San José State University
CHaHS/Department of Justice Studies
JS 117-01, Qualitative Research Methods, Fall, 2018

Course and Contact Information

Instructor:	Dr. Adams
Office Location:	MacQuarrie Hall 527
Telephone:	(408) 924-3339
Email:	ericka.adams@sjsu.edu
Office Hours:	Mondays and Wednesdays 10:30 to 11:30 am
Class Days/Time:	Mondays and Wednesdays 9:00 to 10:15 am
Classroom:	MQH 222
Prerequisites:	Upper division standing. Pre/Corequisite: Any 100W

Course Format

MYSJSU Messaging

Course materials such as syllabus, handouts, assignment instructions, etc. can be found on Canvas Leaning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu and Canvas to learn of any updates.

Course Description

Introduction to qualitative research methods used in Justice Studies. Includes relationship of empirical evidence to theory, ethics in conducting empirical research, methodological design, interviewing techniques, field methods, participant observation, and content analysis.

Course Learning Outcomes (CLO)

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

1. Apply qualitative data gathering techniques.
2. Analyze the strengths and limitations of various data gathering techniques (e.g., interviews, observations, content analysis, focus groups, and visual ethnography).
3. Identify and explain the range and significance of ethical issues in qualitative research.
4. Describe current methodological debates.
5. Apply reflectivity in qualitative research.
6. Apply literature to analyze qualitative data.

Required Texts/Readings

Textbook

Bailey, C. R. (2017). *A guide to qualitative field research* (3 ed.). Thousand Oaks: Sage Publications.

Other Readings

The following articles are required for this class. Articles can be accessed in the "E-Reserves" folder of the "Modules" tab on Canvas.

Attride-Stirling, J. (2001). Thematic networks: An analytic tool for qualitative research. *Qualitative Research, 1*, 385-405.

Deakin, H., & Wakefield, K. (2014). Skype interviewing: Reflections of two PhD researchers. *Qualitative Research, 14*, 603-616.

Guillemin, M., & Gillam, L. (2004). Ethics, reflexivity, and "ethically important moments" in research. *Qualitative Inquiry, 10*, 261-280.

Harvey, W. (2011). Strategies for conducting elite interviews. *Qualitative Research, 11*, 431-441.

Roulet, T., Gill, M., Stenger, S., & Gill, D. (2017). Reconsidering the value of covert research: The role of ambiguous consent in participant observations. *Organizational Research Methods, 20*, 487-517.

Wolfinger, N. (2002). On writing fieldnotes: Collection strategies and background expectancies. *Qualitative Research, 2*, 85-95.

Library Liaison

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Silke Higgins, silke.higgins@sjsu.edu, (408) 808-2118.

Course Requirements and Assignments

A. Visual Ethnography: Students will be expected to complete a visual ethnography project. Additional information will be provided in class.

B. Content Analysis: For this assignment, students will select a music video or song and conduct a content analysis on the material presented. Additional information will be provided in class.

C. Two Exams: Students will complete a midterm and final exam based on the information presented in class and assigned readings. Additional information will be presented in class.

D. Oral History Interview: Students will conduct one oral history interview for this class. The interview should be audio-recorded, transcribed, coded, and analyzed. Additional information will be presented in class.

E. Oral History PowerPoint Presentation: Each student will present the findings of their oral history interview via PowerPoint or Prezi. Additional information will be provided in class.

F. Participation: Several qualitative techniques will be taught and practiced through in-class activities. As such, class activities and discussions are central parts of this course and will be much more productive if students are present and prepared to participate. Being prepared for class is key to making a meaningful contribution. **All students are expected to participate in class activities and discussions.**

"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

Final Examination or Evaluation

The oral history PowerPoint Presentation will serve as the final evaluation for this class.

Grading Information

The grading scale implemented for this class is as follows:

98.0 – 100% = A+	78.0 – 79.9% = C+
93.0 – 97.9.9% = A	73.0 – 77.9% = C
90.0 – 92.9% = A-	70.0 – 72.9% = C-
88.0 – 89.9% = B+	68.0 – 69.9% = D+
83.0 – 87.9% = B	63.0 – 67.9% = D
80.0 – 82.9% = B-	00.0 – 62.9% = F

Determination of Grades

Your grade is composed of:

Visual Ethnography Project	10 points
Content Analysis	15 points
Two Exams (Midterm and Final)	35 points
Oral History Interview	25 points
Oral History PowerPoint Presentation	5 points
Participation	10 points
Total	100 points

Classroom Protocol

All written assignments must be submitted by the due date in class or to the respective dropbox on Canvas. If you are unable to complete course requirements because of extenuating circumstances, please speak with (or email) Dr. Adams before the due date for the assignment. Late assignments are not accepted in this class.

Cellphone Policy: Cellphone usage is expressly prohibited in this class. Students are expected to turn off cellphones (or place them on silence) while class is in session. Students found using cellphones in class will be penalized one-point from their participation grade. If there is an emergency and you need to use your cellphone, you will be expected to step into the hallway to do so.

Justice Studies Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully

in interrelated areas of their lives–personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/"

JS 117-01 / Qualitative Research Methods, Fall 2018, Course Schedule

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22	Introductions, Syllabus, Assignments
2	8/27	*Introduction to Qualitative Research* Reading-Textbook: Chapter 1
2	8/29	*Introduction to Qualitative Research* Reading-Textbook: Chapter 5
3	9/03	**CAMPUS CLOSED—Labor Day**
3	9/05	*Research Ethics* Reading-Textbook: Chapter 2
4	9/10	*Research Ethics* Reading-Article: Guillemin, M., & Gillam, L. (2004). Ethics, reflexivity, and "ethically important moments" in research. *Qualitative Inquiry, 10*, 261-280.
4	9/12	*Visual Ethnography* Textbook: Chapter 3
5	9/17	*Ethics and Visual Ethnography* Reading-Textbook: Chapter 4
5	9/19	**Assignment Due: Visual Ethnography Due in Class and on Canvas**
6	9/24	*Content Analysis and Thematic Analysis* Reading-Textbook: Chapter 13
6	9/26	*Content Analysis and Thematic Analysis* Reading-Article: Attride-Stirling, J. (2001). Thematic networks: An analytic tool for qualitative research. *Qualitative Research, 1*, 385-405.
7	10/01	*Auto-ethnography* Reading-Textbook: Chapter 6
7	10/03	**Assignment Due: Content Analysis Due in Class and on Canvas**
8	10/08	Review for Midterm
8	10/10	**Exam 1: Midterm**

Week	Date	Topics, Readings, Assignments, Deadlines
9	10/15	*Interviews* Reading-Textbook: Chapter 8
9	10/17	*Interviews* Reading-Article: Deakin, H., & Wakefield, K. (2014). Skype interviewing: Reflections of two PhD researchers. *Qualitative Research, 14*, 603-616.
10	10/22	*Interviews* Reading-Textbook: Chapter 11 Reading-Article: Harvey, W. (2011). Strategies for conducting elite interviews. *Qualitative Research, 11*, 431-441.
10	10/24	*Ethnography* Reading-Textbook: Chapter 7
11	10/29	*Ethnography* Reading-Textbook: Chapter 9
11	10/31	**In Class Assignment: Ethnography** Reading-Article: Wolfinger, N. (2002). On writing fieldnotes: Collection strategies and background expectancies. *Qualitative Research, 2*, 85-95.
12	11/05	**In Class Assignment: Ethnography** Reading-Article: Roulet, T., Gill, M., Stenger, S., & Gill, D. (2017). Reconsidering the value of covert research: The role of ambiguous consent in participant observations. *Organizational Research Methods, 20*, 487-517.
12	11/07	*Thick Description* Reading-Textbook: Chapter 12
13	11/12	*Validity and Trustworthiness* Reading-Textbook: Chapter 10
13	11/14	**Dr. Adams will be attending a conference. Out of class assignment.**
14	11/19	*Putting it all Together* Reading-Textbook: Chapter 15
14	11/21	*Focus Groups* Reading-Textbook: Chapter 14
15	11/26	*Focus Groups* **In Class Assignment: Conduct Focus Group Interviews**
15	11/28	*Focus Groups* **In Class Assignment: Finish Analyzing Focus Group Interviews and Present Findings**
16	12/03	**Assignment Due: Oral History Interview Projects Due** **Review for Final Exam**

Week	Date	Topics, Readings, Assignments, Deadlines
16	12/05	**Exam 2: Final Exam**
17	12/10	**Assignment Due: Oral History Presentations**
Final Exam Scheduled	**Wednesday, December 12, 7:15 am to 9:30 am**	**Assignment Due: Oral History Presentations**