

**Carleton University
Department of Sociology and Anthropology**

Course number/section: SOCI 2001A, Monday 11:30am-2:30pm

Academic year/term: Fall, 2024.

Course title: Introduction to Qualitative Research Methods.



Instructor: Dr. Laura Hall (please just use my name, no pronouns, just Laura or Dr. Hall)

Office Hours: By Appointment or right after class

Email: laurajhall@cunet.carleton.ca

Pre-requisites & Precluded Courses: SOCI 2000 (Foundations of Sociological Inquiry).

Precludes additional credit for SOCI 2003 (no longer offered).

Method of Delivery: In-Person

Course Description and Objectives:

This course will deal with qualitative research methods and methodologies. In this course, we will focus specifically on building understanding and engagement with decolonial theory, settler colonial studies, framework development, methods vs methodology, research ethics, and qualitative methodologies (though we will discuss some overlap with quantitative methods). By the end of this course, students will be able to critically engage with research concepts, review readings, take good notes on lecture/discussion material, and synthesize information in small written assignments.

Reading (s)/Textbook (s):

Textbooks for this course:

John W. Creswell, Cheryl N. Poth. (2017). *Qualitative Inquiry and Research Design*. Fourth Edition. [Kindle version is cheapest and it is online, available at Amazon.ca]

**all other readings will be linked in syllabus or uploaded into a Readings file on Brightspace

Week 1: Sept. 9, 2024

Intro to the course:

Discussing your assignments.

Intro to Carleton writing services: <https://carleton.ca/csas/support/learning-and-writing-support-workshops/>

Week 2: Sept 16, 2024

Intro to methods.

Ethnography

McKay, D, Vinyeta, K., Norgaard, K.M. (2020). Theorizing Race and Settler Colonialism within U.S. Sociology. *Sociology Compass*, 14 (9).

Read: Chapter 5 in Creswell and Poth, page 111

Morgensen, S. L. (2012). Theorising Gender, Sexuality and Settler Colonialism: An Introduction. *Settler Colonial Studies*, 2 (2): 2-22.

Week 3: Sept 23, 2024

Autoethnography

Aka how to be even more introspective but then be systematic about it also

Greensmith, Cameron. *Queer Professionals and Settler Colonialism: Engaging Decolonial Thought within Organizations*. University of Toronto Press, 2022.

Houston, J. (2007). Indigenous Autoethnography: Formulating Our Knowledge, Our Way. *The Australian Journal of Indigenous Education*, 36(S1), 45-50. doi:10.1017/S1326011100004695

Jaffee, Laura and John, Kelsey. Disabling Bodies of/and Land: Reframing Disability Justice in Conversation with Indigenous Theory and Activism. *Disability and the Global South*, vol. 5, num. 2, 2018, pp. 1407-1429.

Week 4: Sept 30, 2024

Experiential and Reflexive Research

Read: Held, Mirjam B.E. Decolonizing Research Paradigms in the Context of Settler Colonialism: An Unsettling, Mutual, and Collaborative Effort. *International Journal of Qualitative Methods*. Vol. 18, 1-16.
<https://journals.sagepub.com/doi/pdf/10.1177/1609406918821574>

Schulz, Karsten. (2017). Decolonizing Political Ecology: Ontology, Technology and ‘Critical’ Enchantment. *Journal of Political Ecology*, vol. 24. pp. 125-143.

Maple tapping as research...

Gardening as research...

Arts-based learning as research...

First Writing Assignment due by 11:59pm

Week 5: [recorded lecture] Oct. 7, 2024

Interviews (semi-structured, structured, unstructured)

Read: Chapter 7 in Creswell and Poth, page 147

Kunnuji, M. et al. Why ‘Elevating Country Voice’ is not Decolonizing Global Health: A Frame Analysis of In-Depth Interviews.

Arvin, M., Tuck, E., Morrill, A. (2013). Decolonizing Feminism: Challenging Connections Between Settler Colonialism and Heteropatriarchy. *Feminist Formations*, 25(1), 8-34.

Week 6: Oct 14, 2024 – Thanksgiving, no class

Week 7: Oct. 21, 2024 – Reading week, no class

Week 8. , Oct 28, 2024

Grounded Theory and Focus Groups

Read Chapter 4 in Creswell and Poth, page 65.

Stewart, J. (2007). Grounded Theory and Focus Groups: Reconciling Methodologies in Indigenous Australian Education Research. *The Australian Journal of Indigenous Education*, 36(S1), 32-37. doi:10.1017/S1326011100004671

Week 9: [live lecture and discussion] Nov 4, 2024

Story(telling) as Research

McGuire-Adams, T. (2017). Anishinaabeg Women's Stories of Wellbeing: Physical Activity, Restoring Wellbeing, and Confronting the Settler Colonial Deficit Analysis. *Journal of Indigenous Wellbeing*, 2(3) 90-104.

Hiller, C. (2017) Tracing the spirals of unsettlement: Euro-Canadian narratives of coming to grips with Indigenous sovereignty, title, and rights, *Settler Colonial Studies*, 7:4, 415-440, DOI: [10.1080/2201473X.2016.1241209](https://doi.org/10.1080/2201473X.2016.1241209)

Second Writing Assignment due 11:59pm,

Week 10. Week of Nov. 11, 2024

Participatory Action Research (PAR)

Read: Kincheloe, J.L. (2009). Critical Complexity and Participatory Action Research: Decolonizing 'Democratic' Knowledge Production. In Kapoor, D., and Jordan, S. Eds. (2009). *Education, Participatory Action Research, and Social Change*.

June Anonson, et al. (2022). A collaborative approach to studying homelessness in rural Saskatchewan through participatory action research, *Journal of Interprofessional Education & Practice*, Volume 26.

Week 11 [live lecture and discussion] Nov. 18, 2024

Trauma Informed Research Methods

Roche, P., Shimmin, C., Hickes, S. *et al.* Valuing All Voices: refining a trauma-informed, intersectional and critical reflexive framework for patient engagement in health research using a

qualitative descriptive approach. *Res Involv Engagem* 6, 42 (2020).
<https://doi.org/10.1186/s40900-020-00217-2>

Week 12. Nov. 25, 2024

Coding or analyzing findings/data
Framework Development as reflexivity

Read: Chapter 9 in Creswell and Poth, page 225

Dec. 2, 2024

Data Sharing

Levitt, Heidi M., Michael G. Bamberg, John W. Creswell, David M. Frost, Ruthellen Josselson and Carola Suárez-Orozco. "Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report." *The American psychologist* 73 1 (2018): 26-46 .

Week 13. Dec. 6, 2024

Optional Writing Assignment due 11:59pm,

Have your self-assessment (on attendance) completed and uploaded in Brightspace by Dec. 9, 2024, 11:59pm

Course Requirements & Methods of Evaluation:

[All assignments are to be submitted on Brightspace in the Dropbox section for each]

1. Attendance and participation. Attend lectures, come prepared with readings done, or speak to previous week's readings if you prefer to do readings after the lecture. At the end of the semester, you will submit a 1 page description of your engagement in the course. You will mark yourself out of 10 on attendance and participation in a reflexive and honest way. Imagine that you are actually interviewing yourself. Did you complete the readings in some way, shape, or form? Did you take good notes or participate in discussion during lectures? Did you learn, through engagement with the course, new concepts or did you read any extra material on those things that you had questions about? Did you ask questions of your TA or classmates about the course material? These are some questions that you might ask yourself. 10%

2. 3 x 30% reading summaries (if the first two are satisfactory, the third is optional)

- a. Mandatory. Read and review 3 readings of your choice from this course. These readings can be a full paper or a full chapter from the textbook. Write 5-6 pages on the topic covered in your chosen readings. This is 5-6 pages total, not 5-6 pages per reading!
- b. Mandatory. Read and review 3 readings of your choice from this course. These readings can be a full paper or a full chapter from the textbook. Write 5-6 pages on the topic covered in your chosen readings. Again, 5-6 pages total.
- c. Optional! Read and review 3 essays of your own choosing from this course. Write 5-6 pages on the topic/s covered by your chosen readings. This assignment is only necessary if you're not happy with your mark and you want to raise your mark with an extra assignment.

****Note:** Yes, your mark will shift to reflect only the two readings you do if you choose to skip the third reading. This is not a trick 😊

****Note:** You cannot swap c. for a. in other words you can't skip a. and hope to make it up by writing c. at a later date.

****Note:** Late marks are not relevant in this course, I don't believe in them, it's really just about making sure that you stick to a timeline that works (and that I can comment on your reading a. and give you good feedback and help out with the rest of the course in that way).

Approach to article summaries. Answer the following: What is/are the authors' main argument/s? What points do the authors raise to support their main arguments? What other sources do they utilize and what do those other sources say? How do the authors add to the topic under consideration in their own unique way (ie what are they saying that is different from what others in their field say)? How do the articles that you have chosen relate to one another?

Don't just answer these questions one after another, they're just meant for some guidance 😊

Excellent (85-100): Summarize all articles accurately, outline supporting material used by each author, fully convey understanding of the concepts raised in each reading, compare and contrast authors' arguments/main points.

Very Good (70-84): Summarize all articles accurately, outline supporting material, convey understanding of concepts raised in each reading somewhat, little mention of supporting material used by each author, no mention of how articles connect.

Room for Improvement (60-69): Summarize all articles, need to work on conveying understanding of concepts raised in each reading, no mention of supporting material, no mention of how articles connect.

Not Quite (50-59): Did not fully understand what the authors were saying, or what their supportive material was, but read the readings and gave it a try and raised one or two good points that the authors attempted to convey.

Keep Trying (49 or below): Did not read the articles fully, or understand anything that the authors were saying. That's ok, these things happen, we all get super busy or have too much on our plates. Contact writing services, get some extra assistance, ask questions in class or ask your TA questions.

***** The deadline for withdrawal from a course without academic penalty is now November 15 for the Fall term**

In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

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	WDN = Withdrawn from the course	DEF = Deferred	

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

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

Academic Accommodations: Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

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 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*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for October/November examinations is **October 1, 2024** and **November 15, 2024** for December examinations.

For pregnancy: Please contact your instructor 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

For religious obligations: Please contact your instructor 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](#).

For 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>

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 will be provided to students who compete or perform at the national or international level. Please contact your instructor 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>

Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off campus resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Plagiarism

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;

- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

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.

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- 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.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>.

FALL TERM 2024 – Important Dates and Deadlines

Date	Activity
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August 28, 2024	Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.
August 30, 2024	Last day for receipt of applications from potential fall (November) graduates.
September 2, 2024	Statutory holiday. University closed.
September 3, 2024	Academic orientation (undergraduate and graduate students).
	Orientation for new Teaching Assistants.
	All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
September 4, 2024	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 10, 2024	Last day for registration and course changes (including auditing) in early fall courses.
September 17, 2024	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.
	Last day to withdraw from early fall courses with a full fee adjustment.
	Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in fall 2024 and must register for the fall 2024 term.
September 20-22, 2024	Deferred Exam Period: Full Summer term final examinations; Late Summer term final examinations
September 30, 2024	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
October 1, 2024	Last day for academic withdrawal from early fall courses.
	Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with

	Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
October 11, 2024	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 14, 2024	Statutory holiday. University closed.
October 15, 2024	Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
October 18, 2024	Last day of early fall classes.
	Last day for final take-home examinations to be assigned in early fall courses, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by a course instructor as a due date for term work for early fall courses.
October 21, 2024	Deadline for course outlines to be made available to students registered in late fall courses.
October 21-25, 2024	<p>Fall Break: No classes will take place. Students cannot be required to attend class or submit coursework from Sunday, October 20 to Sunday, October 27. The following exceptions may apply:</p> <ul style="list-style-type: none"> • If it is necessary to hold a test after Friday, October 18 due to exceptional circumstances, it can only be scheduled on Saturday, October 19. This timing must be announced on the course outline that is distributed at the beginning of the term. • Final exams for Early Fall undergraduate courses may be held on October 26-27 and November 2-3.

October 26-27, November 2-3, 2024	Final examinations in early fall undergraduate courses will be held.
October 28, 2024	Late fall classes begin.
November 8, 2024	Last day to withdraw from late fall term courses with a full fee adjustment.
November 11, 2024	Remembrance Day is on Monday, November 11. As much as possible, course instructors are asked to allow for a moment of silence for personal reflection at 11 a.m. in accordance with Senate policy.
November 15, 2024	Last day for academic withdrawal from full fall and late fall courses.
	Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
	Last day for receipt of applications for admission to an undergraduate degree program for the winter term.
November 15-17, 2024	Deferred Exam Period: Early Fall term undergraduate final examinations
November 22, 2024	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
November 29, 2024	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

November 30, 2024	Last day for receipt of applications from potential winter (February) graduates.
December 6, 2024	Fall term ends.
	Last day of full fall and late fall classes.
	Classes follow a Monday schedule.
	Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
December 9-21, 2024	Final examinations in Full Fall and Late Fall courses and mid-term examinations in Fall/Winter courses will be held. Examinations are normally held all seven days of the week.
December 21, 2024	All final take-home examinations are due on this day