

**CARLETON UNIVERSITY**  
**INSTITUTE OF CRIMINOLOGY AND CRIMINAL JUSTICE**  
**CRCJ 3002A:QUALITATIVE RESEARCH METHODS**  
**SUMMER 2018**

**Instructor:** Dr. Erin McCuaig-Lambrinakos

**Office:** TBA

**Office Hours:** by appointment only\* (please give at least 48 hours notice by email)

**Email:** erin.mccuaig@carleton.ca

Student questions sent by email generally receive a response within two business days or during the following class if taken place within 48 hours of receipt of the email. If the level of language used is inappropriate, or the information sought can be found on the syllabus or University website, the email will not be responded to. To minimize potential viral contamination, please do not include attachments in emails and only use your Carleton University email address when emailing the professor. If you have a lengthy email, it is best to instead address the concern in person with the professor.

**Course meets:** Tuesday 11:35am-2:25pm; Thursday 11:35am-2:35pm

**Course location:** Please check Carleton Central for current room location.

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**PRE-REQUISITES COURSES:** CRCJ 1000 as well as third-year standing in B.A. Honours program in Criminology and Criminal Justice.

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### **OFFICIAL COURSE DESCRIPTION**

Methods used conducting qualitative research. Topics include field research, interviewing, ethnographic research, content analysis, and ethics.

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### **SPECIFIC COURSE OBJECTIVES**

The goal of this course is to provide students with a comprehensive understanding of the qualitative research process. Over the course of the semester, students will:

- Review the research process, namely, the development of research questions, annotated bibliographies and literature reviews, research design/sampling, observational notations, coding and data analysis
- Acquire knowledge of epistemological and theoretical formulations of qualitative design/sampling and analysis
- Examine various modes of data gathering such as participant observation, qualitative content analysis, in depth interviewing and ethnomethodology
- Learn and reflect on ethical issues in qualitative research
- Develop and execute a qualitative research project (specific to content analysis of a criminological television series)

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### **REQUIRED READING**

Berg, B. & H., Lune (2017). Qualitative Research Methods for the Social Sciences, 9<sup>th</sup> edition (Pearson)

\*The course text is available at the Carleton University Bookstore.

\*Selected articles on Ares

## **COURSE WEB PAGE (cuLearn)**

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The course website will contain the course outline, announcements, and student grades. It is located at <https://carleton.ca/culearn/>

## **TEACHING APPROACH**

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Course material will be disseminated within the tradition of the lecture style. However, class is not intended to be a one way dialogue and students are expected to participate in discussion. Note taking is encouraged, however students should strive to actively engage with the material presented to them in order to maximize their success in the course. Students are expected to stimulate group discussion regarding their research, to come to class prepared, and to provide regular updates regarding their progress, challenges and concerns as it relates to their term project. Guest speakers and films will be incorporated where appropriate to provide further expertise and insight on particular topics.

## **ASSESSMENT METHODS**

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All course requirements **MUST** be fulfilled in order to receive a passing grade. There is no possibility for make-up or extra credit assignments, therefore students are to please refrain from emailing the professor regarding this. If a student does not show up on the date of the scheduled assignment submissions, they will receive an F (Failure) for the course.

The course adopts the tradition of group work and experiential learning in methodology which is key to the CRCJ program. Given this, at the onset of the course, students will be required to form working groups consisting of two to four people. Kindly note that requests to work independently will not be granted and issues regarding group distribution of work load is to be remedied within the group. The professor will not accept complaints towards other group member's lack of work load or productivity and it is each student's responsibility to have their portion of the work completed.

Students are responsible for taking their own notes on each lecture. Lecture notes are not posted on virtual campus nor are the power point slides (which are used as a baseline guide to each lecture). If a student misses a class, it is their responsibility to obtain the notes from a class mate (please refrain from emailing the professor regarding this issue). Students are to come to class prepared, having done the readings and to be ready to participate in discussion. Cultivating class discussion is an effective method for students to enhance their learning experience, to practice their critical argumentation skills and to internalize new material. Given this, students can expect to be signaled (spontaneously) by the professor to share their insights on a lecture topic. Bonus marks are at times assigned to those students who demonstrate exceptional class participation.

Student reservations regarding grading are to be addressed with the primary marker within the first week of receiving the grade. The meeting must be accompanied by a 1 page summary outlining the issue with marking and reasons/evidence for re-evaluation. Following this, a re-evaluation will be made, however it is important to note that the grade can either 1) stay the same 2) increase or 3) decrease.

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### **1) Annotated bibliography & research proposal (30%)**

**Due: July 17, 2018**

You are required to conduct a search of the scholarly literature pertaining to the topic area you have selected from your chosen criminological television series. You are to write a summative-evaluative annotated bibliography for a total of 12 sources. This concerns a brief entry for each source that sets out the thesis, the major arguments that are put forward to support it, the method used, the general

conclusion made by the author(s) and the limitation(s) of each source. As a part of this assignment you must also provide a brief proposal introducing the subject matter, primary research question and sub-questions, program series and rationale.

## **2) Presentations (20%)**

**Due: July 26- August 7, 2018**

Each presentation will be approximately 20-30 minutes in length (to be determined depending on final class size). In groups, students are to give a formal presentation that addresses their research question/sub-questions, central themes/gaps in the extant literature, method, a sample of their observational memos, and the central 2-3 thematic findings from their analysis. Discussion related to the project can be further cultivated through ice-breaking activities and group exercises. The instructor must be given a 1-2 page handout that details the presentation content including a list of references used in APA style reference formatting.

## **3) Final Research Report (50%):**

**Due: In class on August 14, 2018**

The final research report consists of five parts: Introduction, Review of the Literature, Methodology (theory and methods), Episodic Analysis and Conclusion. The report will be approximately 20-22 double-spaced pages long not including title page, table of contents, appendix and references page(s). Please use APA style formatting with 1 inch margins and 12 point TNR font.

### **PLEASE NOTE**

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1. Students are required to bring their Carleton University student identification card (driver's license or credit card is not accepted) with them for each assignment submitted and be prepared to sign a submission/attendance sheet.
2. Marks will be released on cu learn.
3. 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.

### **LATE POLICY & ABSENCE FROM ASSIGNMENT SUBMISSIONS**

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Class attendance is important to successfully complete this course and attendance will be taken at the start of each lecture. Late submissions for term work without appropriate justification will not be accepted. Illness and bereavement (supported by appropriate documentation) are the only excuses accepted for missed assignment submissions. If you miss a deadline for an assignment for one of these reasons, obtain the appropriate documentation and contact me immediately (within 24 hours) to arrange a new submission date.

### **CLASSROOM CONDUCT**

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1. Please refrain from talking/whispering to your classmates during lectures as it distracts the Professor and takes away from the learning of other students. If you are unable to do so, you will be asked to leave the classroom. Class participation is strongly encouraged to enhance the lecture material therefore if you would like to contribute to discussion, please raise your hand, and wait to be selected.
2. Communication and other technological devices (cellular phones, ipads/ipods, cameras, musical devices) should be shut off or silenced during the lecture to minimize disruption. Please do not attempt to covertly text message during lectures by concealing your cellular phone under the desk. **The use of recording (audio or visual) devices and/or photo taking is NOT permitted. Lectures are not allowed to be recorded and this also applies to any invited guest speakers. Laptops are permitted for note**

**taking only**, thus frequenting social media websites/or surfing the internet during lectures and, or displaying inappropriate imagery is not permitted.

3. If you are late for a class, please quietly enter the lecture hall and locate the nearest open seat to minimize disruption.

4. Please note that as per University policy, only registered students for CRCJ3002A are permitted to attend lectures.

## **COURSE OUTLINE**

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### **July 3: Introduction to Course and Qualitative Research Methods**

Readings: Berg, B. & Lune, H. (2017) Chapter 1

### **July 5: Crafting a Qualitative Research Project: Design & Framework**

Instructions for annotated bibliography and research proposal posted on CU learn and reviewed in class\*

Readings: Berg, B. & Lune, H. (2017) Chapter 2

Article on Ares: Carter, S., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. *Qualitative Health Research*, 17(10), 1316-1328.

### **July 10: Annotated Bibliography Workshop**

Guest speaker: Sally Sax, Legal Studies librarian, Carleton University

Students are expected to bring their laptop or related devices and use their time accordingly following the presentation in order to make advancements on their annotated bibliography and research proposal assignment and to seek assistance when needed from the Professor and subject librarian.

### **July 12: Content Analysis & Unobtrusive Approaches in Qualitative Research**

Instructions for group presentations posted on CU learn and reviewed in class\*

Readings: Berg, B. & Lune, H. (2017) Chapters 11 & 8

Article on Ares: Cecil, D. (2010). Televised Images of Jail: Lessons in Controlling the Unruly. *Sociology of Crime, Law and Deviance*, 14, 67-88.

### **July 17: Interrogating Qualitative Data, Coding and Analysis**

Annotated bibliographies due at the start of class\*

Guest speaker: Trevor Milford, PhD, Carleton University

Readings: Berg, B. & Lune, H. (2017) Chapters 10 & 12

### **July 19: Macro/Micro Ethical Considerations in Research**

Readings: Berg, B. & Lune, H. (2017) Chapters 3 & 7

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

### **July 24: Qualitative Interviewing & Ethnographic Research**

Readings: Berg, B. & Lune, H. (2017) Chapters 4, 5 & 6

Article on Ares: Spalek, B. (2005). A Critical Reflection on Researching Black Muslim Women's Lives Post-September 11th. *International Journal of Social Research Methodology*, 8(5), 405-418

**July 26: Presentations**

**July 31: Presentations**

**August 2: Presentations**

**August 7: Presentations**

**August 9:** Course wrap-up/supervised working class

**August 14: Final research report due in class**

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**PLEASE NOTE**

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**REQUESTS FOR ACADEMIC ACCOMMODATION**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

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 see the [Student Guide](#)

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).

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 4th floor of MacOdrum Library or online at: [carleton.ca/csas](http://carleton.ca/csas).

**WITHDRAWAL**

The last day for academic withdrawal from early summer courses is August 15, 2018

## **OFFICIAL FINAL EXAMINATION PERIOD**

Summer 2018 courses: August 18-24, 2018 (may include evenings & Saturdays or Sundays)

**For more information on the important dates and deadlines of the academic year. Please refer to: [Undergraduate/Graduate](#)**

## **PLAGIARISM**

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The University Senate defines plagiarism as “presenting, whether intentional 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, which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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 range from a mark of zero for the plagiarized work to a final grade of "F" for the course, and even suspension from all studies or expulsion from the University.

## **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).

## **GRADING SYSTEM**

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Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 B = 73-76 C - = 60-62

A = 85-89 B - = 70-72 D+ = 57-59

A - = 80-84 C+ = 67-69 D = 53-56

B+ = 77-79 C = 63-66 D - = 50-52

F Failure. No academic credit

**DEF** Official deferral (see "Petitions to Defer")

Standing in a course is determined by the course instructor, subject to the approval of the Chair and Faculty Dean.

**RESOURCES (613-520-2600)**

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Registrar's Office (3500) 300 Tory

Academic Advising Centre (7850) 302 Tory

Career Services (6611) 401 Tory

Paul Menton Centre (6608) 501 University Centre

Centre for Academic Support (3822) 4th fl Library