

Course Outline

COURSE: CRCJ 3002D Qualitative Research Methods

TERM: Winter 2021

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

CLASS: **Day & Time:** Mondays, 11:35- 2:25 pm (lectures are asynchronous; four synchronous sessions will be held a week before each assignment is due)

INSTRUCTOR: Dr. Madalena Santos (she/her)

TEACHING ASSISTANT: Sarah Cram
SarahCram@cmail.carleton.ca

CONTACT:

Office Hrs: By appointment, online or by phone
Email: madalenasantos@cunet.carleton.ca

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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 Faculty of Public Affairs 20 Teaching Regulations 2020-21 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 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 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/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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 using Access to Information/Freedom of Information (FTI/FOI) requests. 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 discussing and working through issues of power, privilege, and oppression related to creating knowledge while ways to encourage becoming reflexive researchers will be integrated throughout the term.

COURSE ORGANIZATION

- ~ This course is offered fully on-line.
- ~ A PowerPoint Presentation (PPT) in PDF format will be made available on CuLearn every Tuesday by 2:35PM. 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.
- ~ 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.
- ~ 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 readings while developing their practical and analytic qualitative research skills.
- ~ 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).
- ~ 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 curbside 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 cuLearn.

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 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-6:00pm on weekdays.**

(iii) 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. Each day of late submission without an arranged extension results in a penalty of 1 point per day cumulative.

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

		<u>DUE</u>
A. Discussion forum *	15% (5 x 3%)	On day of class
B. Formative assessment: What is qualitative research?	10%	Opens after class Feb 1, closes Feb 8
C. Qualitative research study design	15%	Friday, February 12 at 11:59pm
D. Mini-literature review	20%	Friday, March 12 at 11:59 pm
E. Qualitative research proposal	40%	Wednesday, April 14 at 11:59 pm

*Alternative online activity options will be available (see below)

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. CuLearn Discussion Forum (15%)

Over the term you will be required to post five (5) thoughtful discussion board questions/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.

- i. 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 but should also aim to continue the online discussion.
- ii. Make sure to provide a brief summary of the reading(s) to contextualize the question/response that you pose.
- iii. To get credit for the post, the question or response must be submitted to the course discussion board 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.
- iv. In place of up to two (2) discussion posts, you may choose to answer questions related to the activities which will be presented throughout the term. Activity posts are due on the same day as discussion posts would be. The questions will be on the PPT slides.

Additional guideline and grading rubric to be posted online. Sample posts will be provided on CuLearn.

B. Online formative assessment: What is qualitative research? (10%) – Opens after Class 4 on Monday, February 1 and closes Monday, February 8 at 11:35am

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.

C. Qualitative research study design (15%) – Due Friday, February 12 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 perspective influences your research, and recognize if your area of study is feasible for qualitative research. The assignment will be 4 to 5 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 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** theses, dissertations, book chapters) which may be used for your mini-literature review.

Additional guideline and grading rubric to be posted online.

D. Mini-literature review (20%) – Due Friday, March 12 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 5-6 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. Journal articles should be discussed thematically in relation to one another, i.e., research questions; method/approach; data; findings. You will 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.

Additional guideline to be posted online.

E. Research Project Proposal (40%) – Due Wednesday, April 14 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 problem
- b) critically engage with related literature
- c) provide research questions/problems that guide your 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 should 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. Please consult the OWL Purdue link on CuLearn and/or the library at <https://library.carleton.ca/help/citing-your-sources> .

OTHER CONCERNS

January 31, 2021 is the last day to withdraw from winter term and winter portion of fall/winter courses with full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the 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).

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.

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

Class 1: January 11 **Introduction to Course: Content, Format and Requirements**

- ~ Presentation of the course outline and assignments
- ~ Understanding course expectations
- ~ Understanding differences between qualitative and quantitative research

Activity: Qualitative versus Quantitative Research

Required reading:

van den Hoonaard, D. K. (2019). Introduction. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 1, pp. 1-11). Third Edition. Don Mills: Oxford University Press.

Class 2: January 18 **What is qualitative research? Foundations and Values**

- ~ Theoretical foundations
- ~ The theory- and value-ladenness of 'facts'
- ~ Questions of bias

Tips: Library Research Techniques

Required readings:

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

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.

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 3: January 25 **Designing Qualitative Research**

- ~ Strategies of qualitative research design
- ~ Introduction to types of qualitative methodologies
- ~ Coming up with research topics and initial research questions
- ~ The role of reflexivity in the research process

Activity: Designing Your Qualitative Research Study

Required readings:

van den Hoonaard, D. K. (2019). Asking Questions and Identifying Goals and Strategies for Designing Research. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapters 2-3, pp. 12-54). Third Edition. Don Mills: Oxford University Press.

Class 4: February 1 **Moral & Ethical Issues in Qualitative Research**

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

Synchronous session I: Qualitative Research Study Design

Required readings:

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

van den Hoonaard, W.C. (2019). Ethics on the Ground: A Moral Compass. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 4, pp. 55-74). Third Edition. Don Mills: Oxford University Press.

Online Formative Assessment: Opens on CuLearn after class; closes on Monday, February 8 at 11:35 am

Class 5: February 8 **Power, Reflexivity, and Anti-Oppressive Research**

- ~ Critical reflection on interconnected identities, and social locations, categories, and dimensions
- ~ What it means to be a reflexive researcher

Activity: *Becoming Reflexive Researchers*

Required readings:

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*.

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.

Qualitative research study design due Friday, February 12 at 11:59pm

Reading Week: February 15-19

Class 6: February 22 **Access to Information and Freedom of Information Requests**

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

Required 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.

***** Guest lecture: Andy Crosby. PhD Candidate, Sociology*****

Class 7: March 1 **Ethnographies & Participant Observation**

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

Activity: *Participant Observation*

Synchronous session II: Mini-literature review**Required reading:**

van den Hoonaard, D. K. (2019). *Observing Social Life through Field Research*. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 5, pp. 75-100). Third Edition. Don Mills: Oxford University Press.

Suggested readings:

Sinclair, Raven. 2007. "Identity Lost and Found: Lessons from the Sixties Scoop". Vol 3. No 1 *First Peoples Child & Family Review*.

Bear Clan Patrol <https://bearclanpatrol.org/>

***** Guest lecture: Professor Natasha Stirrett *****

Class 8: March 8 Discourse Analysis

- ~ Introduction to Discourse Analysis
- ~ Strengths and limitations of text-based research

Required reading:

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

Suggested reading:

Daroya, E. 2018. 'Not Into Chopsticks or Curries': Erotic Capital and the Psychic Life of Racism on Grindr. Damien Riggs (Ed.) *The Psychic Life of Racism in Gay Men's Communities* (pp. 67-80). London: Lexington Books.

***** Guest lecture: Emerich Daroya, PhD Candidate Sociology*****

Mini-Literature review due Friday, March 12 at 11:59 pm

Class 9: March 15 Interviewing & Focus Groups

- ~ Conducting interviews and developing interview questions
- ~ Interview transcription practices

Activity: Writing Good Qualitative Interview Questions

Required readings:

van den Hoonaard, D. K. (2019). In-depth Interviewing and Focus Groups. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapters 6- 7, pp. 101-144). Third Edition. Don Mills: Oxford University Press.

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

Suggested readings:

TBA

***** Guest lecture: Samantha McAlesse, PhD Candidate, Sociology*****

Class 10: March 22 Narrative Methods & Autoethnography

- ~ Understanding narrative and autoethnographic methods

Required reading:

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

Class 11: March 29 Research Proposal Workshop I

- ~ Thinking ahead: Tips for coding
- ~ Online synchronous workshops on research proposals

Class 12: April 5 Research Proposal Workshop II

- ~ Online synchronous workshops on research proposals

Final Research Proposal: Due Wednesday, April 14 by 11:59 pm

End of term. Have a lovely summer break!