

<b>ORIGINAL</b> Course Implementation Date (yyyy-mm):	2023-09
<b>REVISED</b> Course Implementation Date:	
<b>Course to be REVIEWED</b> Date: (six years after GSC approval)	2028-05
<b>Senate Graduate Studies Committee</b> approval:	2022-05

## OFFICIAL GRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> CRIM 716		<b>Number of Credits:</b> 4 See <a href="#">Course credit policy (105)</a> and the <a href="#">Principles for Course Credit Assignment: Graduate Studies</a>															
<b>Course Full Title:</b> Qualitative Research Methods <b>Course Short Title:</b>																	
<b>Faculty:</b> Faculty of Social Sciences		<b>Department/School:</b> School of Criminology and Criminal Justice															
<b>Calendar Description:</b> Examines the foundations of research and the qualitative methods and techniques used in criminology. Will involve critical analysis of methods, consideration of ethics, and the design of a qualitative research project.																	
<b>Prerequisites</b> (or NONE):		Admission to the Master of Arts (Criminal Justice).															
<b>Corequisites</b> (if applicable, or NONE):																	
<b>Pre/corequisites</b> (if applicable, or NONE):																	
<b>Antirequisite UFV Courses</b> (cannot be taken for additional credit) Former course code/number: Cross-listed with: Dual-listed with: Equivalent UFV course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>																	
<b>Total Contact Hours:</b> 60 <b>Sample structure of instructional hours:</b>		<b>Special Topics Course:</b> No If yes, the topic will be recorded when offered.															
<table border="1"> <thead> <tr> <th></th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Face to face instruction (in class, lecture, etc.)</td> <td>45</td> </tr> <tr> <td>Online class learning</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>			Hours	Face to face instruction (in class, lecture, etc.)	45	Online class learning	15									<b>Grading system:</b> Letter grades	
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<b>See:</b> <a href="#">Course credit policy (105)</a> and the <a href="#">Principles for Course Credit Assignment: Graduate Studies</a>		<b>Prior Learning Assessment and Recognition (PLAR)</b>  <b>PLAR cannot be awarded for this course because:</b> while students may have related practical skills based on their criminal justice system employment, this course provides the foundational skills required to develop their major paper research proposal.															
<b>Note:</b> For each contact hour students should expect to spend at least three hours further on coursework outside of class.		<b>Expected Frequency of Course Offerings</b>  Annually															

**Course Objective**

The overall purpose/rationale for this course is to understand, critically evaluate, and apply qualitative research methods.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Articulate the principles and processes of qualitative approaches to research.
- Explain the advantages and disadvantages of different qualitative research methods.
- Articulate the conditions under which qualitative research methods should be applied.
- Critically evaluate published qualitative research.
- Articulate the role and importance of ethics in research.
- Explain the contribution of anti-racist, feminist, and Indigenous scholarship on qualitative methodology.
- Communicate qualitative research findings.
- Provide an evidentiary basis for program and policy development.
- Develop a research proposal using qualitative methods.

**NOTE:** The following sections vary by instructor. Please see course syllabus available from the specific instructor.

**Sample Instructional Methods**

Face to face instruction, seminar discussion, online self-directed.

**Sample Text(s) and Resource Materials**

Type	Author or description	Title and publication/access details	Year
1. Textbook	Creswell, J.W., & Poth, C.N.	Qualitative Inquiry and Research Design: Choosing Among Five Approaches. Sage.	2018
2. Textbook	Decuir-Gunby, J.T., Chapman, T.K., & Shutz, P.	Understanding Critical Race Research Methods and Methodologies: Lessons from the Field. Routledge.	2019
3. Textbook	Denzin, N.K., & Lincoln, Y.S.	The Sage Handbook of Qualitative Research.	2018
4. Textbook	Hesse-Biber, S.N.	Feminist Research Practice: A Primer. Sage.	2014
5. Indigenous knowledge	Kovach, M.	Indigenous Methodologies: Characteristics, Conversations, and Contexts. University of Toronto Press.	2021
5. Textbook	Tilley, S.A.	Doing Respective Research: Power, Privilege and Passion. Fernwood Publishing.	2016

**Sample Evaluation Methods and Weighting**

Assignment	50%	Other	25%	Research paper	25%	%
	%		%		%	%

**Sample Course Content and Topics** (approximately 50-250 words)

## Introduction to Qualitative Methodology

- Developing research questions and topics of inquiry
- Deductive vs. inductive research
- Grounded theory
- The contribution of anti-racist, feminist, and Indigenous scholarship on qualitative methodology -Research ethics in qualitative inquiry

## Ethnographic Methods

- Non-participant observation
- Participant observation
- Auto-ethnography
- Visual ethnography
- Edgework
- Taking and interpreting field notes

## Interviews

- Developing interview questions and schedules
- Methods of interviewing
- Probing questions
- Transcription
- Coding interviews