

Course Outline

COURSE: CRCJ 3002C Qualitative Research Methods [Lecture]

TERM: Fall 2022 - Updated October 21, 2022

PREREQUISITES: CRCJ 1000 and Third-year standing in the B.A. Honours program in Criminology and Criminal Justice

CLASS: Day & Time: Thursday, 11:35-14:25 p.m.  
Room: TBA

INSTRUCTOR: Dr. Ellen Faulkner

TEACHING

ASSISTANT: Esther Jimenez Atochero, MA Student in Migration and Diaspora Studies  
Carleton University  
Email: [EstherAtochero@cmail.carleton.ca](mailto:EstherAtochero@cmail.carleton.ca)  
Office Hours: Tuesday from 2.30 pm to 3.30 pm.

CONTACT: Office: TBA  
Office Hrs: Thursday 2:30-3:30 p.m. after class or by appointment via zoom  
Email: [Ellen.Faulkner@carleton.ca](mailto:Ellen.Faulkner@carleton.ca)

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**Special Information for Pandemic Measures**

Carleton will continue to follow all public health guidelines as the COVID-19 pandemic continues. Please see the guidelines on the COVID-19 website: <https://carleton.ca/covid19/safe-return-to-campus/classroom-guidelines/>

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 must 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:** Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, 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: <https://students.carleton.ca/course-outline/>

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or Faculty of Public Affairs 20 Teaching Regulations 2021-22 as soon as possible after the need for accommodation is known to exist. For more details [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. Note: You no longer require a letter from a physician for the medical self declaration and assessment. 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 via Zoom 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 must 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/wpcontent/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 devoted to the philosophical underpinnings of qualitative research, qualitative research methods, research ethics, and qualitative data analysis. A variety of approaches will be addressed including interviewing, ethnographic research, participatory action research, discourse analysis, narrative methods, and autoethnographies as well as Access to Information/Freedom of Information (FTI/FOI) requests. While this course is primarily concerned with qualitative methods, students will also engage in discussions concerning 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 discussing and working through issues of power, privilege, and marginalization related to creating knowledge while ways to encourage becoming reflexive researchers will be practiced throughout the term.

This course will incorporate a multidisciplinary experiential educational approach to the study of methods and methodology through the use of lectures, interactive learning, practical tutorial workshops, and guest speakers. We will work through various stages of the research process and utilize different qualitative approaches through paired, and group activities in class. This will enable students to become familiar with a number of qualitative research methods and to work with one another collectively. All assignments for the course will be based on individual work in each student's area of interest.

### **LEARNING OUTCOMES**

- Through lectures and assigned readings, students will be able to understand key differences between qualitative and quantitative research.
- Workshops will allow students to engage more thoroughly with the course readings and develop their practical and analytic qualitative research skills.
- Guest speakers and 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 in lectures 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. & Scott, L. J. (2021). *Qualitative Research in Action: A Canadian Primer*. (4th Ed.)

Don Mills: Oxford University Press. Available at Carleton University Bookstore. Rent or buy E-book via VitalSource: <https://www.vitalsource.com/en-ca/products/qualitative-research-in-action-deborah-k-van-den-hoonaard-v9780190165987>

□ 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 during my office hours or by appointment. Please e-mail me should you want 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.**

### **(iii) Late Assignments:**

**Students must ask the instructor for permission to submit late assignments before the assignment deadline. If permission is granted,** late assignments will be penalized 10% per day late. Late assignments will not be accepted after the third day. Any assignments submitted three 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.** If you require an extension for an assignment, you must make arrangements with me ahead of time. Extensions will only be granted in cases of documented illness or other serious problems. Extensions will not be granted over the phone or email. Students must notify me as soon as possible in the case of an emergency or see me in advance during office hours and after our meeting we will record (in written form) reasons for the extension and, if an extension is granted, the new due date.

**Please note that there are no late submissions for the final research proposal.** Exceptions ONLY for extraordinary circumstances beyond one's control which must be supported by formal documentation.

### **(iv) Disclaimer:**

Please note that this schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives. Any changes will be communicated to the class via email.

### **(v) Respect**

Our classroom will be defined by a commitment to intellectual openness and the acceptance of multiple opinions. Therefore, everyone must feel safe to express opinions, beliefs, and live out their values. We will all demonstrate respect for everyone in this class during group discussions. Respect does not mean that you cannot disagree. Rather it means listening to differing perspectives without interruption, prejudice or intimidation – verbal or nonverbal. Any form of disrespect will not be tolerated.

### **(vi) Confidentiality**

Treat any personal information that you hear about a peer or an instructor as strictly confidential.

**EVALUATION:**

A. Online Reflection Assignments – 5 during term	15%	Ongoing
B. Formative Assessment Quiz – Due: Oct 6	10%	Opens Class 4 – Closes Class 5
C. Qualitative Research Study Design – Due: Oct 13	15%	Class 6
D. Mini-literature Review - Due: Nov 3	20%	Class 8
E. Qualitative Research Proposal - Due: Dec 8	40%	Last day of term by 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. Online Reflection Assignments (15%) - Ongoing - Weeks 3, 5, 6, 8, 10 (3 pts each)**

This grade will be based on your online reflection posts in Brightspace during the course. There will be 5 online reflection submissions throughout the course. Weekly in-class activities and readings will be assigned requiring you to work collaboratively in a group with your fellow students and you will be asked to reflect upon a question related to these in-class assignments or a required or suggested reading in your online post. Contributing to class discussions will help you articulate your understanding and opinions of the ideas and information presented in the course and enable you to directly engage with the course material. Becoming a good listener is as important as being an active speaker. Different classroom activities will be conducted to encourage every student who has different learning styles, to participate in class. **You do not need to be in class to post the reflection assignments.**

**B. Online formative assessment: What is qualitative research? (10%) – Opens Class 4, Sept 29– closes 11:59p.m. Class 5 - October 6, 2022.**

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 lectures from Week 1 - 4 inclusive.

**C. Qualitative research study design (15%) – Due in Class 6 - October 13 at 11:59 p.m. Must be submitted online in Brightspace.**

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 perspective influences your research, and recognize if your area of study is feasible for qualitative research. The assignment will be 3 to 4 pages long (double-spaced, not including cover page).

The assignment will present:

1. your research topic area and interest in the topic
2. your initial theoretical stance
3. the initial questions/problems you wish to investigate
4. the data you intend to study (e.g., human or other), and the method you intend to use (e.g., interviews, discourse analysis, participant observation, etc.)

5. bibliographic information on four scholarly qualitative research articles which may be used for your miniliterature review.

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

**D. Mini-literature review (20%) – Due Class 8 – November 3, 2022 at 11:59 p.m. Must be submitted online in Brightspace.**

This assignment will help you improve your ability to research, summarize, analyze and engage critically with qualitative criminology and criminal justice research studies by developing a literature review based on your research topic. The assignment will be 5-6 pages long (double-spaced, not including cover page, or bibliography). Your paper will offer an analysis of **5 peer reviewed journal articles** that use qualitative methods in the area of study which you are interested in exploring. Journal articles should be discussed in relation to one another and a critique of each piece should be provided based on what you have learned about qualitative research so far. You will also discuss how the articles are relevant to your own research question/problem as outlined in your Research/Study Design. It is often helpful to discuss the articles thematically. Articles based on multiple qualitative methods may be used; however, articles based on mixed methods involving a quantitative part may not be used. **Additional guideline to be posted online.**

**E. Research Project Proposal (40%) – Must be submitted online in Brightspace by December 8, 2022 at 11:59 p.m.** 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 problem
- b) critically engage with related literature
- c) provide questions that guide your research project
- d) provide a detailed description of the theoretical and methodological approach, and the data to be studied
- e) develop an explanation of the research process to be conducted including gathering and summarizing literature for review, data collection, and assessing best methodological approach
- f) consider the ethical and moral dilemmas your topic may give rise to
- g) reflect on issues of power, privilege and marginalization related to making knowledge about this topic
- h) include a timetable of the research process which details each stage of your proposed research study (e.g., data collection, data analysis, etc).

The proposal must be 10-12 pages long (double-spaced, not including cover page or bibliography). **Additional guideline and grading rubric to be posted online.**

**NOTE:** 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.

**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 on the 4<sup>th</sup> floor of MacOdrum Library or online at: [carleton.ca/csas](http://carleton.ca/csas).

## **OTHER CONCERNS**

**September 20, 2022** is the last day to withdraw from fall courses with a full [fee adjustment](#) (financial withdrawal). Withdrawals after this date will create no financial change to Winter term fees and will result in a grade(s) of WDN appearing on your official transcript.

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv2/#2.3>

### **Statement on Plagiarism**

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

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).

**SCHEDULE** *Please note that on occasion the class schedule may vary slightly from the course outline.* This schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives.

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**Class 1: Sept 8**

**Introduction to Course: Content, Format and Requirements**

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- Presentation of the course outline and assignments
- Understanding course expectations

- Theoretical foundations of qualitative research
- Understanding differences between qualitative and quantitative research

**Required reading:**

van den Hoonaard, D. K. (2021). Ch 1: Introduction. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer*. Fourth Edition. Don Mills: Oxford University Press.

**Suggested reading:**

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.), *Strategies of Qualitative Inquiry* (pp. 1-43). Third edition. London: Sage.

**Class 2: Sept 15**

**What is Qualitative Research?**

- Introduction to types of qualitative approaches
- The theory- and value-ladenness of ‘facts’
- Questions of bias

**Workshop: Library Research Techniques**

**Required readings:**

van den Hoonaard, D. K. (2021). Ch 2: Asking Questions and Identifying Goals. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Prime*. Fourth Edition. Don Mills: Oxford University Press.

Becker, H.S. (1967). Whose Side Are We On?, *Social Problems*, 14 (3), 239-247.

Beta, Michela and Richard Swedberg. 2017. “Values on Paper, in the Head, and in Action: On Max Weber and Value Freedom Today.” *Canadian Review of Sociology*. 54(4): 445-455.

**Suggested readings:**

Smith, L. T. (2005). Research through Imperial Eyes. In Smith, L.T., *Decolonizing Methodologies: Research and Indigenous Peoples* (Chapter 2, pp. 42-57). Second Edition. New York: Zed Books.

Smith, L. T. (2005). Colonizing Knowledges. In Smith, L.T., *Decolonizing Methodologies: Research and Indigenous Peoples* (Chapter 3, pp. 58-77). Second Edition. New York: Zed Books.

Faulkner, E. (2001). “Empowering Victim Advocates: The Community Response to Anti-Gay/Lesbian Violence in Canada.” *Critical Criminology: An International Journal, A Special Theme Edition on Criminology, Empowerment and Social Justice*. 10(2):123-135.

**Class 3: Sept 22**

**Designing Qualitative Research**

- Strategies of qualitative research design
- Coming up with research topics and initial research questions
- The role of reflexivity in the research process

**Workshop: Designing Your Qualitative Research Study**

**Required reading:**

van den Hoonaard, D. K. (2021). Ch 3: Strategies for Designing Research. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Prime*. Third Edition. Don Mills: Oxford University Press.

**Suggested readings:**



Willis, J. W. 2007. "World Views, paradigms, and the practice of social science research." In *Foundations of Qualitative Research: Interpretive and Critical Approaches*. Thousand Oaks, CA: Sage, 1-26.  
Hesse-Biber, S.N. and P. Leavy (2011). Designing Qualitative Approaches to Research. In Hesse-Biber, S.N. and P. Leavy, *The Practice of Qualitative Research* (pp. 31-57). Thousand Oaks: Sage.

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**Assignment: Reflection # 1 Opens Class 3, Closes Class 4, Due: Sept 29 at 11:59 p.m**

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**Class 4: Sept 29                      Moral & Ethical Issues in Qualitative Research**

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- Ethical, legal and self-censorship issues
- Fieldwork and moral relativism

**Workshop: Debating Ethical Dilemmas**

**Required reading:**

van den Hoonaard, W.C. (2021). Ch 4: Ethics on the Ground: A Moral Compass. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer*. Fourth Edition. Don Mills: Oxford University Press.  
Van den Hoonaard, Will C. (2014). "How Positivism is Colonizing Qualitative Research through Ethics Review." In Jen Kilty et al. *Demarginalizing Voices: Commitment, Emotion, and Action in Qualitative Research*. (pp. 173-195) Vancouver & Toronto: UBC Press.

**Suggested Readings:**

Ogden, Russel D. (2014). "Observing a Self-Chosen Death." Jen Kilty et al, *Demarginalizing Voices: Commitment, Emotion, and Action in Qualitative Research*. (pp. 15-37) Vancouver & Toronto: UBC Press.  
Sonenschein, D. 1987. On having one's research seized. *Journal of Sex Research*. 23: 408-414.  
Humphries, L. "Tearoom Trade: Impersonal Sex in Public Places." (Originally published in: 1972, *Sociology Full Circle* (W. Feigelman Ed.). NY: Praeger Publishers, 259-277).  
Haggerty, K. (2004). Ethics Creep: Governing Social Science Research in the Name of Ethics, *Qualitative Sociology*, 27 (4), 391-414.

**Assignments:**

**Quiz Online Formative Assessment opens Sept 29: Due: October 6 at 11:59 p.m. in Brightspace.**  
**Reflection #1 Due: Sept 29 at 11:59 p.m. in Brightspace.**

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**Class 5: Oct 6                      Unobtrusive Measures & Access to Information and Freedom of Information Requests**

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- Access to Information and Freedom of Information Requests as critical methodological practices

**Workshop: Practice drafting an ATI request**

**Required reading:**

van den Hoonaard, D. K. (2021). Unobtrusive Measures. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 8). Fourth Edition. Don Mills: Oxford University Press.  
Monaghan, Jeffrey and Andrew Crosby. (May 4, 2018). "RCMP files say 'violent aboriginal extremists' are undermining pipeline plans. This is what Carleton University researchers learned from police documents on government surveillance of Indigenous activists." Vice.com Online:

[https://www.vice.com/en\\_ca/article/mbxyw8/rcmp-files-say-violent-aboriginal-extremists-are-undermining-pipeline-plans](https://www.vice.com/en_ca/article/mbxyw8/rcmp-files-say-violent-aboriginal-extremists-are-undermining-pipeline-plans)

**Suggested readings:**

Walby, K. and A. Luscombe. (2016). Criteria for Quality in Qualitative Research and the Use of Freedom of Information Requests in the Social Sciences, *Qualitative Research*, 1-17.  
Brownlee, J. and K. Walby. (2015). Access to Information and Social Justice in Canada. In Brownlee, J. and K. Walby (eds.) *Access to Information and Social Justice: Critical Research Strategies for Journalists, Scholars, and Activists*, (pp. 1-20). Winnipeg: Arbeiter Ring Publishing.

**Videos:** *How to Make an Access to Information ATIP Request in Canada*. Youtube; Dr. David Whyte. (June 17, 2021). *Using Freedom of Information Requests in Research Part 1*. Youtube; The Agenda with Steve Paikin (2016). *Freedom of Information in Canada*. Youtube.

**Assignments: Quiz Online Formative Assessment Due: October 6 at 11:59 p.m. in Brightspace.  
Reflection Assignment #2 opens Class 5, closes Class 6, Due: October 13, 11:59 p.m.**

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**Class 6: Oct 13**                      **Power, Reflexivity, and Marginalized Populations**

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- Critical reflection on interconnected identities and social categories
- Revisiting being reflexive researchers

**Workshop: Becoming Reflexive Researchers**

**Required readings:**

van den Hoonaard, D. K. (2021). "Reflexivity" in Trust the Process. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 9). Fourth Edition. Don Mills: Oxford University Press.  
*Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls*. Volume 1a (2019). Ch 1: Centering Relationships to End Violence: Introduction: Building a Solid Foundation. (pp. 93-127). Retrieved from: [https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final\\_Report\\_Vol\\_1a-1.pdf](https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a-1.pdf)  
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*. Retrieved from [https://docs.google.com/document/d/1M2D6\\_XAVNI78UjxKJpsmBn2N1ORib9t7uJ6A7y9P3no/edit#](https://docs.google.com/document/d/1M2D6_XAVNI78UjxKJpsmBn2N1ORib9t7uJ6A7y9P3no/edit#)

**Suggested Readings:**

Potts, K. and L. Brown. (2005). Becoming an Anti-oppressive Researcher. In Brown, L. and Strega, S. (eds.), *Research as Resistance* (pp. 255-286). Canadian Scholars Press: Toronto.  
Bouclin, Suzanne. (2009) "Bad Girls Like Good Contracts: Erotic Dancers' Resistance over Three Decades" in E. Faulkner and G. MacDonald (eds.) *Victim No More? Women Resisting the Label of Law* (pp.46-60) Fernwood Press.

**Assignments:**

**Qualitative research study design Due: Thursday, October 13 at 11:59 p.m. in Brightspace.  
Reflection Assignment #2 Due: Thursday Oct 13 at 11:59 p.m.**

Reflection # 3 opens Class 6, closes Class 7. Due: October 20, 11:59 p.m. in Brightspace.

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**Class 7: Oct 20**                      **Ethnographies & Participant Observation**

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- Ethnographies
- Understanding tensions between participation and observation
- Consideration of covert/overt participant-observation strategies

**Workshop: Participant Observation**

**Required reading:**

van den Hoonaard, D. K. (2021). Ch 5: Observing Social Life through Field Research. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer*. Fourth Edition. Don Mills: Oxford University Press.

Landry, Deborah. (2019). "'Stop Calling it Graffiti': The visual rhetoric of contamination, consumption and colonization." *Current Sociology*. 67(5):686-704.

Landry, Deborah. (2017). "Defensible Aesthetics: Creative Resistance to Urban Policies in Ottawa." In *Graffiti and Street Art*, edited by Konstantinos Avramidis, and Myrto Tsilimpounidi, (pp. 216–30). London: Routledge.

**Suggested reading:**

Van den Scott, Lisa Jo K. (2018). "Visual Methods in Ethnography." *Journal of Contemporary Ethnography*. 47(6): 719-728.

Barratt, M. and A. Maddox (2016). Active Engagement with Stigmatized Communities through Digital Ethnography. *Qualitative Research*, 16(6) 701-719.

**Assignments: Reflection #3 Due: October 20 at 11:59 p.m. in Brightspace.**

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**October 24 – 27 - READING WEEK - NO CLASSES**

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**Class 8: Nov 3**                      **Interviewing & Focus Groups**

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- Conducting interviews and developing interview questions
- Interview transcription practices

**Workshop: Writing Good Qualitative Interview Questions**

**Required reading:**

van den Hoonaard, D. K. (2021). Ch 6: In-depth Interviewing and Ch 7: Focus Groups. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer*. Fourth Edition. Don Mills: Oxford University Press.

**Suggested readings:**

Esterberg, K. (2002). Interviews. In Esterberg K., *Qualitative Methods in Social Research* (pp. 83-114). Boston, MA: McGraw-Hill.

Raguparan, M. (2017). "If I'm Gonna Hack Capitalism": Racialized and Indigenous Canadian Sex Workers' Experiences Within The Neo-Liberal Market Economy. *Women's Studies International Forum*, 60, 69-76. doi:10.1016/j.wsif.2016.12.003

**Assignments: Mini Literature Review Due: November 3 at 11:59 p.m. in Brightspace.**  
**Reflection #4 opens Class 8, closes Class 9. Due: November 10 at 11:59 p.m. in Brightspace.**

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**Class 9: Nov 10**                      **Data Analysis**

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- Introduction to Data Analysis
  - Strengths and limitations of Data analysis
- Workshop: Coding and Software Nvivo*

**Required Reading:**

van den Hoonaard, D. K. (2021). Ch 9: Trust the Process: Analyzing Qualitative Data. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer*. Fourth Edition. Don Mills: Oxford University Press.

**Suggested reading:**

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

Daroya, E. 2018. "Not Into Chopsticks or Curries": Erotic Capital and the Psychic Life of Racism on Grindr. In D. W Riggs (ed), *The Psychic Life or Racism in Gay Men's Communities* (pp. 67-80). Maryland: Rowman & Littlefield Group.

**Assignment: Reflection #4 Due: November 10 at 11:59 p.m. in Brightspace.**

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**Class 10: Nov 17**                      **Writing Up Qualitative Research**

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- Writing a Research Report.
- Workshop: The Process of Research & Writing a Proposal***

**Required readings:**

van den Hoonaard, D. K. (2021). Ch 10: Writing Up Qualitative Research. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer*. Fourth Edition. Don Mills: Oxford University Press.

van den Hoonaard, D. K. (2021). Appendix C: Checklist for Writing Research Reports." In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer*. Fourth Edition. Don Mills: Oxford University Press

**Suggested Readings:**

Butler-Kisber, L. (2010). Narrative Inquiry. In *Qualitative Inquiry: Thematic, Narrative and Arts-Informed Perspectives* (Chapter 5). Thousand Oaks, CA: Sage.

**Assignments: Reflection #5 opens Class 10, closes Class 11. Due: November 24, 11:59 p.m. in Brightspace.**

**Sign up for Presentations: Class 11 & 12.**

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**Class 11: Nov 24**                      **Research Proposal Workshop I**

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- In-class workshop on research proposals
- Instructor and peer feedback sessions

**Assignment:**

**Reflection #5 Due: November 24 at 11:59 p.m. in Brightspace.**

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**Class 12: Dec 1**

**Research Proposal Workshop II**

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- In-class workshop on research proposals
- Instructor and peer feedback sessions

**Class 13: Dec 8**

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**Assignment: Final Research Proposal: Due online in Brightspace by 11:59 pm on Thursday, December 8, 2022.**

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