

Carleton University  
Institute of Criminology and Criminal Justice  
Course Outline

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| <b>COURSE:</b>             | <b><u>CRCJ 3002E: Qualitative Research Methods</u></b>   |
| <b>TERM:</b>               | <b>Winter 2021</b>   |
| <b>PREREQUISITES:</b>      | <b>CRCJ 1000 &amp; Third-year standing</b>   |
| <b>CLASS:</b>              | Day & Time: <b>Wednesday, 11:35-2:30</b><br>Room: <b>On-line CuLearn</b>   |
| <b>PROFESSOR:</b>          | <b>Dr. Lara Karaian</b>  |
| <b>CONTACT:</b>            | Office: <b>On-line via Big Blue Button (BBB) in CuLearn<br/>Wednesday, 10:30-11:30 am, or by appointment</b><br>Email: <b>lara.karaian@carleton.ca, or via cuLearn</b> |
| <b>TEACHING ASSISTANT:</b> | <b>Danielle Saj, daniellesaj@cmail.carleton.ca<br/>Office half-hr – Tuesdays, 1:00-1:30 via BBB</b>  |

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## **COURSE DESCRIPTION**

This course is designed to introduce students to the theory and practice of qualitative research. Together, we will examine how qualitative researchers produce knowledge about our social world. Attention will be devoted to the philosophical underpinnings of qualitative research, research questions and design, research ethics, qualitative data gathering techniques, and data analysis. We begin by critically considering the differences between qualitative and quantitative research, as well as debates concerning the politics of knowledge construction, truth claims, and the scientific method. The bulk of the course examines and practices a variety of established and emerging qualitative approaches, including: interviewing and focus groups, auto/ethnographic research, participatory action research, content and discourse analysis, visual and narrative analysis, Access to Information/Freedom of Information (FTI/FOI) requests, virtual methods, and legal methods.

This course will incorporate an interdisciplinary and experiential educational approach to the study of methods and methodology. We will work through various stages of the research process and utilize different qualitative approaches via the use of on-line lectures, interactive forum discussions, guest speakers, quizzes, small and large assignments, and practical in-class workshops.

The learning objectives of this course are both scholarly and practical. By the end of this course you will be able to:

- Describe what qualitative research is and how it differs from quantitative research;
- Describe different frameworks for making knowledge, including 'Western' & Indigenous world views;
- Identify and describe a selection of qualitative data gathering techniques;

- Explain the importance of research ethics, controversies relating to research ethics, and special ethical considerations that emerge from working with marginalized, stigmatized and criminalized populations;
- Design a qualitative research project with a well-developed methods section
- Conduct qualitative research and data analysis

## **COURSE STRUCTURE**

The class will be completely online and principally asynchronous (students will be able to watch and hear lectures and audio-visual materials, participate in discussion forums, and confirm their understanding of the materials within a weekly frame, rather than altogether in the scheduled time slot). All course content is organized into weekly modules. Each module contains a series of recorded **lectures, Power Point Slides**. Additionally, there may be **recorded guest lectures, videos or podcasts, readings, and knowledge check mini-assignments**. Assigned readings for each week are listed in the course syllabus. Supplementary readings will be provided in the modules.

In addition to engaging with the weekly modules, students will participate in different activities and assignments. There are **two (2) discussion forum reflections in this** course which will allow you to respond to the weeks' readings, question and critique the material that you are learning, and engage in academic conversation with your colleagues.

Discussion forums will be based on course readings, my lectures, guest lectures, PowerPoint slide content, as well as other sources such as podcasts, documentaries, videos, and news articles. Students are strongly encouraged to keep up with the readings each week. Students are also strongly encouraged to be active, thoughtful, and respectful participants and contributors to the knowledge generated and shared in the virtual classroom.

Towards the end of the course there will be two synchronous and interactive online workshops (live and online during our allotted course time (Wednesday, 11:35-2:30). These workshops are optional. Students can drop in at their convenience to workshop their final research proposal with the professor or a peer.

## **REQUIRED TEXTS**

van den Hoonaard, D.K. (2015). *Qualitative Research in Action: A Canadian Primer*. (3<sup>rd</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-v9780199030064>

Hard copies can be purchased from Octopus Books and can be ordered from their webstore for curbside pickup or shipping anywhere in Canada via the following link: <https://shop.octopusbooks.ca/CRCJ3002>

Links to additional readings and resources will be available electronically via ARES or links on our cuLearn course website. See below for the assigned reading schedule. *All of the optional readings offer examples of the methods in action.*

## **EVALUATION**

Academic Integrity and Syllabus Quiz 2%  
 CuLearn discussion forum posts (2 x 5%) 10%  
 Quiz- What is qualitative research? 10%  
 Mini Knowledge-Check Assignments (4 x 2%) 8%

## **DUE/TAKE PLACE**

Opens Jan. 13 - Closes Jan. 20  
 Feb. 3 & Feb. 10  
 Opens Feb. 10 - Closes Feb. 12  
 Week 1, 2, 5, 6, 9, 10 (choose 4 of 7)

Qualitative research study design 15%  
Mini-literature review 20%  
Qualitative research proposal 35%

Feb. 24  
March 10  
April 12

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+ = 90-100 | B+ = 77-79  | C+ = 67-69  | D+ = 57-59  |
| A = 85-89   | B = 73-76   | C = 63-66   | D = 53-56   |
| A - = 80-84 | B - = 70-72 | C - = 60-62 | D - = 50-52 |

F= Below 50

**Academic Integrity and Syllabus Quiz: 2% (Quiz Opens Jan. 13 - closes Jan. 20)**

This short true/false quiz will test your understanding of the course and academic integrity as outlined and defined on the course syllabus. You have until the end of week 1 in the course to complete the quiz. A grade of 75% or higher will earn you an automatic 2%. A grade of 50% and higher will earn you an automatic 1%. A grade lower than 50% will not earn you any grades.

**CuLearn Discussion Forum Posts: 10% (2 x 5%) (Post #1 opens Jan. 27/Due Feb. 3  
Post #2 opens Feb. 3/ Due Feb 10)**

You are required to post two (2) discussion forum posts during the course in response to a prompt relating to that week's course content. Each discussion forum contribution is worth up to 5% for a total of 10%. Please ensure that when you submit your contribution, it is set up for all your classmates to receive. Late submissions will not be accepted. This evaluative component is designed to help you gain a better understanding of the course content and to encourage active engagement with your peers. **Additional guideline and grading rubric to be posted online.**

**Quiz- What is Qualitative Research?: 10% (Quiz Opens Feb. 10 - Closes Feb. 12)**

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 all course materials (readings, lectures, Power Point presentations and any additional sources) from Week 1 - 4 inclusive. You can take the 45 minute quiz at some point within the allocated time period).

**Mini-Knowledge Check Assignments: 8% (4 x 2%) (Week 1, 2, 5, 6, 9, 10)**

You are required to complete four (4) out of a possible seven (7) mini-knowledge checks throughout the course (you choose which 4 you would like to complete). These will take the form of a may take the form of a mini quiz, a short answer question, or an activity that needs to be completed. Each assessment is worth up to 2% for a total of 8%. Assignments will be graded as pass/fail, based on demonstrated engagement with course content. All assignments will be posted at the start of that week's scheduled class. This evaluative component is designed to help you gain a better understanding of the course content, to encourage you to engage with your peers, and to engage in experiential learning. **Additional guidelines to be posted online.**

**Qualitative research study design: 15% (Feb. 24)**

This assignment is aimed to help you 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 choose a research topic, propose qualitative research questions, identify relevant theoretical frames, consider the ways in

which your perspective influences your research, and consider 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, virtual ethnography, etc.)
5. bibliographic information on four qualitative research articles which may be used for your mini-literature review. **Additional guideline and grading rubric to be posted online.**

### **Mini-literature review: 20% (March 10)**

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 approx. 5-6 pages long (double-spaced, not including cover page, or bibliography). Your paper will offer an analysis of 5 new peer reviewed papers that use qualitative methods in the area of study that you are interested in exploring. Articles based on multiple qualitative methods may be used; however, articles based on mixed methods involving a quantitative method may not be used. **Additional guideline to be posted online.**

### **Research Proposal: 35% (April 14)**

This assignment will thoroughly outline your research study. Using feedback from your research topic and mini-literature review assignments, your proposal will provide detailed information on your research topic, questions, methods, ethics and more. The proposal must be 12-15 pages long (double-spaced, not including cover-page or bibliography). It should:

- a) present your research problem
- b) providing questions that guide your research project
- c) critically engage with related literature
- d) provide a *detailed* description of the theoretical and methodological approach, and the data to be studied;
- e) develop a *detailed* explanation of the research process to be conducted including (e.g., gathering and summarizing literature for review, data collection, assessing best methodological approach, etc.);
- 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.
- i) include relevant appendices (i.e. consent forms, information forms, resource forms, questions guides, ATIP requests etc.). Appendices will not count towards the final page count. **Additional guidelines, a proposal checklist, and grading rubric to be posted online.**

### **Useful Resources:**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS online at: [carleton.ca/csas](http://carleton.ca/csas).

## **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 recorded lectures, 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 recorded lectures, voice over PowerPoints, lecture notes, or any other course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

## **POLICIES:**

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

I will be available for consultation with students during my office hours or by appointment. Please e-mail me using the cuLearn e-mail system should you want to set up an appointment outside of regularly scheduled office hours. I will also check my office voice mail every Thursday morning and will normally respond by the end of the day on Friday.

### **(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 Penalties**

Late assignments will be deducted a penalty of 2% for each day submitted after the due date (including week-ends) except under exceptional circumstances. If you require an extension, please make arrangements with me **ahead of time**. **Assignments submitted more than one week (7 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. All late assignments must be submitted via cuLearn. Students are responsible for keeping an extra copy of any assignment that is submitted for evaluation.

### **(iv) Declining Online 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.

### **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](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 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>

## SCHEDULE

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

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### **Week 1**

#### **January 13: Introduction to Course- What is Qualitative Inquiry?**

##### **\*\*\*Academic Integrity and Syllabus Quiz\*\*\***

Quiz opens Jan. 13, 11:30 am and closes Jan 20, midnight.

Van der Hoonaard, "Chapter 1: Introduction," *Qualitative Research in Action: A Canadian Primer*. 1-11.

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### **Week 2**

#### **January 20: Western Ways of Knowing & Qualitative Research Design**

##### **\*\*\*Mini-Knowledge Check Option #1\*\*\***

van den Hoonaard "Chapter 2: Asking questions and identifying goals," *Qualitative Research in Action: A Canadian Primer*. 12-33.

van den Hoonaard "Chapter 3: Strategies for designing research," *Qualitative Research in Action: A Canadian Primer*. 34-54.

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### **Week 3**

#### **January 27: Indigenous Ways of Knowing & Anti-Oppressive Research**

##### **\*\*\*Mini-Knowledge Check Option #2 & #3\*\*\***

##### **\*\*\*CuLearn Discussion Forum Post #1 (Opens today/Due Feb. 3 at midnight)\*\*\***

Smith, L. T. (2012). Chapter 2- "Research through Imperial Eyes" In Smith, L.T., *Decolonizing Methodologies: Research and Indigenous Peoples* 42-57). Second Edition. New York: Zed Books.

Riddell, J.K. et al (2017). "Laying the Groundwork: A Practical Guide for Ethical Research with Indigenous Communities." *The International Indigenous Policy Journal*. 8(2) Reconciling Research: Perspectives on Research Involving Indigenous Peoples—part 1, 5-20.

*Optional Reading:* Nicolls, Ruth (2009) "Research and Indigenous Participation: Critical Reflective Methods" *International Journal of Social Research Methodology* 12(2): 117-126.

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### **Week 4**

#### **February 3: Moral and Ethical Dilemmas in Research**

##### **\*\*\*CuLearn Discussion Forum Post #2 (Opens today/Due Feb. 10 at midnight)\*\*\***

**\*\*\*Guest Lecture\*\*\* - Dr. Chris Bruckert, University of Ottawa – “Ethics in Qualitative Research with Criminalized Populations”**

van den Hoonaard, “Chapter 4: Ethics on the ground: A moral compass,” *Qualitative Research in Action: A Canadian Primer*. 55-73.

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

Optional Reading: *Ethics in First Nations Research* (2009) Assembly of First Nations, Environmental Stewardship Unit.

Babbie, Earl (2004) “Laud Humphreys and Research Ethics” *International Journal of Sociology and Social Policy* 24(Issue: 3/4/5): 12-19.

Boilevin et al., (2019) “A Manifesto for Ethical Research in the Downtown Eastside” Available online at <http://bit.ly/R10>; Manifesto Redesigned version (no hyperlinks) available online at <http://hdl.handle.net/2429/69264>; In depth description of Research 101 published in Harm Reduction Journal: <https://rdcu.be/bljjM>

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**Week 5**  
**February 10: Ethnography & Participant Observation**

**\*\*\*Mini-Knowledge Check Option #4\*\*\***

**\*\*\*Quiz: What is Qualitative Research?\*\*\***

Quiz opens Feb. 10 11:30 am and closes Feb. 12, midnight.

van den Hoonaard, “Chapter 5: Observing social life through field research,” *Qualitative Research in Action: A Canadian Primer*. 75-99.

Kraska, P.B. and W.L. Neuman (2011). “Crime and Justice Ethnographic Field Research,” in Kraska, P.B. and W.L. Neuman, *Essential Criminal Justice and Criminology Research Methods*, Prentice Hall: New York, 218-247.

Optional Reading: Delemos, Jamie L. (2006) “Community-Based Participatory Research: Changing Scientific Practice from Research on Communities to Research with and For Communities,” *Local Environment* 11(3) 329-338.

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**\*\*\*\*\* WINTER BREAK: FEBRUARY 15-19 - NO CLASS \*\*\*\*\***

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## Week 6

### February 24: Interviewing, Focus Groups, & Talking Circles

\*\*\*Mini-Knowledge Check Option #5\*\*\*

\*\*\*Qualitative research design assignment DUE\*\*\*

van den Hoonaard, "Chapter 6: In-depth interviewing," *Qualitative Research in Action: A Canadian Primer*. 99-124.

Tachine, R. & Yellow Bird, E. (2016) "Sharing Circles an Indigenous Methodological Approach for Researching with Groups of Indigenous Peoples" *International Review of Qualitative Research*, 9(3): 277–295.

van den Hoonaard, "Chapter 7: Focus Groups," *Qualitative Research in Action: A Canadian Primer*. 125-144.

Optional Reading: Lam, Elen (2016) "Inspection, policing, and racism: How municipal by-laws endanger the lives of Chinese sex workers in Toronto" *Canadian Review of Social Policy/ Revue Canadienne de Politique Sociale*, 75: 87-112.

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## Week 7

### March 3: Narrative Methods and Autoethnography

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.

Optional Reading: Yvonne Jewkes (2011) "Autoethnography and Emotion as Intellectual Resources: Doing Prison Research Differently," *Qualitative Inquiry* 18(1): 63–75.

Don L. Kurtz & Lindsey Upton (2017) "War Stories and Occupying Soldiers: A Narrative Approach to Understanding Police Culture and Community Conflict" *Critical Criminology*, DOI 10.1007/s10612-017-9369-4

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## Week 8

### March 10: Content, Thematic, and Discourse Analysis: Textual, Visual, and Cultural Artifacts

\*\*\*Mini-Literature Review DUE\*\*\*

\*\*\*Guest Lecture\*\*\*- Delphine DiTecco- "New Technology, Same Old Stigma: Sex Robots and Sex Work Discourses in Scholarship and Mainstream Media"

van den Hoonaard, Chapter 8: "Unobtrusive research," (p. 145-166) *Qualitative Research in Action: A Canadian Primer*.

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

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

Optional Reading: Katherine McLean (2017) "From "Junkies" to "Soccer Moms": Newspaper Representations of Overdose, 1988–2014" *Critical Criminology* (2017) 25:411–432

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## **Week 9**

### **March 17: Online Data and Virtual Ethnography**

#### **\*\*\*Mini-Knowledge Check Option # 6\*\*\***

**\*\*\*Guest Lecture\*\*\***- Jeff Monaghan- Virtual Archives: Access to Information Requests and the Criminalization of Environmental and Indigenous Protesters

**\*\*\*Guest Lecture \*\*\***Allysa Czerwinsky- Virtual Ethnography: A Deep dive into the Online Incel Community

Markham, A. N. (2020). "Qualitative inquiry in the digital age," *The Field of Qualitative Research* (Edited by Patricia Leavy, will be published by Oxford University Press, anticipated 2020).

Walby, Kevin and Alex Luscombe (2016) "Criteria for Quality in Qualitative Research and the use of Freedom of Information Requests in the Social Sciences," *Qualitative Research*, 1-17.

Optional Reading: Rachael-Heath Ferguson (2017) "Offline 'Stranger' and Online Lurker: Methods for an Ethnography of Illicit Transactions on the Darknet" *Qualitative Research* 17(6): 683–69.

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## **Week 10**

### **March 24: Legal Paradigms, Legal Research, & Data Analysis**

#### **\*\*\*Mini-Knowledge Check Option #7\*\*\***

**\*\*\*Guest Lecture \*\*\***- Alexa Dodge- "Legal Conceptions of Sexual Violence & Digital Technology in Cases of Non-Consensual Intimate Image Sharing"

Friedland & Napoleon (2015-2016) "Gathering the Threads: Developing A Methodology for Researching And Rebuilding Indigenous Legal Traditions" *Lakehead Law Journal* (1) 1: 16-44.

Kerr, Margaret et al., (2015) "Chapter 1: The Basics of [Western] Legal Research," *Legal Research: Step by Step*, 4<sup>th</sup> ed. Toronto: Emond Montgomery.

van den Hoonaard, "Chapter 9: Trust the process: Analyzing qualitative data," *Qualitative Research in Action: A Canadian Primer*. 169-191.

*Optional Reading:* Sarah Ashton, Karalyn McDonald & Maggie Kirkman (2019) "What does 'pornography' mean in the digital age? Revisiting a definition for social science Researchers" *Porn Studies*, DOI: 10.1080/23268743.2018.1544096 [Example of qualitative coding and analysis]

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**Week 11**

**March 31: Research Proposal In-Class Workshop**

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**Week 12**

**April 7: Research Proposal In-Class Workshop**

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**\*\*\*Final Research Proposal due Monday April 12th\*\*\***

**END OF TERM!**

**ENJOY YOUR SUMMER BREAK!**