

Course Outline

COURSE:	CRCJ 3002B Qualitative Research Methods
TERM:	Fall 2016
PREREQUISITES:	Third-year standing in the B.A. Honours program in Criminology and Criminal Justice
CLASS:	Day & Time: Thursdays 8:35-11:25 am Room: Please check with Carleton Central for current room location.
INSTRUCTOR: (CONTRACT) TEACHING ASSISTANT:	Madalena Santos TBA
CONTACT:	Office: C563 Loeb Building Office Hrs: Thursdays 1-3 pm or by appointment Telephone: NA Email: madalena.santos@carleton.ca

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 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).

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 with an emphasis on intersectionality. A variety of approaches will be addressed including field research, interviewing, ethnographic research, visual and discourse analysis. Students will be required to be familiar with all of these approaches, but will focus on **one** of them for their research project. 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.

This course will incorporate a multidisciplinary approach to the study of methods and methodology through the use of lectures, interactive learning and practical tutorial workshops. By the time students leave this class they will have acquired all the relevant skills to be able to develop a research problem and question, critique and assess relevant literature, construct a research strategy and carry this research design to completion in both practice and writing.

IMPORTANT COURSE INFORMATION

Attendance and Classroom Expectations:

Please note that class attendance is not a substitute for doing the required reading and vice versa. To ensure a productive learning environment, please come to all classes prepared to participate in individual and group learning activities. Bring your assigned readings and syllabus to every class for your reference. All lecture slides will be posted on cuLearn shortly before each lecture whenever possible. Due to copyright issues, not all media products shown or used within the classroom will be posted to cuLearn.

cuLearn:

In addition to the lectures and tutorials, online participation is also a vital course component that will help you succeed in this class. We will be using cuLearn (<https://carleton.ca/culearn/>) throughout the term so please ensure that your account is in working order and that CRCJ 3002 is connected to your account. If you have any problems, please refer to <http://www5.carleton.ca/culearnsupport/students/>.

cuLearn will also be used to send announcements to the class so it is important that you check the course cuLearn pages and your Carleton email account regularly. Additionally a portion of your course grade will be awarded for online participation through cuLearn (see EVALUATION below for further detail).

Late Papers/Assignments:

There are **no late submissions** for in-class activities (please see details under evaluation below). If you require an extension for any other assignment/paper, please make arrangements with me ahead of time. Any assignment that is not directly handed in to me **at the beginning of class** must be dropped in the Criminology drop box (C562 Loeb) and time/date stamped for **8:35 am on the day that it is due**. Late submissions will be penalized **one percentage point per day to a maximum of four percent**. Late assignments will not be accepted after the fourth day.

Useful Resources:

The University has a number of resources that you may wish to take advantage of, including:

- The Writing Tutorial Service (4th Floor MacOdrum Library)
- The Student Academic Success Centre (302 Tory)

Standing in the Course:

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.

REQUIRED TEXTS

- ~ Deborah K. van den Hoonaard. 2015. *Qualitative Research in Action: A Canadian Primer*. Second edition. Don Mills; Oxford UP. Available at **Octopus Books**, 116 Third Avenue near Bank Street, (613)233-2589, Website: <http://octopusbooks.org/>
- ~ All journal articles can be accessed and downloaded in pdf format through Ares on cuLearn.
- ~ Students **are expected to read the articles and book chapters** detailed in the schedule (see below) **before class**.

SUGGESTED READINGS

- ~ A list of suggested readings is provided in the schedule below. All articles are accessible in pdf format through Ares on cuLearn.

EVALUATION

(All components must be completed in order to get a passing grade)

1. Participation - Ongoing - 10% (5 x2%)

Group and individual activities will be assigned and conducted during selected classes. Some out of class time will be required to complete assignments. Activities will take place at various points during the lecture and students are responsible for being in the class at the time the activity takes place in order to receive their grade. Each activity is worth 2%. Activities will be graded on the quality of the work, not simply its completion. As there are 6 activities, students may miss 1 class/activity and still receive all their marks. Students can receive a maximum of 5/5 for the participation marks. No bonus marks will be given for extra activities completed.

Activities will be completed **through cuLearn** and **must be submitted by 11:55pm on the day they are assigned**. Students are responsible for ensuring that their assignment is properly uploaded in time. **There are no late submissions for activities.**

2. Quiz: What is Qualitative Research (10%) - September 29

This quiz is designed to help you identify the differences between qualitative and quantitative research, to get a sense of what qualitative study entails, and to get an overview of the richness of qualitative research. Questions will assess your understanding of the methods, approaches, philosophical differences and/ or similarities between these types of research, and what qualitative research can accomplish.

3. Literature review (15%) - October 6

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 to 6 pages long (double-spaced, not including cover page, or bibliography). Your paper will offer an analysis of at least 3 peer reviewed papers that use qualitative methods in the area of study which you are interested in exploring. You will briefly summarize each article, and then offer a lengthier critique of each piece 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. Articles based on multiple qualitative methods may be used; however, articles based on mixed methods involving a **quantitative part may not be used**.

4. Midterm - (20%) - October 20

This midterm is designed to demonstrate your knowledge of the course up to date. The midterm will cover ALL material (lectures, workshops, required readings, and videos) up to and including **Thursday, October 13, 2016**. *What should I study more, the textbook or lecture material?* Both are important and we will review study strategies in advance of each exam. Only studying the course slides or the textbook will be detrimental to your success as multiple choice questions will draw on both (along with other course materials noted above). Regularly keeping up with your readings, attending and participating during class, and visiting office hours for further clarification will help decrease stress during the midterm period.

5. Research Project Proposal (15%) - November 3

This assignment will outline your research topic and problem, including the theoretical and methodological approach used. You are expected to use one of the data analysis strategies outlined in class that is most appropriate to the question of study. The proposal must be 8 to 10 pages long (double-spaced, not including cover page, annexes or bibliography). It should present your research problem by: a) critically engaging in related literature, b) providing questions that guide your research project- including pragmatic considerations, such as how realistic the project is, and c) stating the theoretical and methodological approach, and the field/data to be studied. It will include a timetable of the research process which details each stage of your research study (e.g., gathering and summarizing literature for review, data collection, assessing best methodological approach, etc).

6. Final Research Report (30%) Dec. 8

This report will provide a write-up of the findings of your qualitative research project, including a literature review, projected and realized methodological approach, data presentation and analysis, conclusion, limitations of research, and directions for future research. The final assignment should be about 20-25 pages long (double-spaced, not including cover page, annexes or bibliography).

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.

IMPORTANT DATES & DEADLINES

- ~ Quiz I - September 29
- ~ Literature review due - October 6
- ~ Midterm - October 20
- ~ Research proposal assignment due - November 3
- ~ Final research report due - December 8

OTHER CONCERNS**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

Week 1: Sept 8 Introduction to Course: Content, Format and Requirements

- ~ Presentation of the course outline and assignments
- ~ Exploration of themes we will encounter throughout the term
- ~ Initial thoughts about the nature of qualitative research

Readings:

Ferrell, J., K. Hayward and J. Young (2008). *Dangerous Knowledge*. In Ferrell, J., K. Hayward and J. Young, *Cultural Criminology: An Invitation* (pp. 158-193). London: Sage.

Week 2: Sept 15 What is Qualitative Research?

- ~ Theoretical foundations
- ~ Introduction to types of qualitative approaches and analyses
- ~ The theory- and value-ladenness of 'facts'

Workshop: Formulating a Research Question

Readings:

Burgess-Proctor, A. (2006). *Intersections of Race, Class, Gender, and Crime: Future Directions for Feminist Criminology*. *Feminist Criminology*, 1, 27-47.

Denzin, N.K. and Y.S. Lincoln (2008). *Introduction: The Discipline and Practice of Qualitative Research*. In N.K. Denzin and Y.S. Lincoln (eds.), *Strategies of Qualitative Inquiry* (pp.1-43). Third edition. London: Sage

Suggested reading:

Parker, L. and M. Lynn. (2002). *What's Race Got to Do With It? Critical Race Theory's Conflicts With and Connections to Qualitative Research Methodology and Epistemology*. *Qualitative Inquiry*, 8(1) 7-22.

Week 3: Sept 22 Designing Qualitative Research

- ~ Exploring the 'how to' of research design
- ~ Focusing on relationship between research question and research plan, theory and analysis, importance of literature review
- ~ The role of reflexivity in qualitative research

In-Class Library Workshop: Research Techniques

Readings:

Hesse-Biber, S.N. and P. Leavy (2006). The Craft of Qualitative Research: A Holistic Approach. In Hesse-Biber, S.N. and P. Leavy, *The Practice of Qualitative Research* (pp. 3-44). Thousand Oaks: Sage,

van den Hoonaard, D.K. (2015). Strategies for Designing Research. In D. K. van den Hoonaard, *Qualitative Research in Action: A Canadian Primer*. Second edition. Don Mills; Oxford UP. Chapter 3, pp. 34-54.

Suggested reading:

Holstein, J.A. and J.F. Gubrium (2008). Interpretive Practice and Social Action. In N.K. Denzin and Y.S. Lincoln (eds.), *Strategies of Qualitative Inquiry* (pp.173-202). Third edition, London: Sage.

Week 4: Sept 29 Participant Observation in Qualitative Research

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

Workshop: Observation and Field Notes**Readings:**

Emerson, R., R. Fretz and L. Shaw. (2011). In the Field: Participating, Observing and Jotting Notes, and Writing Up Fieldnotes 1: From Field to Desk. In *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

van den Hoonaard, D. K. (2015). Observing Social Life through Field Research. In D. K. van den Hoonaard, *Qualitative Research in Action: A Canadian Primer* (Chapter 5, pp.75-98). Second edition. Don Mills: Oxford UP.

QUIZ 1

Week 5: Oct 6 Interviewing

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

Workshop: Strategies for Successful Interviews and Focus Groups**Readings:**

Esterberg, K. (2002). Interviews. In K. Esterberg, *Qualitative methods in social research* (pp. 83-114). Boston, MA: McGraw-Hill.

van den Hoonaard, D. K. (2015). In-Depth Interviewing. In D. K. van den Hoonaard, *Qualitative Research in Action: A Canadian Primer* (Chapter 6, pp.99-119). Second edition. Don Mills: Oxford UP.

LITERATURE REVIEW DUE

Week 6: Oct 13	Ethical and Legal Issues in Qualitative Research
~	Ethical, legal and self-censorship issues
~	Fieldwork and moral relativism

Workshop: The Ethics Proposal Process

Readings:

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

van den Hoonaard, D. K. (2015). Ethics on the Ground: A Moral Compass. In D. K. van den Hoonaard, *Qualitative Research in Action: A Canadian Primer* (Chapter 4, pp.55-73). Second edition. Don Mills; Oxford UP.

Week 7: Oct 20	MIDTERM
No Readings	

Oct 24-28 FALL BREAK - NO CLASSES

Week 8: Nov 3	Discourse Analysis: Textual and Cultural Artifacts
~	Introduction to Discourse Analysis
~	Strengths and limitations of text-based research

Workshop: Examining Media as Data

Readings:

Boyd, J. and T. Kerr. (2016). Policing 'Vancouver's mental health crisis': A critical discourse analysis, *Critical Public Health*, 26:4, 418-433.

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

RESEARCH PROPOSAL DUE

Week 9: Nov 10	Analyzing Qualitative Research
~	Developing coding categories
~	Critical reflection on interconnected identities and social categories in relation to crime
~	Theoretical and practical application of intersectional approaches to criminology

Workshop: Coding and Analysis

Readings:

van den Hoonaard, D. K. (2015). Unobtrusive Research. In D. K. van den Hoonaard, *Qualitative Research in Action: A Canadian Primer* (Chapter 7, pp.120-138). Second edition. Don Mills: Oxford UP

van den Hoonaard, D. K. (2015). Trust the Process: Analyzing Qualitative Data. In D. K. van den Hoonaard, *Qualitative Research in Action: A Canadian Primer* (Chapter 9, pp.155-171). Second edition. Don Mills: Oxford UP.

Week 10: Nov 17 **Writing your Qualitative Report**

- ~ Understanding the writing process
- ~ Becoming familiar with parts of qualitative report

Reading:

van den Hoonaard, D. K. (2015). Writing Up Qualitative Research. In D. K. van den Hoonaard, *Qualitative Research in Action: A Canadian Primer* (Chapter 10, pp. 172-191). Second edition. Don Mills: Oxford UP.

Week 11: Nov 24 Supervised or independent workshops.

Week 12: Dec 1 Supervised or independent workshops.

Week 13: Dec 8 **Wrapping Up: Where do we go from here?**

- ~ Reflect on methodological journeys and hands on experiences with qualitative research
- ~ Revisit lingering substantive, theoretical or workshop material and debates
- ~ Devote time to reimagining the methodological landscape to adapt to changing research needs
- ~ Explore contemporary qualitative innovations

Readings:

van den Hoonaard, D. K. (2015). New Directions in Qualitative Research. In D. K. van den Hoonaard, *Qualitative Research in Action: A Canadian Primer* (Chapter 8, pp. 139-154). Second edition. Don Mills: Oxford UP.

van den Hoonaard, D. K. (2015). Appendix C: Checklist for Writing Research Reports. In D. K. van den Hoonaard, *Qualitative Research in Action: A Canadian Primer* (p. 198). Second edition. Don Mills: Oxford UP.

FINAL RESEARCH REPORT DUE IN CLASS