

**San José State University**  
**Department of Justice Studies**  
**JS 117-03, Qualitative Research Methods, Spring 2022**

<b>Instructor:</b>	Sheree Martinek
<b>Office Location:</b>	Health Building 123
<b>Telephone:</b>	408-679-5979 (cell)
<b>Email:</b>	Sheree.Martinek@sjsu.edu
<b>Office Hours:</b>	Wednesdays 10:30AM-11:45AM via Zoom. In-person by request only. Meeting ID: 840 1709 3691 Password: 067621
<b>Class Days/Time:</b>	Wednesdays 12:00PM-2:45PM
<b>Classroom:</b>	01/26/2022- 02/09/2022: Online via Zoom Meeting ID: 840 0219 8635 Passcode: 810316 02/16/2022- 05/11/2021: In-person Duncan Hall, Rm 351
<b>Prerequisites:</b>	Upper division standing; Co/prerequisite any 100W
<b>Area:</b>	B: Methodology Courses

## 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. (*University catalog- <https://catalog.sjsu.edu/>*)

## 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

# Course Goals and Student Learning Outcomes

Upon successful completion of this course, students will be able to [CLO1-4]:

1. Understand and intelligently discuss the purpose and strengths of qualitative research.
2. Critically assess qualitative research in justice studies.
3. Conduct qualitative research in justice studies.
4. Students should read, write, and contribute to discussion at a skilled and capable level.

## Required Texts/Readings

### Textbook

Bailey, C. R. (2017) A guide to qualitative field research (3rd Ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN: 9781506306995

### Other Readings

Articles are provided via Canvas and hyperlinked in the course calendar below.

## Canvas and Technology Requirements

This course is delivered as a synchronous, fully online course for the first three weeks only (as of 01/12/2022). That is, all instruction takes place online, with no physical in-person, on campus meetings, or activities required. After 02/11/2022, class will be held in-person. Of course, course modality is subject to change again given the current pandemic and health and safety of our students.

You are automatically registered with Canvas as a registered student of the course. Links for students regarding Canvas issues and questions: <http://www.sjsu.edu/at/ec/docs/CanvasStudent%20Login%20Information.pdf> and [http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial\\_New.pdf](http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf). Success in this course requires active participation by logging in multiple times a week for updates, announcements, to complete course assignments, take quizzes, review lectures and participate in discussions. Course material will be made available as needed and as determined by our collaborative determination of the needs of the class. Students are responsible for checking Canvas between classes for announcements and course content posting.

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free [equipment loan](#) program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See [Learn Anywhere](#) website for current Wi-Fi options on campus.

### *Use of Camera in Class*

Students are expected, but not required, to turn on their cameras during Zoom lessons. If you have special needs or requests for any individual accommodations, please address them with me.

### *Recording of Zoom Classes*

Typically, Zoom lectures will not be recorded. Lessons in which there is a guest speaker may result in the presentation being recorded. Students are not allowed to record without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.),  
Qualitative Methods, JS 117-03, Spring 2022- Revised January 13, 2022

distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

### ***Zoom Classroom Etiquette***

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
  - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://www.sjsu.edu/advising/fag/index.htm#add>. Information about late drop is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

### **Assignments and Grading Policy**

- Late work will only be accepted under extreme circumstances and with instructor approval.
  - Late assignments will be a letter grade deduction for every day that it is late.
- Assignments will be submitted to Canvas unless otherwise directed.
- E-mailed assignments will not be accepted under any circumstances. Assignments will be submitted to Canvas. If you have issues uploading to Canvas, it is your responsibility to contact the IT department and resolve the issue. I will not accept that as an excuse for late or missing assignments.
- Assignments must include proper APA citation. Students must reference their journal articles in APA- style formatting. Students should refer to an APA style guide or the Online Writing Lab (OWL) from Purdue University at <https://owl.english.purdue.edu/owl/section/2/10/> if unclear about APA guidelines on in-text citations and reference pages.

## ***Semester Project: Research Proposal (90% of Grade)***

The project for this course will be a qualitative research proposal. Students will choose a topic, devise a research question, review the literature, and design a data collection and analysis plan. Throughout the semester, students will complete a series of assignments that will culminate in a final proposal.

### **Assignment #1: Research Topic and Question (10% of Grade)**

In this assignment students will discuss the research topic and question they will address in their final project and provide an outline of the components of the proposed research study. [CLO3]

### **Literature Review (20% of Grade)**

Students will be required to write a literature review about their proposed research topic. The literature review should include a minimum of fifteen scholarly journal articles or books addressing theoretical and empirical research on the topic. [CLO2]

### **Assignment #2: Research Methods (20% of Grade)**

This assignment will require you to describe a data collection plan for your proposed project. You will discuss your proposed research methods and sample. This discussion should explain why you chose your particular research method to answer your research question and why other qualitative methods would not be appropriate for answering your question. You must also include data collection instruments, such as interview protocols, observation plans, or a coding form that must be submitted in "ready to use" form. [CLO1, CLO3]

### **Assignment #3: Data Analysis Plan and Potential Ethical Issues (*to be submitted as part of Final Research Proposal*)**

This assignment will outline a data analysis plan and discuss any ethical issues involved in your research proposal. [CLO3]

**Oral Report (10% of Grade):** You will present your research proposal (i.e., your research design) to the class on either 4/27, 5/4, or 5/11. You will have about 10 minutes in which to present your proposal and take questions. Suggestion: Treat this as you would any presentation: limit your talk to 8-10 minutes, structure it so that your audience can follow it, and practice, practice, practice. [CLO4]

### **Final Research Proposal (30% of Grade)**

The Final Research Proposal will be your final project for the course. It will incorporate work from previously completed proposal assignments #1 through #3, and the literature review. In order to receive a top grade on the research proposal, attention to detail, corrections of errors on assignments #1 through #3, and precise formatting will be required. [CLO2, CLO3, and CLO4]

## ***Online Discussion Participation (10% of Grade)***

To create a constructive and supportive learning environment, it is expected that class members will participate in online-class discussions, respect varying opinions, avoid degrading or disrespectful language, and understand the multicultural atmosphere of this learning environment. Online discussions should take place within a context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. This is a time to open your minds to new ideas, to explore new concepts, so please take advantage of this opportunity. Respect and professionalism are the guiding principles of this class.

I will post and moderate eleven discussion topics to which you are expected to participate actively by posting multiple high-quality course-related messages. You are expected to actively participate in an intellectual, thoughtful, and respectful manner. I will provide a General Discussion topic, which you may use to start your

own discussions on relevant issues (e.g. discussing materials and questions raised in class, posing questions not covered in class, integrating information from the news and current events with topics being discussed in class). You will be expected to participate in the online discussions through both posting questions/comments and responding to questions/comments posted by other students. Because everyone can read postings on the Forum, please do not post private information.

*I will post grades as we go along so you can see how you are doing. The main reasons people may lose points are because you either did not respond with high quality post or you did not support your opinion. Additionally, all questions for the entire semester are already posted so there is NO excuse for not getting your responses in on time.*

This course will be using the +/- system on final grades based on the following percentages:

**Department of Justice Studies Course Grade Determination**

Total Points	Grade	Total Points	Grade	Total Points	Grade
98.0 to 100	A plus	80.0 to 82.99	B minus	63 to 67.99	D
93.0 to 97.99	A	78 to 79.99	C plus	00.0 to 62.99	F
90.0 to 92.99	A minus	73.0 to 77.99	C		
88.0 to 89.99	B plus	70 .0 to 72.99	C minus		
83 to 87.99	B	68.00 to 69.99	D plus		

## University Policies

University Policies: Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP's Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

## University Resources for Students

- [Counseling and Psychological Services \(CAPS\)](#)
- [Peer Connections](#)
- [SJSU Cares](#)
- [Student Technology Resources](#)
- [Writing Center](#)

## JS 117, Qualitative Methods, Spring 2022

Tentative reading assignments are listed below. However, due to the length of discussions and other factors beyond my control, this schedule and readings are subject to change. You are expected to complete all readings on the day they are listed and be prepared to discuss them in class.

Week	Date	TOPIC AND ASSIGNMENTS
1	1/26	<i>Introduction and Course Overview</i>
		Note: Class is online via Zoom.  Review of syllabus and course expectations.
2	2/2	<i>Introduction to Qualitative Research</i>
		Note: Class is online via Zoom.  <b>Reading:</b> <ul style="list-style-type: none"> <li>• Bailey: Ch. 1</li> <li>• Backstrom, L. (2016). Embodied resocialization at a children's weight loss camp. <i>Ethnography</i>, 17, 539-558.</li> </ul>
3	2/9	<i>Ethics</i>
		Note: Class is online via Zoom.  <b>Reading:</b> <ul style="list-style-type: none"> <li>• Bailey Ch. 2</li> <li>• Roulet, T., Gill, M., Stenger, S., &amp; Gill, D. (2017). Reconsidering the value of covert research: The role of ambiguous consent in participant observations. <i>Organizational Research Methods</i>, 20, 487-517.</li> </ul> <b>Assignment Due:</b> Discussion #1
4	2/16	<i>Topic, Purpose, Research Questions</i>
		<b>Reading:</b> <ul style="list-style-type: none"> <li>• Bailey: Ch. 3</li> <li>• Sandberg, J., &amp; Alvesson, M. (2011). Ways of constructing research questions: Gap-spotting or problematization? <i>Organization</i>, 18, 23-44.</li> </ul>
5	2/23	<i>Theory and Review of Literature</i>
		<b>Reading:</b> <ul style="list-style-type: none"> <li>• Bailey: Ch. 4</li> <li>• Rocco, T., &amp; Plakhotnik, M. (2009). Literature reviews, conceptual frameworks, and theoretical frameworks: Terms, functions, and distinctions. <i>Human Resource Development Review</i>, 8, 120-130.</li> </ul> <b>Assignment Due:</b> Discussion #2

6	3/2	<p style="text-align: center;"><i>Paradigms, Research Design, and Introduction to Methodology</i></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Bailey: Ch. 5</li> <li>• Fossey, E., Harvey, C., McDermott, F., &amp; Davidson, L. (2002). Understanding and evaluating qualitative research. <i>Australian &amp; New Zealand Journal of Psychiatry</i>, 36, 717-732.</li> </ul>
7	3/9	<p style="text-align: center;"><i>From Gaining Entry to Exiting the Field</i></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Bailey: Ch. 6</li> <li>• Monahan, T., &amp; Fisher, J. (2015). Strategies for obtaining access to secretive or guarded organizations. <i>Journal of Contemporary Ethnography</i>, 44, 709-736.</li> </ul> <p><b>Assignment Due:</b> Assignment #1</p>
8	3/16	<p style="text-align: center;"><i>Observations</i></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Bailey: Ch. 7</li> <li>• Harvey, S., Olórtégui, M., Leontsini, E., &amp; Winch, P. (2009). “They’ll change what they’re doing if they know that you’re watching”: Measuring reactivity in health behavior because of an observer’s presence – A case from the Peruvian Amazon. <i>Field Methods</i>, 21, 3-25.</li> </ul> <p><b>Assignment Due:</b> Discussion #3</p>
9	3/23	<p style="text-align: center;"><i>Interviews</i></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Bailey Ch. 8</li> <li>• Deakin, H., &amp; Wakefield, K. (2014). Skype interviewing: Reflections of two PhD researchers. <i>Qualitative Research</i>, 14, 603-616.</li> </ul> <p><b>Assignment Due:</b> Literature Review</p>
10	3/30	<p style="text-align: center;"><b>Spring Break- No Class</b></p>
11	4/6	<p style="text-align: center;"><i>Field Notes</i></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Bailey Ch. 9</li> <li>• Phillippi, J., &amp; Lauderdale, J. (2017). A guide to field notes for qualitative research: Context and conversation. <i>Qualitative Health Research</i>. doi:10.1177/1049732317697102.</li> </ul> <p><b>Assignment Due:</b> Discussion #4</p>

12	4/13	<p style="text-align: center;"><i>Procedures for Increasing Validity and Trustworthiness</i></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Bailey: Ch. 10</li> <li>• Tracy, S. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. <i>Qualitative Inquiry</i>, 16, 837-851.</li> </ul> <p><b>Assignment Due:</b> Assignment #2</p>
13	4/20	<p style="text-align: center;"><i>Introduction to Analysis and Coding</i></p> <p><b>Reading:</b> Bailey: Ch. 11</p> <p><b>Assignment Due:</b> Discussion #5 Assignment #3</p>
14	4/27	<p style="text-align: center;"><i>Descriptions and Typologies</i></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Bailey: Ch. 12</li> <li>• Keleman, M., Mangan, A., &amp; Moffat, S. (2017). More than a “little act of kindness”? Towards a typology of volunteering as unpaid work. <i>Sociology</i>, 1-18. doi:10.1177/0038038517692512.</li> </ul> <p><b>Assignment Due:</b> Oral Reports</p>
15	5/4	<p style="text-align: center;"><i>Thematic Analysis</i></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Bailey: Ch. 13</li> <li>• Ryan, G., &amp; Bernard, H. R. (2003). Techniques to identify themes. <i>Field Methods</i>, 15, 85-109.</li> </ul> <p><b>Assignment Due:</b> Oral Reports</p>
16	5/11	<p style="text-align: center;"><i>Writing and the Final Paper</i></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Bailey: Ch. 15</li> <li>• Wolcott, H. (2002). <i>Writing up qualitative research ... Better</i>. <i>Qualitative Health Research</i>, 12, 91-103.</li> </ul> <p><b>Assignment Due:</b> Oral Reports</p>
FINAL		<p>Final Project due- Research Proposal You must submit on: <b>Monday, May 23<sup>rd</sup> between 9:45AM-12:00PM.</b></p>