

Carleton University  
Institute of Criminology and Criminal Justice  
Course Outline

<b>COURSE:</b>	<b><u>CRCJ 3002A: Qualitative Research Methods</u></b>
<b>TERM:</b>	<b>Fall 2022</b>
<b>PREREQUISITES:</b>	<b>CRCJ 1000 &amp; Third-year standing in the B.A. Honours program in Criminology and Criminal Justice</b>
<b>CLASS:</b>	Day & Time: <b>Tuesdays, 2:35 pm - 5:25 pm (ON-LINE BLENDED)</b> Lectures are pre-recorded and posted on Brightspace. Six synchronous on-line sessions will be held: the first introduces students to the course and its assignments, the remaining five sessions are related to upcoming assignments.
<b>PROFESSOR:</b>	<b>Dr. Lara Karaian (she/her)</b>
<b>CONTACT:</b>	Office: <b>Tuesday, 5:30-6:30 pm</b> <b>On-line via Brightspace, by phone, or in-person (1718 Dunton Tower)</b>  <b>Or, by appointment (in either of above spaces)</b>  Email: <b>lara.karaian@carleton.ca</b>
<b>TEACHING ASSISTANT:</b>	<b>Layla Moumin</b> , laylamoumin@cmail.carleton.ca <b>Office hour:</b> Thursday, 10:00-11:00 am <b>Location:</b> On-line (See Brightspace for details)

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## **COURSE DESCRIPTION**

This course introduces students to the theory and practice of qualitative research. Together, we examine how qualitative researchers produce knowledge about our social world. Attention will be paid to the philosophical underpinnings of qualitative research, qualitative research methods, research ethics, and qualitative data analysis. We begin by considering the differences between qualitative and quantitative research, different worldviews (namely Indigenous and Euro-Western), and the politics of knowledge construction and truth claims. The bulk of the course examines a variety of methodological approaches, including: qualitative interviewing and focus groups, ethnographic research, participatory action research, content and discourse analysis, and visual and narrative analysis. In addition, we discuss Access to Information/Freedom of Information (ATI/FOI) requests, virtual data gathering methods, and legal research.

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 proposal.

## **COURSE STRUCTURE**

This course is offered fully on-line. Students have the option of on-line or in-person office hours.

- Pre-recorded lectures and a PowerPoint Presentation (PPT) in PDF format will be made available on Brightspace every Monday by 11:35 am. Each PPT will correspond with the assigned lecture and readings for that day.
- For each class, students will be required to do the corresponding readings (see readings schedule below).
- Students are encouraged to participate in six (6) synchronous on-line sessions over the course of the term. The first session will take place in week 1 and serve as an introduction to the course and its assignments. The next 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 during regularly scheduled class time (weeks 1, 4, 7, 11, 12).
- Students will be required to complete five (5) out of a possible seven (7) on-line research activities selected from designated classes from weeks 1 to 10 (see schedule below for dates).
- In week four (4), students will complete an on-line quiz based on lectures, PPT content, and the course 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.
- Detailed grading rubrics and guidelines will be made available outlining the expectations for each of the assignments. When possible, 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 OBJECTIVES**

The learning objectives of this course are both scholarly and practical.

- Course lectures, readings, and PPTs will allow students to understand different knowledge paradigms and the theoretical underpinnings of qualitative research.
- On-line 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, operationalizing a chosen method, and analyzing and coding data.
- The final research proposal will enable students to demonstrate their ability to design a qualitative research study.

## **REQUIRED TEXTS**

Deborah K. van den Hoonaard and Lisa-Jo van den Scott (2022). *Qualitative Research in Action: A Canadian Primer*. (4<sup>th</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-v9780190165987>

For hard copies, please consider supporting your local bookstore! Hard copies can be purchased from Octopus Books' webstore for curbside pickup or shipping anywhere in Canada via the following link: <https://octopusbooks.ca/students>

Links to additional readings may be accessed via the ARES links on Brightspace. See below for the assigned reading schedule.

## EVALUATION

## OPENS/DUE

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

A. On-line Activities (5 x 3%) 15%	Available Weeks 1, 2, 5, 6, 9, 10
B. On-line Quiz - What is Qualitative Research? 15%	Opens Oct. 18, Closes Oct. 20
C. Qualitative Research Study design 15%	Due October 11
D. Mini-literature Review 20%	Due November 8
E. Qualitative Research Proposal 35%	Due December 9

**Please note: All components of this class must be completed to receive a passing grade.** 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. On-line Activities: 15% (5 x 3%)**

You are required to choose and complete five (5) out of a possible seven (7) on-line activities throughout the course. On-line activities are available in weeks 1, 2, 5, 6, 9, 10 (there are 2 options in week 3). These will usually take the form of a short answer question or a brief activity. Each assessment is worth 3% for a total of 15%. Activities will be graded as pass/fail, based on demonstrated effort and engagement with course content. All activities will be posted at the start of that week's scheduled class and are due before the start of the next week's class (2:35 pm, not 11:59 pm as per the other course assignments). These assignments are designed to help you gain a better understanding of the course content and to apply the knowledge you've learned.

### **B. On-line Quiz - What is Qualitative Research?: 15% – Opens after Class 6 on Tuesday, October 18 and closes Thurs., October 20, 11:59 pm**

This multiple choice/true and false on-line quiz will demonstrate your knowledge of the differences between qualitative and quantitative research; differences and similarities between philosophies and types of qualitative research methods; debates in research ethics; and the design of qualitative research. Questions will cover all course materials (readings, lectures, PPT presentations and any additional sources) from Week 1 - 4 inclusive. There are 30 questions in total. Once you start the quiz you have 45 minutes to complete it. Your grade will be available once the quiz closes for all students.

### **C. Qualitative Research Design: 15% – Due Tuesday, October 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 texts), and the method/approach you intend to use (e.g., interviews, discourse analysis, participant observation, etc.)
5. reflection on how your positionality, perspectives, and presumptions influences your research
6. an annotated bibliography on four qualitative research articles from peer reviewed journals or academic book chapters only (i.e., not any of the following: mixed method qualitative and quantitative studies, reports, theses, dissertations, books) which then may be used for your mini-literature review.

#### **D. Mini-literature Review: 20% – Due Tuesday, November 8 at 11:59pm**

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 5-7 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 or scholarly book chapters that use qualitative methods in the area of study which you are interested in exploring. These may be the same four articles/chapters that were presented in your qualitative research design if they were deemed appropriate.

Journal articles/chapters 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/chapters based on multiple qualitative methods may be used; however, articles based on mixed methods involving a quantitative part may not be used.**

#### **E. Research Project Proposal: 30% – Due Friday, December 9 at 11:59pm**

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, research questions, and your chosen method. The proposal will:

- a) present your research topic and explain why it is significant;
- b) provide research questions/problems that guide your project;
- c) critically engage with related literature;
- 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) include any relevant appendices depending on your chosen method

The proposal should be 12-15 pages long (double-spaced, not including cover page, bibliography, or appendices).

## **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, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate 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.

## **POLICIES & RESOURCES**

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

I will be available for consultation with students during my office hour or by appointment (via Zoom or phone). University policy dictates that Professors will not send e-mails to students at any other addresses.

### **(ii) Communication and E-mail Policy**

For general questions regarding such things as course requirements and clarifications of the syllabus (i.e., questions/answers that your classmates might also be interested to know), please post them in the **Ask your Instructor Forum on Brightspace**. That way, I can answer the question once for everyone. Before posting (or emailing), be sure to check the Ask your Instructor Forum and this syllabus to see whether your question has been answered already.

Emailing should be reserved for private communications, such as making an appointment to meet. In your email, please indicate the course code and name in the subject heading. Ensure that you include your full name, student number, and clearly indicate the objective(s) of your message. If you do not include all these things, it will be difficult for the instructor and/or course TAs to assist you.

During the week it may take up to 48-hours for me to respond to your email. Course instructors and TAs do not respond to emails over the weekend. Please plan accordingly. Whether in the forums or over email, please engage with the instructor and course TAs in a professional manner.

### **(iii) Late Penalties**

Typically, late assignments will be deducted a penalty of 2% for each day submitted after the due date (including week-ends) except under exceptional circumstances. That said, we are living in an exceptional moment. If you require an extension, please contact me ahead of time and we can discuss options. 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.**

### **(iv) Declining On-line 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.

## **INTELLECTUAL PROPERTY**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

## **STATEMENT ON STUDENT MENTAL HEALTH**

As a University student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

### **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

### **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### **STATEMENT ON PANDEMIC MEASURES**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

**Masks:** Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety, which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

### **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.  
All weeks are asynchronous unless otherwise indicated

Topic and Date	Important Information
<p><b>Week 1: September 13</b> <b>Introduction to Course &amp; What is Qualitative Inquiry?</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>Synchronous session 1: Introduction to Course &amp; Assignments</b>, 2:35 pm-3:30 pm</p> <p><b>Required reading:</b> van den Hoonaard &amp; van den Scott (2022) "Chapter 1: Introduction," in <i>Qualitative Research in Action: A Canadian Primer</i>, 1-11. 4th Ed.</p> <p><b>On-line Activity 1</b> (Optional), Due: Sept. 20, 2:35 pm</p>
<p><b>Week 2: September 20</b> <b>Western Ways of Knowing &amp; Qualitative Research Design</b></p> <ul style="list-style-type: none"> <li>~ Introduction to Euro-Western Paradigm</li> <li>~ Introduction to Epistemology</li> <li>~ Euro-Western Qualitative Research processes</li> <li>~ Finding a suitable topic</li> <li>~ Crafting a Research Question</li> <li>~ The conceptual funnel</li> <li>~ Consulting the Literature</li> <li>~ Determining a Theoretical Framework</li> <li>~ Choosing an appropriate Method</li> <li>~ Reflexivity and the research process</li> </ul>	<p><b>Required reading:</b> van den Hoonaard &amp; van den Scott (2022) "Chapter 2: Asking questions and identifying goals," <i>Qualitative Research in Action: A Canadian Primer</i>, 12-33. 4th Ed.</p> <p>van den Hoonaard &amp; van den Scott (2022) "Chapter 3: Strategies for designing research," <i>Qualitative Research in Action: A Canadian Primer</i>, 34-54. 4th Ed.</p> <p><b>Suggested reading:</b> Jane Agee (2009) "Developing qualitative research questions: a reflective process", <i>International Journal of Qualitative Studies in Education</i>, 22(4): 431-447.</p> <p><b>On-line Activity 2</b>, (Optional) Due: Sept. 27, 2:35 pm</p> <p><b>On-line Activity 3</b>, (Optional) Due: Sept. 27, 2:35 pm</p>
<p><b>Week 3: September 27</b> <b>Indigenous Ways of Knowing &amp; Anti-Oppressive Research</b></p> <ul style="list-style-type: none"> <li>~ Indigenous Paradigms</li> <li>~ Fundamentals of research with Indigenous peoples</li> <li>~ Indigenous research methodologies</li> <li>~ Collaborative research practices</li> <li>~ Community engaged research</li> <li>~ Anti-Oppressive research methods</li> </ul>	<p><b>Required reading:</b> Smith, L. T. (2012). Chapter 2- "Research through Imperial Eyes" In Smith, L.T., <i>Decolonizing Methodologies: Research and Indigenous Peoples</i> 42-57). Second Edition. New York: Zed Books.</p> <p>Riddell, J.K. et al (2017). "Laying the Groundwork: A Practical Guide for Ethical Research with Indigenous Communities." <i>The International Indigenous Policy Journal</i>. 8(2) Reconciling</p>

	<p>Research: Perspectives on Research Involving Indigenous Peoples—part 1, 5-20.</p> <p>“Engaging with Indigenous Communities”. On-line Learning Bundle. See Week 3 in Brightspace.</p> <p><b>Suggested reading:</b> 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>Week 4: October 4</b> <b>Moral &amp; Ethical Issues in Qualitative Research</b></p> <ul style="list-style-type: none"> <li>~ Emergence of Research Ethics Boards (REBs)</li> <li>~ Research ethics in Canadian universities</li> <li>~ Working with Indigenous communities</li> <li>~ Managing “risk” and the “Ethics Creep”</li> <li>~ Confidentiality and Criminalized Research Participants</li> </ul>	<p><b>Synchronous session II: Qualitative Research Study Design</b>, 2:35 pm-3:30pm</p> <p><b>Required reading:</b> van den Hoonaard &amp; van den Scott (2022), “Chapter 4: Ethics on the ground: A moral compass,” <i>Qualitative Research in Action: A Canadian Primer</i>. 56-76. 4th Ed.</p> <p>Haggerty, K. (2004). “Ethics Creep: Governing Social Science Research in the Name of Ethics,” <i>Qualitative Sociology</i>, 27 (4), 391-414.</p> <p><b>Guest Lecture</b> - Dr. Chris Bruckert, “Confidentiality and Research with Criminalized Populations”</p> <p><b>Suggested reading:</b> Abbott, DiGiacomo, Magin, &amp; Hu. (2018) “A Scoping Review of Qualitative Research Methods Used with People in Prison”. <i>International Journal of Qualitative Methods</i>, 17: 1-15.</p> <p>Babbie, Earl (2004) “Laud Humphreys and Research Ethics” <i>International Journal of Sociology and Social Policy</i> 24 (Issue: 3/4/5): 12-19.</p> <p>Boilevin et al., (2019) “A Manifesto for Ethical Research in the Downtown Eastside” Available on-line: <a href="https://dx.doi.org/10.14288/1.0377565">https://dx.doi.org/10.14288/1.0377565</a> In depth description of Research 101 published in <i>Harm Reduction Journal</i>: <a href="https://rdcu.be/bljjM">https://rdcu.be/bljjM</a></p>

<p><b>Week 5: October 11</b>  <b>Ethnography &amp; Participant Observation</b></p> <ul style="list-style-type: none"> <li>~ What is Ethnography?</li> <li>~ Conducting observational research</li> <li>~ “Being” in the field</li> <li>~ Observation and Ethics</li> <li>~ Tensions between participation and observation</li> <li>~ Covert/overt participant-observation strategies</li> <li>~ Jotting and Fieldnotes</li> </ul>	<p><b>Required reading:</b>  van den Hoonaard &amp; van den Scott (2022), “Chapter 5: Observing social life through field research,” <i>Qualitative Research in Action: A Canadian Primer</i>. 77-104. 4th Ed.</p> <p>Kraska, P.B. and W.L. Neuman (2011). “Crime and Justice Ethnographic Field Research,” in Kraska, P.B. and W.L. Neuman, <i>Essential Criminal Justice and Criminology Research Methods</i>, Prentice Hall: New York, 218-247.</p> <p><b>Suggested reading:</b>  Panfil, V. R. (2022). “Queer criminology and ethnography” in <i>The Oxford handbook of ethnographies of crime and criminal justice</i> (p. 269). Oxford University Press.</p> <p><b>***Qualitative Research Design assignment DUE***</b></p> <p><b>On-line Activity 4</b>, (Optional) Due: Oct. 18, 2:35pm</p>
<p><b>Week 6: October 18</b>  <b>Interviewing, Focus Groups, &amp; Talking Circles</b></p> <ul style="list-style-type: none"> <li>~ Semi-Structured In-Depth Interviewing</li> <li>~ Interview Guide and Interview Questions</li> <li>~ Carrying Out an Interview</li> <li>~ Focus Groups</li> <li>~ Talking Circles</li> <li>~ Fieldnotes and Transcription</li> </ul>	<p><b>Required reading:</b>  van den Hoonaard &amp; van den Scott (2022), “Chapter 6: In-depth interviewing,” <i>Qualitative Research in Action: A Canadian Primer</i>. 105-128. 4th Ed.</p> <p>Tachine, R. &amp; Yellow Bird, E. (2016) “Sharing Circles an Indigenous Methodological Approach for Researching with Groups of Indigenous Peoples” <i>International Review of Qualitative Research</i>, 9(3): 277–295.</p> <p>van den Hoonaard &amp; van den Scott (2022), “Chapter 7: Focus Groups,” <i>Qualitative Research in Action: A Canadian Primer</i>. 129-148.</p> <p><b>Suggested reading:</b>  Samuels-Wortley, K. (2021). “To Serve and Protect Whom? Using Composite Counter-Storytelling to Explore Black and Indigenous Youth Experiences and Perceptions of the Police in Canada,” <i>Crime &amp; Delinquency</i>, 67(8): 1137–1164.</p> <p><b>On-line Activity 5</b>, (Optional) Due: Nov. 1, 2:35 pm</p> <p><b>***On-line Quiz: What is Qualitative Research?***</b>  Opens Oct. 18, 5:25pm, Closes Oct. 20, 11:59 pm</p>

\*\*\*\*\* FALL BREAK: October 24 – 28, NO CLASS \*\*\*\*\*

**Week 7: November 1  
Narrative Methods and Autoethnography**

- ~ Research as narrative and story
- ~ The “Self” in research
- ~ Difference between “me-search” and autoethnography

**Synchronous session III: Mini-Literature Review,**  
2:35 - 3:30 pm

**Required reading:**

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.

**Suggested Reading:**

Laws, B. (2022). Reimagining ‘the Self’ in Criminology: Transcendence, Unconscious States and the Limits of Narrative Criminology. *Theoretical Criminology*, 26(3), 475–493.

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.

Don L. Kurtz & Lindsey Upton (2017) “War Stories and Occupying Soldiers: A Narrative Approach to Understanding Police Culture and Community Conflict” *Critical Criminology* 25: 539–558.

**Week 8: November 8  
Content and Discourse Analysis**

- ~ Unobtrusive Research
- ~ Types of “texts”- Written, visual, cultural artifacts
- ~ Content analysis (manifest v latent content)
- ~ Discourse analysis
- ~ Visual analysis

**Required reading:**

van den Hoonaard & van den Scott (2022), Chapter 8: “Unobtrusive research,” *Qualitative Research in Action: A Canadian Primer*, 149-172. 4th Ed.

Tonkiss, Fran (2012) “Discourse analysis,” in: Seale, C., (ed.) *Researching Society & Culture*. LSE Cities (3rd). Sage, London, UK, 406-419.

**Suggested Reading:**

Carrabine, Eamon (2015) “Visual Criminology: History, Theory and Method” in Copes, Heith and Miller, J Mitchell, (eds.) *The Routledge Handbook of Qualitative Criminology*. Routledge Taylor & Francis, New York, 103-121.

	<p><b>Guest Lecture</b> - Delphine DiTecco- "Sex Robots and Sex Work Discourses in Scholarship and Mainstream Media"</p> <p>*****<b>Mini-Literature review DUE</b>*****</p>
<p><b>Week 9: November 15</b>  <b>On-line Data and Virtual Ethnography</b></p> <ul style="list-style-type: none"> <li>~ Qualitative inquiry in the digital age</li> <li>~ Internet mediated research (IMR) v Face-to-Face (FTF) research</li> <li>~ Access to Information and Freedom of Information Requests (ATI/FOI) as virtual data &amp; critical methodology</li> </ul>	<p><b>Required Reading:</b>  Markham, A. N. (in press). "Qualitative research in the digital age" in P. Leavy (Ed.). <i>The Field of Qualitative Research</i> (pp forthcoming). Oxford University Press, 1-25.</p> <p>Walby, Kevin and Alex 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><b>Suggested Reading:</b>  Rachael-Heath Ferguson (2017) "Offline 'Stranger' and On-line Lurker: Methods for an Ethnography of Illicit Transactions on the Darknet" <i>Qualitative Research</i> 17(6): 683-69.</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> <p><b>Guest Lecture</b> - Jeff Monaghan- "Virtual Archives: Access to Information Requests and the Criminalization of Environmental and Indigenous Protesters"</p> <p><b>Guest Lecture</b> - Allysa Czerwinsky- "Virtual Ethnography: A Deep dive into the On-line Incel Community"</p> <p><b>On-line Activity 6</b>, (Optional) Due: Nov. 22, 2:35 pm</p>
<p><b>Week 10: November 22</b>  <b>Legal Paradigms and Legal Research</b></p> <ul style="list-style-type: none"> <li>~ Western and Indigenous Legal Paradigms</li> <li>~ Legal texts as qualitative data</li> <li>~ Find legal texts</li> <li>~ Evaluating quality of legal texts</li> <li>~ Engaging with legal arguments and theories in qualitative inquiry</li> </ul>	<p><b>Synchronous session IV: Qualitative Research Proposal Instruction</b>, 2:35 - 3:30 pm</p> <p><b>Required Readings:</b>  Friedland &amp; Napoleon (2015-2016) "Gathering the Threads: Developing A Methodology for Researching and Rebuilding Indigenous Legal Traditions" <i>Lakehead Law Journal</i> (1) 1: 16-44.</p>

	<p>Kerr, Margaret et al., (2015) "Chapter 1: The Basics of [Western] Legal Research," <i>Legal Research: Step by Step</i>, 4<sup>th</sup> ed. Toronto: Emond Montgomery.</p> <p><b>Guest Lecture</b> - Alexa Dodge- "Legal Conceptions of Sexual Violence &amp; Digital Technology in Cases of Non-Consensual Intimate Image Sharing"</p> <p><b>On-line Activity 7</b>, (Optional) Due: Nov. 29, 2:35 pm</p>
<p><b>Week 11: November 29</b> <b>Research Proposal Workshop I</b></p> <p>~ Looking ahead- Interpreting, Coding, Analyzing (See optional readings)</p>	<p><b>Synchronous session V: Qualitative Research Proposal Workshop I</b>, 2:35-5:25 pm</p> <p><b>Suggested reading:</b> van den Hoonaard &amp; van den Scott (2022), "Chapter 9: Trust the process: Analyzing qualitative data," <i>Qualitative Research in Action: A Canadian Primer</i>. 173-196. 4<sup>th</sup> ed</p> <p>Allen Trent, Jeasik Cho (2020) "Interpretation in Qualitative Research: What, Why, How" in <i>The Oxford Handbook of Qualitative Research</i>, 956-982.</p> <p>Johnny Saldañan (2020) "Qualitative Data Analysis Strategies" in <i>The Oxford Handbook of Qualitative Research</i>, 877-911.</p>
<p><b>Week 12: December 6</b> <b>Research Proposal Workshop II</b></p>	<p><b>Synchronous session VI: Qualitative Research Proposal Workshop II</b>, 2:35-5:25 pm</p>

**\*\*\*Qualitative Research Proposal Due, Friday, December 9, 11:59pm\*\*\***

**END OF TERM!**

**ENJOY YOUR WINTER BREAK!**