

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

Instructor:	Dr. Adams
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Office Hours:	Mondays and Wednesdays 1:00 pm to 2:00 pm
Class Days/Time:	Mondays and Wednesdays 3:00 to 4:15 pm
Classroom:	Clark 302
Prerequisites:	Upper division standing. Pre/Corequisite: Any 100W

MYSJSU Messaging

Course materials such as syllabus, handouts, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) 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:

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

Required Articles

Articles are posted on Canvas.

Recommended Book

Publication Manual of the American Psychological Association.

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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

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
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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

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course. If student requests and receives instructor's permission to record the course, the recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. Requests to record the course should be made in writing via email and student should specify if they are requesting permission for the entire semester or class-by-class. As class participation of students and guests may be on the recording, permission of those students or guests should also be obtained.

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center \(AEC\)](#) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](#) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling Services

The SJSU, Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple or group basis. To schedule an appointment or learn more information, visit Counseling Services website at <http://www.sjsu.edu/counseling>.

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

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/24	Introductions, Syllabus, Assignments
2	1/29	<i>Introduction to Qualitative Research</i> <u>Reading-Textbook:</u> Chapter 1
2	1/31	<i>Introduction to Qualitative Research</i> <u>Reading-Textbook:</u> Chapter 5
3	2/05	<i>Research Ethics</i> <u>Reading-Textbook:</u> Chapter 2
3	2/07	<i>Research Ethics</i> <u>Reading-Article:</u> Guillemin, M., & Gillam, L. (2004). Ethics, reflexivity, and “ethically important moments” in research. <i>Qualitative Inquiry</i> , 10, 261-280.
4	2/12	<i>Visual Ethnography</i> <u>Textbook:</u> Chapter 3
4	2/14	<i>Ethics and Visual Ethnography</i> <u>Reading-Textbook:</u> Chapter 4
5	2/19	<i>Content Analysis and Thematic Analysis</i> <u>Reading-Textbook:</u> Chapter 13
5	2/21	<i>Content Analysis and Thematic Analysis</i> <u>Reading-Article:</u> Attride-Stirling, J. (2001). Thematic networks: An analytic tool for qualitative research. <i>Qualitative Research</i> , 1, 385-405.
6	2/26	<i>Auto-ethnography</i> <u>Reading-Textbook:</u> Chapter 6
6	2/28	Assignment Due: Visual Ethnography Due in Class and on Canvas
7	3/05	<i>Interviews</i> <u>Reading-Textbook:</u> Chapter 8
7	3/07	Assignment Due: Content Analysis Due in Class and on Canvas
8	3/12	Review for Midterm
8	3/14	Exam 1: Midterm

Week	Date	Topics, Readings, Assignments, Deadlines
9	3/19	<i>Interviews</i> <u>Reading-Article:</u> Deakin, H., & Wakefield, K. (2014). Skype interviewing: Reflections of two PhD researchers. <i>Qualitative Research, 14</i> , 603-616.
9	3/21	<i>Interviews</i> <u>Reading-Textbook:</u> Chapter 11 <u>Reading-Article:</u> Harvey, W. (2011). Strategies for conducting elite interviews. <i>Qualitative Research, 11</i> , 431-441.
10	3/26 to 3/30	SPRING BREAK—No class
11	4/02	<i>Ethnography</i> <u>Reading-Textbook:</u> Chapter 7
11	4/04	<i>Ethnography</i> <u>Reading-Textbook:</u> Chapter 9
12	4/09	In Class Assignment: Ethnography <u>Reading-Article:</u> Wolfinger, N. (2002). On writing fieldnotes: Collection strategies and background expectancies. <i>Qualitative Research, 2</i> , 85-95.
12	4/11	In Class Assignment: Ethnography <u>Reading-Article:</u> Roulet, T., Gill, M., Stenger, S., & Gill, D. (2017). Reconsidering the value of covert research: The role of ambiguous consent in participant observations. <i>Organizational Research Methods, 20</i> , 487-517.
13	4/16	<i>Thick Description</i> <u>Reading-Textbook:</u> Chapter 12
13	4/18	<i>Validity and Trustworthiness</i> <u>Reading-Textbook:</u> Chapter 10
14	4/23	<i>Putting it all Together</i> <u>Reading-Textbook:</u> Chapter 15
14	4/25	<i>Focus Groups</i> <u>Reading-Textbook:</u> Chapter 14
15	4/30	<i>Focus Groups</i> In Class Assignment: Conduct Focus Group Interviews
15	5/02	<i>Focus Groups</i> In Class Assignment: Finish Analyzing Focus Group Interviews and Present Findings
16	5/07	Assignment Due: Oral History Interview Projects Due Review for Final Exam

Week	Date	Topics, Readings, Assignments, Deadlines
16	5/09	Exam 2: Final Exam
17	5/14	Assignment Due: Oral History Presentations
Final Exam Scheduled	Thursday, May 17 12: 25 pm to 2:30 pm	Assignment Due: Oral History Presentations