



Université d'Ottawa | University of Ottawa

[Nom du département en français] | [Department name in English]

[Autres renseignements | Additional information]

CRM 6320B – Research Methods in Criminology

Winter 2012

Professor:	Maritza Felices-Luna
Lectures:	Monday 11:30-2:30 THN 123
Office Hours:	Wednesday 2:30-4:30
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Course Description

This course focuses on the main epistemological questions regarding research activities in criminology and analysis.

Learning Objectives

At the end of the course students will be able to:

- ✓ Understand fundamental differences in the various approaches to conducting research in the field of criminology
- ✓ Evaluate criminological studies and their contribution to the broader field of study
- ✓ Have a solid understanding of the logic and implications of data analysis

Format

The course requires an active participation from the students as it will consist of lectures, seminars and workshops. Students conduct readings before class. The required readings should be used in all assignments. Attendance to all classes and workshops is mandatory and active participation from students is required.

Required Course Texts

CRM 6320B: Course Reader, available from Rytex, 404 Dalhousie Street. Documents will also be posted on Virtual Campus.

Evaluations

Evaluation will consist of:

- Applied reading exercises (best 10 out of 12), worth 30% (2 pages at 1.5 spacing, 12pt Times New Roman font or equivalent, to be submitted at the beginning of class, late exercises will not be accepted).
- Critical evaluation of a thesis or research report: due **February 27th**, worth 35%
- Analysis of empirical data: due **April 16th** worth 35%

Students must submit the applied reading exercises at the beginning of class on the due date or they will receive a 0 (instead of an INC). No late commentaries will be accepted.

Written assignments are to be submitted at the beginning of class on the due date. Students *must contact the professor prior to this date* if they are going to hand in an assignment late. Unless accompanied by a medical certificate or other relevant documents, late assignments will be penalised. After 5 days (weekends included) the assignment will no longer be accepted and the student will receive an INC.

The final assignment should be handed in on **April 16th** between 10 and 11 am at the professor's office (THN 210). Unless accompanied by a medical certificate or other relevant documents, late assignments will be penalised 5% per day. After 5 days (weekends included) the assignment will no longer be accepted and the student will receive an INC.

You may submit your work in either English or French. Written assignments must be typed in 12pt font and spaced at 1.5.

Plagiarism is a serious matter and will be dealt with accordingly. Consult the University's Web site concerning plagiarism <http://www.uottawa.plagiarism.pdf>

Class Schedule and Readings

Part I: Ontological, epistemology and methodological issues

January 9

Introduction
Politics in research

- Hand out guidelines for critical evaluation of a thesis

Compulsory readings prior to class:

Becker, H. 1967. Whose side are we on? *Social Problems* 14(3): 234-247 (posted on virtual campus)

White, R. 2002. Criminology for Sale: Institutional Change and Intellectual Field. *Current Issues in Criminal Justice* 13(2) :127-142 (posted on virtual campus)

Martel, J. 2004. Policing Criminological Knowledge: The hazards of criminological research on women in prison. *Theoretical Criminology* 8(2):157-189 (posted on virtual campus)

Compulsory readings after class:

Hughes, G. 2000. Understanding the Politics of Criminological Research. In V. Japp, P. Davies and P. Francis (Eds). *Doing Criminological Research*. London: Sage p. 234-248

January 16

Ethics

- Hand in applied reading exercise 1 (reflect on the underlying politics of your thesis/memoire)
- Hand in applied reading exercise 2 (discuss your take on ethics and what this entails for your thesis/memoire)

Compulsory readings

Strohm Kitchener, K & Kitchener, R.F. 2009. Social Science Research Ethics: Historical and Philosophical issues. In D.M. Mertend and P.E. Ginsberg (Eds). *The Handbook of Social Research Ethics*. London: Sage p.5-22

Bauman, Z. 1994. Introduction: Morality in Modern and Postmodern Perspective, In *Postmodern Ethics*, Cambridge: Maxwell p.1-15

Cannella, G. and Lincoln, Y. 2007. Predatory versus Dialogical Ethics: Constructing an Illusion or Ethical Practice as the Core of Research Methods. *Qualitative Inquiry* 13(3):315-335 (posted on virtual campus)

January 23

The inquirer's posture

- Applied reading exercise 3 (state the inquirer's posture you adopt, your take on voice and what this entails for your thesis/memoire)

Compulsory readings:

Grbich, C. 2004. The Position of the Researcher. C. Grbich *New Approaches in Social Research*. Thousand Oaks: Sage Publications. (p. 67-79).

Alcoff, L.M. 2009. The Problem of Speaking for Others. In A.Y. Jackson & L.A. Mazzei (Eds.) *Voice in Qualitative Inquiry*. New York: Routledge. (p117-136)

Fine, M. et al. 2003. For Whom? Qualitative Research and Social Responsibility. In N. K. Denzin, & Y. S. Lincoln (eds), *The Landscape of Qualitative Research*, Second Edition, London: Sage Publications p.167-207

January 30

The status of the material

- Applied reading exercise 4 (state your position in regards to the status of your material and discuss the implications for your thesis/memoire)

Compulsory readings:

Alasuutari, P. 1995. The Factist Perspective. in P. Alasuutari Researching Culture. *Qualitative Method and Cultural Studies*. London: Sage Publications (p. 47-62)

Alasuutari, P. 1995. Cultural Distinction. in P. Alasuutari Researching Culture. *Qualitative Method and Cultural Studies*. London: Sage Publications (p. 63-69)

Alvesson, M. 2002. Taking Language Seriously. in M. Alvesson *Postmodernism and Social Research*. Buckingham: Open University Press (p. 63-89)

February 6

Evaluation criteria

- Applied reading exercise 5 (chose and justify the most relevant evaluation criteria for your thesis/memoire)

Compulsory readings:

Bacahman, R. & Schutt, R. 2001. Evaluation of Measures. In *The Practice of Research in Criminology and Criminal Justice*. Boston: Pine Forge Press (p. 89-97)

Ezzy, D. 2002. Rigour. In D. Ezzy (Ed) *Qualitative Analysis*. Victoria: Routledge. (p.50-57)

Smith, J. K., & Deemer, D. K. 2000. The Problem of Criteria in the Age of Relativism. In N. K. Denzin, & Y. S. Lincoln (eds), *Collecting and Interpreting Qualitative Materials*, Second Edition, London: Sage Publications p.427-457

Hammersley, M. 2009. Challenging Relativism: The Problem of Assessment Criteria. *Qualitative Inquiry*, 15(1), 3-29. (Posted on virtual campus)

February 13

Paradigms: ontology, epistemology and methodology

Social constuctivism and critical realism

- Applied reading exercise 6 (identify and justify your paradigm and discuss what this entails for your thesis/memoire)

Compulsory readings:

Guba, E. G., & Lincoln, Y. S. 2003. Paradigmatic Controversies, Contradictions, and Emerging Confluences. in N. Denzin, & Y. S. Lincoln (eds), *The Landscape of Qualitative Research*, Second Edition, London: Sage Publications p. 253-291

Packer, M. 2011. Dualism and Constitution: The Socia Construction of Reality. In *The Science of Qualitative Research*. Cambridge: Cambridge University Press p. 140-166

Frauley, J., & Pearce, F. 2007. Critical Realism and the Social Sciences: Methodological and Epistemological Preliminaries. in J. Frauley, & F. Pearce (eds), *Critical Realism and the Social Sciences. Heterodox Elaborations*. Toronto: University of Toronto Press (p. 3-29)

Packer, M. 2011. A Historical Ontology of Ourselves. In *The Science of Qualitative Research*. Cambridge: Cambridge University Press p. 378-396

February 20**READING WEEK**

Part II: Analytical strategies

February 27 The logics of quantitative analysis (Guest speaker)

Hand in critical evaluation of a thesis or research report

Compulsory readings:

To be determined by guest speaker

March 5 Categorising techniques: content analysis, thematic analysis and grounded theory
- Applied reading exercise 7 (differentiate between the three analytical techniques **and** produce the concepts to code the testimony using content analysis)

Compulsory readings:

Ezzy, D. 2002. Coding Data and Interpreting Text: Methods of Analysis. In D. Ezzy (Ed) *Qualitative Analysis*. Victoria: Routledge. p.80-94

Huckin, T. 2004. Content Analysis: What texts talk about. In C. Bazerman & P. Prior (Eds.) *What Writing Does and How it Does it. An Introduction to Analyzing Texts and Textual Practices*. Mahwah, N.J.: Lawrence Erlbaum Associates. p.13-33

Braun, V. & Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(1), 77–101 (posted on virtual campus)

Titscher, S. & al. 2000. Grounded Theory. In Titscher & al. (Eds). *Methods of Text and Discourse Analysis*. London: Sage p.74-89

Testimony

Affor, C. 2008. My Story. In V. Saleh-Hanna (Ed.) *Colonial Systems of Control: Criminal Justice in Nigeria*. Ottawa: University of Ottawa press p. 121-126

March 12 Contextualising techniques:
Membership Categorisation Analysis
Distinction Theory analysis
- Applied reading exercise 8 (differentiate between these two techniques **and** briefly identify key categories using MCA in the testimony)

Compulsory readings:

Baker, C. 2004. Membership Categorisation and Interview Accounts. In D. Silverman (Ed) *Qualitative Research: Theory, Method and Practice*, London: Sage p.162-176

Titscher, S. & al. 2000. Distinction Theory Text Analysis. In Titscher & al. (Eds). *Methods of Text and Discourse Analysis*. London: Sage p.185-197

Housely, W. & Fitzgerald, R. 2002. The Reconsidered Model of Membership Categorisation Analysis
Qualitative Research 2:1 59-83 (posted on virtual campus)

Testimony

Eribo, O. 2008. Another Face of Slavery. In V. Saleh-Hanna (Ed.) Colonial Systems of Control: Criminal Justice in Nigeria. Ottawa: University of Ottawa press p. 121-126

March 19

Contextualising techniques:

Narrative analysis

- Applied reading exercise 9 (use the provided testimony as well as the two previous ones to conduct the activities 1, 2, 3 and 5 of Eubank's text)

Compulsory readings:

Alasuutari, P. 1995. Narrativity. In P. Alasuutari Researching Culture. *Qualitative Method and Cultural Studies*. London: Sage Publications. (p. 70-84).

Riessman, C.K. 1993. Narrative Analysis. London: Sage p.25-53

Eubanks, P. (2004). Poetics and Narrativity: How Texts Tell Stories. In C. Bazerman, & P. Prior (eds), *What Writing Does and How It Does It. An Introduction to Analyzing Texts and Textual Practices*. Mahwah, N.J.: Lawrence Erlbaum Associates. (p. 33-55)

Testimony

Affor, C. 2008. A Tribute to Solidarity. In V. Saleh-Hanna (Ed.) Colonial Systems of Control: Criminal Justice in Nigeria. Ottawa: University of Ottawa press p. 141-146

March 26

Contextualising techniques:

Discourse analysis

- Applied reading exercise 10 (differentiate between critical discourse analysis and foucauldian discourse analysis)

Compulsory readings:

Jørgensen, M., & Phillips, L. 2002. The Field of Discourse Analysis. in M. Jørgensen, & L. Phillips *Discourse Analysis as Theory and Method*. London: Sage Publications. (p.1-23)

Fairclough, N. 2001. The Discourse of New Labour: Critical Discourse Analysis. In M. Whetherell, S. Taylor, & S. Yates (eds), *Discourse as Data. A Guide for Analysis*. London: Sage Publications and The Open University Press. (p. 229-266)

Packer, M. 2011. Archaeology, Genealogy, Ethics. In *The Science of Qualitative Research*. Cambridge: Cambridge University Press p. 342-377

Prior, L. 2004. Following in Foucault's Footsteps. Text and Context in Qualitative Research. In S. Hesse-Biber, & P. Leary (eds), *Approaches to Qualitative Research: A Reader on Theory and Practice*. New York: Oxford University Press p. 317-333

April 2

Workshop: narrative analysis and discourse analysis

Questions, discussions about the material seen in class and the final assignment

- Applied reading exercise 11: use Teun A. Van Dijk's rules as described in Alasuutari's narrativity to "reduce" testimony, what type of story is it?
- Applied reading exercise 12: Read the document posted on virtual campus and then answer the questions provided in Fairclough's text as the first stage of conducting a critical discourse analysis.

Testimony

Eribo, O. 2008. Patriotism: Illusion or Reality. In V. Saleh-Hanna (Ed.) Colonial Systems of Control: Criminal Justice in Nigeria. Ottawa: University of Ottawa press p. 157-169

Grading:

It takes on average three weeks to mark the assignments.

A general guideline to grades is as follows:

A to A+ Exceptional or outstanding in accuracy and relevance of content, quality Eribo, O. 2008. Another Face of Slavery. In V. Saleh-Hanna (Ed.) Colonial Systems of Control: Criminal Justice in Nigeria. Ottawa: University of Ottawa press p. 121-126

and use of references, analytic skill, creativity, insightfulness, use of supporting evidence, and quality of writing.

B+ to A- Very good to excellent content and quantity and quality of references, well-analyzed and clearly presented, properly documented, no major problems in organization/writing.

B Good content, analysis, and presentation with few or minor problems in documentation, organization, and quality of writing.

C+ Shortcomings in content, analysis, documentation, organization, and/or quality of writing.

C Significant weaknesses in one or more areas: relevance, accuracy, quantity or quality of analysis, adequacy of documentation, logic of argument, and writing skills.

D to D+ Minimal understanding of the material, poor work over all.

E Unsatisfactory understanding of the material; significant deficiencies in the structure of the paper, the arguments presented and writing skills.

F Unacceptable quality of work.

A+ $\geq 90\%$; A $\geq 85\%$; A- $\geq 80\%$; B+ $\geq 75\%$; B $\geq 70\%$; C+ $\geq 65\%$; C $\geq 60\%$; D+ $\geq 55\%$; D $\geq 50\%$; E 40%; F $< 39\%$