

Course Outline

**COURSE:** CRCJ 3002F Qualitative Research Methods

**TERM:** Winter 2020

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

**CLASS:** **Day & Time:** Tuesday 2:35-5:35  
**Room:** Please check with Carleton Central for current room location.

**INSTRUCTOR:** Dr. Ellen Faulkner

**TEACHING ASSISTANT:** Hailey Walker, PhD Student, Department of Political Science  
Email: [haileywalker@cmail.carleton.ca](mailto:haileywalker@cmail.carleton.ca)

**CONTACT:** **Office:** Loeb C577 (TA/Sessional Office)  
**Office Hrs:** Tuesday 1-2 & Wednesday 12-1 or by appointment  
**Email:** [Ellen.Faulkner@carleton.ca](mailto:Ellen.Faulkner@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 2019-20 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/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 in-class 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 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. (2019). *Qualitative Research in Action: A Canadian Primer*. (3rd Ed.) Don Mills: Oxford University Press. Available at Carleton University Bookstore & Octopus Books.
- 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 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.

#### **(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:**

Late assignments will be penalized 3% per day. Late assignments will not be accepted after the fifth day. Any assignments submitted five 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.

Students submitting late assignments must submit a hard copy of the assignment to the Institute of Criminology and Criminal Justice drop-box and an electronic version via cuLearn. The Institute of Criminology and Criminal Justice drop-box is located on the wall outside the Institute's door at C562 Loeb Building. **Students are responsible to keep an extra copy of any assignment that is submitted for evaluation.**

**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.

**(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: What is qualitative research?	10%	Opens Class 4 – Closes Class 5
C. Qualitative research study design	15%	Class 7
D. Mini-literature review	20%	Class 9
E. Qualitative research proposal	40%	Last day of term by 4pm

**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**

This grade will be based on your online reflection posts in culearn 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. Each reflection will be about 100 words in length and speak to the theme of the week in which it is assigned. 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 – closes Class 5 at 2:35 p.m.**

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. **The online formative assessment will be available on culearn.**

**C. Qualitative research study design (15%) – Due in Class 7 - Must be submitted on culearn by 2:35 p.m.**

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 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%) – Class 9 – Must be submitted on culearn by 2:35 p.m.**

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 at least 2 and 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 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. 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 in Criminology Drop Box Loeb C562 on April 7 by 4pm**

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**

**January 31, 2020** is the last day to withdraw from winter 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: January 7**

**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. (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.

**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.

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**Class 2: January 14**

**What is Qualitative Research?**

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- 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. (2019). Asking Questions and Identifying Goals. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 2, pp. 12-33). Third 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.

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**Class 3: January 21****Designing Qualitative Research**

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- 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. (2019). Strategies for Designing Research. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 3, pp. 34-54). 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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**Class 4: January 28****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. (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.

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.

**Opens after class: Online Formative Assessment**

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**Class 5: February 4****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. (2019). Unobtrusive Measures. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 8, pp. 145-168). Third 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.

**\*\*\* Guest lecture: Andy Crosby, PhD Student, Sociology \*\*\***

**Online Formal Assessment closes at 2:35 p.m.**

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**Class 6: February 11**

**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. (2019). "Narrative Analysis" in Trust the Process. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 9, pp. 188-190). Third 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\\_XAVNI78UjxKJpsmBn2N1ORlb9t7uJ6A7y9P3no/edit#](https://docs.google.com/document/d/1M2D6_XAVNI78UjxKJpsmBn2N1ORlb9t7uJ6A7y9P3no/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.

Peddle, Carley, Rousley, Emma & Debra Parks. (January 2018). *Toward Abolishing the Mandatory Life Sentence and Parole Ineligibility Periods for Murder: Discussion Document*. B.C.: Peter Allard School of Law.

Elizabeth Fry Societies (2014). *Human Rights in Action. Handbook for Women Serving Federal Sentences*. Ottawa: Canadian Association of E. Fry Societies CAEFS.

Kaiser-Derrick, Elspeth. (March 2019). *Implicating the System: Judicial Discourses in the Sentencing of Indigenous Women*. University of Manitoba Press.

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

**\*\*\* Guest lecture: Senator Kim Pate\*\*\***

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**February 17-21 READING WEEK - NO CLASSES**

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**Class 7: February 25                      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. (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.

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.

**\*\*\* Guest lecture: Dr. Deborah Landry \*\*\***

**Due: Qualitative research study design on culearn by 2:35 p.m.**

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**Class 8: March 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. (2019). In-depth Interviewing. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 6, pp. 101-124 and Chapter 7, pp. 125-145). 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 McAleese, PhD Student, Sociology \*\*\***

**Class 9: March 10**

**Discourse Analysis: Textual, Visual and Cultural Artifacts**

- Introduction to Discourse Analysis
- Strengths and limitations of text-based research
- Online Data Mining

**Workshop: Examining Media as Data**

**Required Reading:**

van den Hoonaard, D. K. (2019). Trust the Process: Analyzing Qualitative Data. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 9, pp. 169-192). Third 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.

**\*\*\* Guest lecture: Hailey Walker, PhD Student \*\*\***

**Due: Mini-Literature review on culearn by 2:35 p.m.**

**Class 10: March 17**

**Writing Up Qualitative Research**

- Writing a Research Report.

**Workshop: The Process of Research & Writing a Proposal**

**Required readings:**

van den Hoonaard, D. K. (2019). Writing Up Qualitative Research. In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer* (Chapter 10, pp. 193-214). Third Edition. Don Mills: Oxford University Press.

van den Hoonaard, D. K. (2019). Appendix C: Checklist for Writing Research Reports.” In van den Hoonaard, D. K., *Qualitative Research in Action: A Canadian Primer*. Third 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.

Maill, Charlene E., and March, Karen. (2008). “A Comparison of Biological and Adoptive Mothers and Fathers.” *Adoption Quarterly*. 6:4, 7-39.

**\*\*\* Guest lecture: Dr. Karen March \*\*\***

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**Class 11: March 24**

**Research Proposal Workshop I**

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

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**Class 12: March 31**

**Research Proposal Workshop II**

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

**Final Research Proposal: Due in Criminology Drop Box at C562 Loeb Building by 4pm on April 7.**

**April 7:** Last day for academic withdrawal from winter term courses.

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**End of term. Have a lovely Spring & Summer break!**