

**San José State University**  
**Department of Justice Studies**  
**JS 117, Qualitative Research Methods, Section 01**

**Course and Contact Information**

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Office Hours:  
Mon., 3-4 PM

Class Days/Time: MW, 9-10:15 AM  
Classroom: MacQuarrie Hall 322

**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**

**In Person**

## 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](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.*

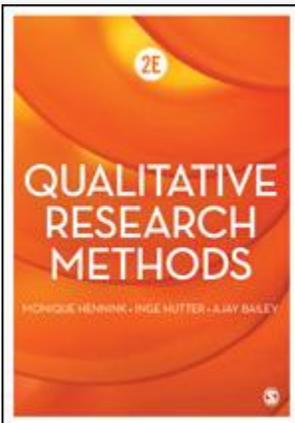
*CLO 4 Describe current methodological debates.*

*CLO 5 Apply reflectivity in qualitative research.*

*CLO 6 Apply literature to analyze qualitative data.*

## Required Reading

Book > Textbooks > Research Methods for Earth & Environmental Science



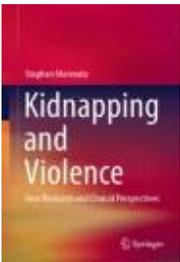
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## Qualitative Research Methods

### SECOND EDITION

- Monique Hennink - Emory University, USA
- Inge Hutter - Erasmus University Rotterdam, Netherlands
- Ajay Bailey - University of Utrecht, Netherlands

## Recommended Reading



- Book
- © 2019

Kidnapping and Violence  
New Research and Clinical Perspectives

### Authors:

- Stephen Morewitz
- 
- Analyzes the origins of kidnapping, including the threat of kidnapping
  - Evaluates why and under what conditions governments, para-military and terrorist groups decide to abduct individuals and groups
  - Assesses the extent to which social change modifies these cultural patterns

## About this book

This book analyzes kidnapping in various forms and from various perspectives. First it argues that kidnapping, including the threat of kidnapping, reflects a breakdown in the mechanisms of social control in society. This volume also discusses the ways governments and para-military and terrorist groups employ kidnappings as part of their foreign and domestic policy. This analysis evaluates why and under what conditions governments, para-military and terrorist groups decide to abduct individuals and groups. It emphasizes how individuals, groups, and governments employ abductions to achieve their psychological, social, religious, and political objectives. This analysis also examines the ways in which cultural traditions in different societies emerge to foster behaviors such as bride abductions. Moreover, this book addresses the extent to which social change modifies these cultural patterns.

Suitable for students and researchers, mental health practitioners, and law enforcement, this volume is a unique analysis of our contemporary understanding of kidnapping and violence, and the social, psychological, political, and cultural motivations for such an act.

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## Bibliographic Information

- **Book Title** Kidnapping and Violence
- **Book Subtitle** New Research and Clinical Perspectives
- **Authors** Stephen Morewitz
- **DOI** <https://doi.org/10.1007/978-1-4939-2117-1>
- **Publisher** Springer New York, NY
- **eBook Packages** [Behavioral Science and Psychology](#), [Behavioral Science and Psychology \(R0\)](#)
- **Copyright Information** Springer Science+Business Media, LLC, part of Springer Nature 2019
- **Hardcover ISBN** 978-1-4939-2116-4
- **eBook ISBN** 978-1-4939-2117-1
- **Edition Number** 1
- **Number of Pages** XV, 273
- **Number of Illustrations** 1 b/w illustrations
- **Topics** [Behavioral Sciences and Psychology](#), [Clinical Psychology](#)

## 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. 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 10.3.22)*
2. *Day-in-the-Life Diary (Word.doc File Only) (25% of total grade) (Due: 12.5.22)*

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 APA 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 8-typed page Word.doc-file only that is divided into two sections, 3-page diary entry with a heading and a 5-page analysis with a heading and at least **six** 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. In-Class Exercises (25% of total grade)***

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.

### ***4. Final Exam (Multiple-choice and/or True/False Test Items) (25% of total grade) (12.9.22)***

“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 100% of all solo and group in-class 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 will get the maximum allowable grade depending on the final grade distribution of the class.

### ***Grading Rubric for Day-in-the-Life Diary 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>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		Syllabus Review Hennink et al. <i>The qualitative research cycle</i> Morewitz, Chapter 1	CLO

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
2		<p>Hennink et al. Chapter 2: The nature of qualitative research <i>What is qualitative research?</i></p> <p><i>When to conduct qualitative research</i></p> <p><i>The underlying interpretive paradigm</i></p> <p><i>Qualitative and quantitative research</i></p> <p><i>Verstehen and understanding</i></p> <p><i>The emic and etic perspectives</i></p> <p><i>Subjectivity and the need for reflexivity</i></p> <p><i>Our approach to qualitative research</i></p> <p><i>Evaluating quality</i></p> <p>Morewitz, Chapter 2</p>	CLO
3		<p>Hennink et al. Chapter 3: The design cycle <i>Formulating qualitative research questions</i></p> <p><i>Incorporating literature and theory</i></p> <p><i>Developing a conceptual framework</i></p> <p><i>Selecting qualitative research methods</i></p> <p><i>Evaluating quality</i></p>	CLO

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		Morewitz, Chapter 3	
4		<p>Hennink et al.            Chapter 4: Designing participatory research  <i>Our participatory approach to qualitative research</i></p> <p><i>The participatory design cycle</i></p> <p><i>The participatory approach in data collection and analysis</i></p> <p><i>Different roles of the researcher</i></p> <p><i>Evaluating quality</i></p> <p>Morewitz, Chapter 4</p>	CLO
5		<p>Hennink et al.            Chapter 5: Ethical issues in qualitative research  <i>What is ethics?</i></p> <p><i>Ethics in qualitative research</i></p> <p><i>Ethical issues in the design cycle</i></p> <p><i>Ethical issues in the data collection cycle</i></p> <p><i>Ethical issues in the analytic cycle</i></p> <p>Morewitz, Chapter 5</p> <p><i>Evaluating quality</i></p>	CLO

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
6		<p>Hennink et al. Chapter 6: Sampling and participant recruitment <i>What is purposive sampling?</i></p> <p><i>Purposive sampling process?</i></p> <p><i>Participant recruitment strategies</i></p> <p><i>How many participants? The principle of saturation</i></p> <p><i>Evaluating quality</i></p> <p>Morewitz, Chapter 6</p>	CLO
7		<p>Hennink et al. Chapter 7: In-depth interviews <i>What is an in-depth interview?</i></p> <p><i>When to use in-depth interviews</i></p> <p><i>Purpose of an in-depth interview</i></p> <p><i>The cyclical nature of data collection</i></p> <p><i>Developing an interview guide</i></p> <p><i>Preparing for data collection</i></p> <p><i>Conducting the interview: skills of the interviewer</i></p> <p><i>Strengths and limitations</i></p> <p><i>Evaluating quality</i></p> <p>Morewitz, Chapter 7</p>	CLO

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
8		<p>Hennink et al.            Chapter 8: Focus group discussions  <i>What is a focus group discussion?</i></p> <p><i>When to use focus group discussions</i></p> <p><i>The cyclical nature of data collection</i></p> <p><i>Developing the discussion guide</i></p> <p><i>Preparing for data collection</i></p> <p><i>Conducting focus group discussions</i></p> <p><i>Post-discussion information</i></p> <p><i>Virtual focus groups</i></p> <p><i>Strengths and limitations</i></p> <p><i>Evaluating quality</i></p> <p>Morewitz, Chapter 8</p>	CLO
9		<p>Hennink et al.            Chapter 9: Observation  <i>What is observation?</i></p> <p><i>When to conduct observation</i></p> <p><i>The cyclical nature of data collection</i></p> <p><i>What to observe</i></p>	CLO

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<p><i>Types of observation</i></p> <p><i>Preparation and conducting an observation</i></p> <p><i>Writing an observation</i></p> <p><i>Strengths and limitations</i></p> <p><i>Evaluating quality</i></p> <p>Morewitz, Chapter 9</p>	
10		<p>Hennink et al.</p> <p>Chapter 10: Data preparation and developing codes</p> <p><i>Different approaches to textual data analysis</i></p> <p><i>The nature of qualitative data analysis</i></p> <p><i>Textual data preparation</i></p> <p><i>Developing codes</i></p> <p><i>Making a codebook</i></p> <p><i>Coding data</i></p> <p><i>Using software in qualitative analysis</i></p> <p><i>Evaluating quality</i></p> <p><i>Writing the manuscript or report</i></p> <p>Morewitz, Chapter 10</p>	

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
11		<p>Hennink et al. Chapter 11: Textual data analysis <i>After you write</i></p> <p><i>Developing an analysis plan</i></p> <p><i>Searching data</i></p> <p><i>The cyclical process of analysis</i></p> <p><i>Description</i></p> <p><i>Comparison</i></p> <p><i>Categorizing and conceptualizing</i></p> <p><i>Theory development</i></p> <p><i>Evaluating quality</i></p> <p>Morewitz, Chapter 11</p>	CLO
12		<p>Hennink et al. Chapter 12: From analysis to participatory action <i>From analysis to participatory action</i></p> <p><i>The overall participatory qualitative research cycle</i></p> <p><i>The different roles of the researcher</i></p> <p><i>Evaluating quality</i></p> <p>Morewitz, Chapter 12</p>	CLO

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
13		<p>Hennink et al. Chapter 13: Academic writing of qualitative research <i>Writing qualitative research</i></p> <p><i>Before you write</i></p> <p><i>Writing a qualitative research article</i></p> <p><i>After you write</i></p> <p><i>Responding to critiques of qualitative research</i></p> <p><i>Evaluating quality</i></p> <p>Post Script: Assessing quality in the qualitative research cycle</p> <p>Morewitz, Chapter 13</p>	<i>CLO</i>
14		<p>Special Topics in qualitative Research Methods</p> <p>Morewitz, Chapter 14</p>	<i>CLO</i>
15		Special Topics in qualitative Research Methods	<i>CLO</i>
16		Special Topics in qualitative Research Methods	<i>CLO</i>