

San José State University
Department of Justice Studies
JS 117, Qualitative Research Methods, Section 03, Spring 2021

Course and Contact Information

Instructor(s): Stephen J. Morewitz, Ph.D.

Office Location: Zoom

Telephone: TBA

Email: stephen.morewitz@sjsu.edu
(Please use only the SJSU email system)

Office Hours: T, 5:45-6:45 PM
Zoom

Join
URL: <https://sjsu.zoom.us/j/84973374261?pwd=eEpDbEIZLzlwYINIRXZnOEFCU3FQZz09>

Passcode: 331636
Meeting ID: 849 7337 4261

Class Days/Time: asynchronous

Classroom: NA

Faculty Web Page

<https://www.sjsu.edu/justicestudies/our-department/faculty-and-staff/morewitz-s/index.html>

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 Format

Technology Intensive, Hybrid, and Online Courses

This course adopts an online, asynchronous (no live class sessions) classroom delivery format using Zoom conferencing (for office hours, etc.) and videos when needed. Students should have Internet connectivity, camera, or other technology requirements, such as computer, special hardware devices or software apps to use Zoom conferencing technology and submit online assignments. See University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details. Students should submit a SJSU Helpdesk ticket if they are having difficulty with their course technology requirements.

Recordings

Zoom course activities (except office hours) may be video/audio recorded and posted on Canvas. Course exercises and projects may also be recorded. Students may not share these recordings with anyone outside of the class. Students may not record any course activities and materials without permission of the instructor.

Course Materials on Canvas

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas, please go to https://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources/index.html

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., interview, 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 Reading

1. Textbook Details



[QUALITATIVE RESEARCH METHODS | Edition: 2ND 20](#)

Author: TRACY

ISBN: 9781119390787

Publication Date: -

Publisher: WILEY

Estimated Student Price **(Savings based on Print, New):**

Print, new: \$62.25

Print, used: \$46.70 **(25% Savings)**

Print, new rental: \$42.35 **(32% Savings)**

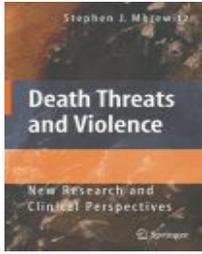
Print, used rental: \$29.25 **(53% Savings)**

eBook, buy: \$50.00 **(20% Savings)**

Student use of this title is: Required

Recommended Reading

2. Textbook Details



DEATH THREATS+VIOLENCE | Edition: 08

Author: MOREWITZ

ISBN: 9780387766614

Publication Date: 08/28/2008

Publisher: SPRINGER

Estimated Student Price :

Print, new: \$99.00

Teaching Methods

The course will be devoted to lecturing, exercises, debates, role plays, student-generated multiple-choice test items, student lectures, video presentations, and student small group discussion in Zoom Breakout Rooms. Other teaching methods include enrichment materials and Q and A sessions.

Course Requirements and Assignments

1. ***Midterm (Multiple-choice and/or True/False Test Items) (25% of total grade) (Midterm on 3.1.21)***
2. ***Day-in-the-Life Diary (Word.doc File Only) (25% of total grade) (Due: 2.22.21)***

Students in two-member teams will plan, design, and implement a Day-in the-Life Diary Project. Students will carry out the Day-in-the-Life Diary Project by selecting and applying a justice studies theory from the required and recommended texts and peer-review justice studies journal articles and books. As part of their Day in-the-Life Diary Project students will:

- a. Read the required and recommended texts, peer-review justice studies journal articles, and books (no newspapers, magazines, or websites) related to justice studies theories, concepts, and research methods and findings.
- b. Include a written list of your texts and other peer-review justice studies references using the ASA format.
- c. Critically evaluate in writing the salient points of your readings.
- d. Prepare a Day-in-the-Life Diary about a justice studies theory using your observation of part of your regular day, e.g., working at home, waiting for a bus, studying in the library.
- e. Use your critical analysis of your peer-review justice studies articles and books to explain in writing the ways in which your Day-in-the-Life illustrates a justice studies theory or concept.
- f. Give a 10-15 Minute Team Day-in-the-Life Diary Video Presentation using your Day-in-the-Life Diary observations and written summary of your analysis of the readings.
- g. Submit a 6-typed page Word.doc-file only that is divided into two sections, two-page diary entry with a heading and a three-page analysis with a heading and at least five peer-review justice studies references,

double-space, title page, in-text citations, and the list of at least six peer-review justice studies references (including volume #s, issues #s, and page #s) using only the APA format). You should have a Turnitin Similarity Score of nine percent or lower. Otherwise, you receive a failing score.

- h. To receive a passing grade, each student must work a minimum number of hours on the Day-in-the-Life Diary and complete a separate Individual Student Project Work Hours Log (see Files in Canvas) to document her or his hours in preparing the Day-in-the-Life Diary.

3. Oral History Interview Project (Word.doc File Only) (25% of total grade) (Due: 5.3.21)

- a. Students in two-member teams are expected to conduct one Oral History Interview.
- b. Students will submit their project ideas to a designated discussion link and receive instructor approval before starting the project.
- c. Students will get written informed consent from their Oral History Interviewee before starting the project (see Informed Consent form in the Modules section of Canvas when it is available).
- d. Write a 6-typed page Word.doc report, double-space, with at least six peer-review justice studies references using the APA format, e.g., title page, page numbers, in-text citations, two headings: Oral History Interview Responses and Oral History Analysis, and reference list.
- e. Record a 10-15 minute Team Video Presentation of their Oral History Interview report findings based on your Oral History Interview responses and analysis.
- f. Each student submits an Individual Student Project Work Hours log (see Files on Canvas) containing information on the dates and number of hours devoted to the project, e.g., dates and number of hours conducting research, writing, editing, emailing, and preparing a Google doc

4. Final Exam (Multiple-choice and/or True/False Test Items) (25% of total grade) (per SJSU Final Exam Schedule)

5. Other Assignments

Students will work solo and in teams to complete other assignments, e.g., quizzes, participating in debates, taking polls, preparing for tests, and developing key terms and definitions.

“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.”

Grading Information

Grading Policy

According to the Departmental policy, all recorded grades are final. The faculty member will not change any grade after it is recorded unless the faculty member has made an error in calculation. Students will not be permitted to re-submit assignments for a better grade.

Grading Rubric for In-Class Assignments

In terms of grading in-class assignments, students must complete 75% of all solo and group assignments by the end of the semester (last day of classes) to receive full credit. Otherwise, students will lose 10 points from their final grade. Students who complete 100% of the assignments may get one or more points extra credit added to their final grade depending on the final grade distribution. However, if the students do very well, no extra credit may be possible.

Grading Rubric for Day-in-the-Life Diary and Oral History Interview Reports

Students will be graded based on the following rubric:

Relevance to justice studies and qualitative research (5 points)

Adequacy of the analysis of peer-review justice studies journal articles and books (20 points)

Adequacy of critically analyzing major theories and/or findings (20 points)

Creativity (5 points)

Critical Thinking Skills/Clarity/Logic/Adherence to Report Guidelines/APA Report Format, e.g., In-Text Citation Format and Reference List Format/Attention to Detail/Grammar/Six Peer-Review References (50 points)

1. Passing This Course:

Passing this course requires consistent good effort to turn in all materials, use correct grammar, and know the conventions of writing in justice studies. Sloppy papers, or consistently turning materials in late, usually result in lower overall points.

2. Late Assignment Penalty: All late major online assignments will lose 10 points for each class meeting that the assignment is late.

Below is the SJSU Grade Distribution

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

For additional information, see:

- *University Grading System Policy F18-5* (<http://www.sjsu.edu/senate/docs/F18-5.pdf>)

Contacting Your Professor: Please use only the SJSU email system. I receive A LOT of email, so be sure to put in your SUBJECT line your course number and section number. That way I know why you are contacting me. Please sign your full name at the end of your email so that I know who you are! If you are absent from class, please do not ask me what you have missed. Please do not expect me to email you a copy of anything if I can post it on Canvas. I try to respond to email within 48 hours between Mondays and Fridays. Enjoy your weekends.

Hand-outs, Readings, and Other Learning Materials: These items are useful for your entire career at SJSU. I recommend bringing the materials and the lecture outlines to class, as I frequently explain and lecture from the materials. I post my hand-outs on Canvas.

Professor's Revisions to the Syllabus: I reserve the right to adjust assignments, material, and time schedule to fit the needs of the class. Students will be told about all changes in the syllabus.

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources. For additional information, see:

- *University Syllabus Policy S16-9* (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- *University Attendance and Participation Policy F15-12* (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

Course Schedule

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
1	Wk of 1.27	Tracy, CH 1 Developing contextual research that matters, pp. 1-24; Morewitz, CH 1 Homicidal threats, pp. 1-18; Appendix A Research methods, pp. 149-150; Appendix B Study results, pp. 151-160;	<i>CLO 1</i> <i>CLO 6</i>

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
2	Wk of 2.1	Tracy, CH 2, pp. 25-47 Entering the conversation of qualitative research; Morewitz, CH 2 Death threat makers, pp. 19-32;	<i>CLO 1-6</i>
3	Wk of 2.8	Tracy, CH 3 Paradigmatic reflections and qualitative research territories, pp. 48-74; Morewitz, CH 3 Death threat victims, pp. 33-42;	<i>CLO 1-6</i>
4	Wk of 2.15	Tracy, CH 4 Research design: Sampling, research proposals, ethics, and IRB, pp. 75-103; Morewitz, CH 4 Stalking and homicidal threats, pp. 43-54;	<i>CLO 1, 3, 4</i>
5	Wk of 2.22	Tracy, CH 5 Negotiating access and exploring the scene, pp. 104-128; Morewitz, CH 5 Death threats and weapon use, pp. 55-64; Day-in-the-Life Diary Team Report due: 2.22.21	<i>CLO 1, 3, 5</i>
6	Wk of 3.1	Tracy, CH 6 Field roles, fieldnotes, and field focus, pp. 129-154; Morewitz, CH 6 Substance use and abuse, and homicidal threats, pp. 65-70; Appendices E-H; Midterm on 3.1.21	<i>CLO 1-6</i>
7	Wk of 3.8	Tracy, CH 7 Interview planning and design: Structuring, wording, and questioning, pp. 155-180; Morewitz, CH 7 Death threats and violence at schools and colleges, pp. 71-88;	<i>CLO 1, 4</i>
8	Wk of 3.15	Tracy, CH 8 Interview practice: Embodies, mediated, and focus-group approaches, pp. 181-207; Morewitz, CH 8 Workplace homicidal threats and violence, pp. 89-100;	<i>CLO 1-6</i>
9	Wk. of 3.22	Tracy, CH 9 Data Analysis basics: A phronetic iterative approach, pp. 208—235; Morewitz, CH 9 Crime, culture, and war, pp. 101-108;	<i>CLO 1-6</i>
10	Wk of 3.29	Spring Recess, 3.29-4.2.21	
11	Wk of 4.5	Tracy, CH 10 Advanced data analysis: The art and magic of interpretation, 236-264; Morewitz, CH 10 Hate crimes, pp. 109-126;	<i>CLO 1 -6</i>

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
12	Wk of 4.12	Tracy, CH 11 Qualitative quality: Creating a credible, ethical, significant study, pp. 265-291; Morewitz, CH 11 Death threats and terrorism, pp. 127-136;	<i>CLO 1-6</i>
13	Wk of 4.19	Tracy, CH 12 Theorizing and writing: Explaining, synthesizing, and creating a tale, pp. 292-319; Morewitz, CH 12 Death threats and the legal system, pp. 137-146;	<i>CLO 1-6</i>
14	Wk of 4.26	Tracy, CH 13 Draft, polishing, and publishing, pp. 320-343; Qualitative research: case studies (TBA)	<i>CLO 1-6</i>
15	Wk of 5.3	Tracy, CH 13 Drafting, polishing, and publishing, pp. 320-343; Qualitative research: case studies (TBA) Team Oral History Interview Report due: 5.3.21	<i>CLO 1-6</i>
16	Wk of 5.10	Tracy, CH 14 Qualitative methodology matters: Exiting and communicating impact; Qualitative research: case studies (TBA) Review for Final Exam	<i>CLO 1-6</i>
		Final Exam (per SJSU Final Exam Schedule)	