Introduction. In van den Hoonaard, D. K., <i>Qualitative Research in Action: A Canadian Primer</i> (Chapter 1, pp. 1-11). Third Edition. Don Mills: Oxford University Press.</p> <p><b>Suggested reading:</b><br/>           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.), <i>Strategies of Qualitative Inquiry</i> (pp. 1-43). Third edition. London: Sage.</p> <p><b>Discussion Post 1:</b> Due Thursday, January 13 at 11:59 pm</p> <p><b>Activity 1:</b> Due Friday, January 14 at 11:59 pm<br/>           Qualitative versus Quantitative Research</p> |
| <p><b>Week 2: January 20</b><br/> <b>What is qualitative research? Foundations and Values</b></p> <ul style="list-style-type: none"> <li>~ Theoretical foundations</li> <li>~ The theory- and value-ladenness of 'facts'</li> <li>~ Questions of bias</li> <li>~ Tips: Library Research Techniques</li> </ul>                                  | <p><b>Required reading:</b><br/>           Becker, H.S. (1967). Whose Side Are We On?, <i>Social Problems</i>, 14 (3), 239-247.</p> <p>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> <p><b>Discussion Post 2:</b> Due Thursday, January 20 at 11:59 pm</p> <p><b>Activity 2:</b> Due Friday, January 21 at 11:59 pm<br/>           What is qualitative research?</p>  |
| <p><b>Week 3: January 27</b><br/> <b>Designing Qualitative Research</b></p> <ul style="list-style-type: none"> <li>~ Strategies of qualitative research design</li> <li>~ Introduction to types of qualitative methodologies</li> <li>~ Coming up with research topics and initial</li> </ul>  | <p><b>Required reading:</b><br/>           van den Hoonaard, D. K. (2019). Asking Questions and Identifying Goals and Strategies for Designing Research. In van den Hoonaard, D. K., <i>Qualitative Research in Action: A Canadian Primer</i> (Chapters 2-3, pp. 12-54). Third Edition. Don Mills: Oxford University Press.</p>  |

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| <p>research questions</p> <ul style="list-style-type: none"> <li>~ The role of reflexivity in the research process</li> </ul>  | <p><b>Discussion Post 3:</b> Due Thursday, January 27 at 11:59 pm</p> <p><b>Activity 3:</b> Due Friday, January 28 at 11:59 pm<br/>Designing Your Qualitative Research Study</p>   |
| <p><b>Week 4: February 3</b><br/><b>Moral &amp; Ethical Issues in Qualitative Research</b></p> <ul style="list-style-type: none"> <li>~ Ethical, legal and self-censorship issues</li> <li>~ Research Ethics Boards (REBs)</li> <li>~ Fieldwork</li> <li>~ Working with Indigenous communities</li> </ul>    | <p><b>Required reading:</b><br/>Haggerty, K. (2004). Ethics Creep: Governing Social Science Research in the Name of Ethics, <i>Qualitative Sociology</i>, 27 (4), 391-414.</p> <p>van den Hoonaard, W.C. (2019). Ethics on the Ground: A Moral Compass. In van den Hoonaard, D. K., <i>Qualitative Research in Action: A Canadian Primer</i> (Chapter 4, pp. 55-74). Third Edition. Don Mills: Oxford University Press.</p> <p><b>Synchronous session I:</b> Qualitative Research Study Design at 2:35 pm-3:25pm</p> <p><b>Online Formative Assessment:</b> Opens February 3 at 2:25 pm, closes Thursday, February 10 at 11:59 pm</p> <p><b>Discussion Post 4:</b> Due Thursday, February 3 at 11:59 pm</p> <p><b>Activity 4</b> Due Friday, February 4 at 11:59 pm<br/>Obtaining Research Ethics Approval at Carleton</p>   |
| <p><b>Week 5: February 10</b><br/><b>Power, Reflexivity, &amp; Anti-Oppressive Research</b></p> <ul style="list-style-type: none"> <li>~ Critical reflection on interconnected identities, and social locations, categories, and dimensions</li> <li>~ What it means to be a reflexive researcher</li> </ul> | <p><b>Required reading:</b><br/>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.</p> <p>Potts, K. and L. Brown. (2005). Becoming an Anti-oppressive Researcher. In Brown, L. and Strega, S. (eds.), <i>Research as Resistance</i> (pp. 255-286). Canadian Scholars Press: Toronto.</p> <p><b>Suggested reading:</b><br/>Goessling, K.P. (2020). Youth Participatory Action Research, Trauma, and the Arts: Designing Youthspaces for Equity and Healing, <i>International Journal of Qualitative Studies in Education</i>, 33(1), 12-31.</p> <p><b>*** Guest lecture: Community worker, Kristen Gilchrist***</b></p> <p><b>Discussion Post 5:</b> Due Thursday, February 10 at 11:59 pm</p> <p><b>Activity 5:</b> Due Friday, February 11 at 11:59 pm<br/>Becoming a reflexive researcher</p> |

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|  | <p><b>Qualitative research study design due Friday, February 11 at 11:59pm</b></p>  |
| <p><b>Week 6: February 17</b><br/> <b>Discourse Analysis</b><br/> ~ Introduction to Discourse Analysis<br/> ~ Strengths and limitations of text-based research</p>   | <p><b>Required reading:</b><br/> Tonkiss, F. (1998). Analyzing Discourse. In Seale, C. (ed), <i>Researching Society and Culture</i> (pp. 245-260). London: Sage.</p> <p><b>Suggested reading:</b><br/> Daroya, E. 2018. 'Not Into Chopsticks or Curries': Erotic Capital and the Psychic Life of Racism on Grindr. Damien Riggs (Ed.) <i>The Psychic Life of Racism in Gay Men's Communities</i> (pp. 67-80). London: Lexington Books.</p> <p style="text-align: center;"><b>*** Guest lecture: Dr. Emerich Daroya ***</b></p> <p><b>Discussion Post 6:</b> Due Thursday, February 17 at 11:59 pm</p> <p><b>Activity 6:</b> Due Friday, February 18 at 11:59 pm<br/> Doing Discourse Analysis</p> |
| <p><b>Winter break February 21- 25</b></p>   |   |
| <p><b>Week 7: March 3</b><br/> <b>Ethnographies and Participant Observation</b><br/> ~ Ethnographies<br/> ~ Understanding tensions between participation and observation<br/> ~ Consideration of covert/overt participant-observation strategies</p> | <p><b>Required reading:</b><br/> van den Hoonaard, D. K. (2019). Observing Social Life through Field Research. In van den Hoonaard, D. K., <i>Qualitative Research in Action: A Canadian Primer</i> (Chapter 5, pp. 75-100). Third Edition. Don Mills: Oxford University Press.</p> <p style="text-align: center;"><b>*** Guest lecture: Dr. Natasha Stirrett, ICCJ***</b></p> <p><b>Synchronous session II:</b> Mini-Literature Review at 2:35 pm-3:25pm</p> <p><b>Discussion Post 7:</b> Due Thursday, March 3 at 11:59 pm</p> <p><b>Activity 7:</b> Due Friday, March 4 at 11:59 pm<br/> Participant Observation</p>   |
| <p><b>Week 8: March 10</b><br/> <b>Access to Information &amp; Freedom of Information Requests</b><br/> ~ Access to Information and Freedom of Information<br/> ~ Requests as critical methodological practices</p>                                  | <p><b>Required reading:</b><br/> Walby, K. and A. Luscombe. (2016). Criteria for Quality in Qualitative Research and the Use of Freedom of Information Requests in the Social Sciences, <i>Qualitative Research</i>, 1-17.</p> <p>Brownlee, J. and K. Walby. (2015). Access to Information and Social Justice in Canada. In Brownlee, J. and K. Walby (eds.) <i>Access to Information and Social Justice: Critical Research Strategies for Journalists, Scholars, and Activists</i>, (pp. 1-20). Winnipeg: Arbeiter Ring Publishing.</p>  |



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|   | <p><b>*** Guest lecture: Andy Crosby, PhD Candidate, Sociology***</b></p> <p><b>Discussion Post 8:</b> Due Thursday, March 10 at 11:59 pm</p> <p><b>Activity 8:</b> Due Friday, March 11 at 11:59 pm<br/>ATIP and FOI Research Possibilities</p> <p><b>Mini-Literature review due Friday, March 11 at 11:59 pm</b></p>   |
| <p><b>Week 9: March 17</b></p> <p>~ Conducting interviews and developing interview questions</p> <p>~ Interview transcription practices</p> | <p><b>Required reading:</b></p> <p>van den Hoonaard, D. K. (2019). In-depth Interviewing and Focus Groups. In van den Hoonaard, D. K., <i>Qualitative Research in Action: A Canadian Primer</i> (Chapters 6- 7, pp. 101-144). Third Edition. Don Mills: Oxford University Press.</p> <p>Esterberg, K. (2002). Interviews. In Esterberg K., <i>Qualitative Methods in Social Research</i> (pp. 83-114). Boston, MA: McGraw-Hill.</p> <p><b>*** Guest lecture: Samantha McAleese, PhD Student Sociology***</b></p> <p><b>Discussion Post 9:</b> Due Thursday, March 17 at 11:59 pm</p> <p><b>Activity 9:</b> Due Friday, March 18 at 11:59 pm (last activity)<br/>Writing Good Interview Questions</p> |
| <p><b>Week 10: March 24</b></p> <p>~ Understanding narrative and autoethnographic methods</p>   | <p><b>Required reading:</b></p> <p>Butler-Kisber, L. (2010). Narrative Inquiry. In <i>Qualitative Inquiry: Thematic, Narrative and Arts-Informed Perspectives</i> (Chapter 5). Thousand Oaks, CA: Sage.</p> <p><b>*** Guest lecture: Dr. Alex Bing***</b></p> <p><b>Discussion Post 10:</b> Due Thursday, March 24 at 11:59 pm</p>   |
| <p><b>Week 11: March 31</b></p> <p><b>Research Proposal Workshop I</b></p> <p>~ Thinking ahead: Tips for coding</p>                         | <p>Online synchronous workshop on research proposals</p> <p><b>No discussion post</b></p>  |
| <p><b>Week 12: April 7</b></p> <p><b>Research Proposal Workshop II</b></p>  | <p>Online synchronous workshop on research proposals</p> <p><b>No discussion post</b></p> <p><b>Final Research Proposal: Due Tuesday, April 12 by 11:59 pm</b></p>   |

**End of term. Have a lovely summer break!**