# San José State University
## College of Social Sciences/Justice Studies
## JS 117, Qualitative Research Methods, Section 80, Spring 2022

## Course and Contact Information

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|---|---|
| Instructor: | John Halushka, Ph.D. |
| Email: | john.halushka@sjsu.edu |
| Office Hours: | Online: Mon, Tues, Wed 9:30am-11:30am via Zoom<br>Join from PC, Mac, Linux, iOS or Android:<br>https://sjsu.zoom.us/j/92737538715 |
| Class Days/Time: | Online |
| Prerequisites: | Upper division standing; Co/prerequisite any 100W |

## 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

The mode of instruction for this course is asynchronous online. This means that there is no scheduled meeting time for this class.

## Technology Requirements

Students are required to have an electronic device (laptop, desktop or tablet). SJSU has a free equipment loan program available for students (https://www.sjsu.edu/learnanywhere/equipment/index.php). Students are responsible for ensuring that they have access to reliable Wi-Fi. If students are unable to have reliable Wi-Fi, see Learn Anywhere website for current Wi-Fi options on campus.

All written assignments will be submitted via Canvas, and must be in Microsoft Word (*.doc or *.docx). If you do not currently own Microsoft Word, the software (both PC and Mac) is available for free to students: http://www.sjsu.edu/it/services/collaboration/software/instructions.php

## Canvas Course Page and E-mail

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 using Canvas Resource page at http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources.

Some course materials will be posted in Adobe PDF format; if you choose to download them, you will need Adobe Reader to view the documents. There is no cost to download Adobe Reader (http://www.sjsu.edu/ecampus/teaching-tools/adobe/students/index.html).
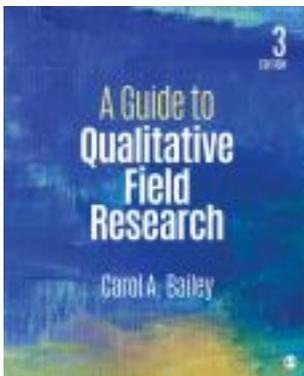
**Program Information**

This degree program is housed in the Department of Justice Studies. More information is available at www.sjsu.edu/justicestudies/

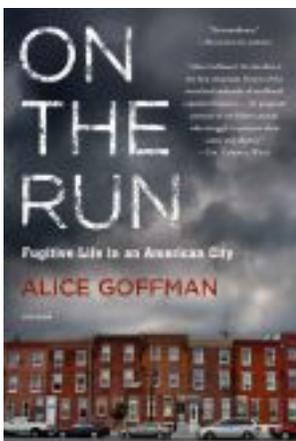**Course Learning Outcomes**

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**



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



**Goffman, A. (2015)** *On the run: Fugitive life in an American city.* **London, U.K.: Picador. ISBN: 9781250065667**

Physical textbooks or e-books can be purchased through the Spartan Bookstore (https://sjsu.bncollege.com/shop/sjsu/home) or through online sellers (e.g. Amazon)

## Other Required Readings

Articles posted to Canvas

## Recommended Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: 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: Nyle Craig Monday, MLK Librarian (408) 808-2041 or Nyle.Monday@sjsu.edu

## ACCESS Success Center
The Academic Counseling Center for Excellence in the Social Sciences (ACCESS) provides General Education advising for undergraduate students majoring or intending to major in any of the departments in the College of Social Sciences (CoSS). ACCESS Academic Advisors are committed to helping you develop a clear path to graduation and supporting your academic success.
Office Hours: Monday-Thursday 8:00 AM - 5:00 PM and Friday 9:00 AM-4:00 PM. You can schedule an appointment and find more information at sjsu.edu/access.

## Course Requirements and Assignments

Weekly readings and assignments can be found in the syllabus, as well as on the Modules tab on Canvas. All assignments become available on Monday at 12:00am PST and are due by Sunday at 11:59pm PST of their respective week (see course schedule below); *please note discussion board original posts are due Wednesday at 11:59pm and other assignments may have other due dates*. Late assignments will not be accepted.

Students are expected to log onto Canvas 3-4 times per week, or if possible, log on daily, to check for updates and announcements. There will be cut-off times that will close Canvas. If you do not post your responses and discussions before this cut-off time, you will **NOT** receive the points for that discussion board. Students who anticipate missing the cut-off times are responsible for making arrangements with the instructor prior to the cut-off times.

You are required to be an active participant in the class, which means that you are to prepare your own threads, read other students' discussion threads, and respond to other students' threads with substantive observations. This course will ask students to make a claim regarding the weekly discussion board posts, and support that claim with reason and evidence. The written work you submit will reflect your own thinking about information you obtain from the required readings, PowerPoints, and other course-related experiences.

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.

**Class Participation Assignments (15% of Grade)**

Throughout the semester, there will be a total of 15 class participation assignments. These assignments include discussion boards, quizzes, and research practice assignments. Each assignment is worth 1% of your final grade. Detailed instructions for each assignment will be posted to Canvas.

**Semester Project: Research Proposal**

The final 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 assignment that will culminate in a final proposal.

**Assignment #1: Research Topic and Question (15% 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. Detailed instructions will be available on Canvas. [CLO3]

**Assignment #2: Annotated Bibliography (15% of Grade)**

Students will be required to compile an annotated bibliography about their proposed research topic. The annotated bibliography should include a minimum of five scholarly journal articles or books addressing theoretical and empirical research on the topic. Detailed instructions will be available on Canvas. [CLO2]

**Assignment #3: Research Methods (15% 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. Detailed instructions will be available on Canvas. [CLO3]

**Assignment #4: 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. Detailed instructions will be available on Canvas. [CLO3]

**Proposal Rough Draft and Peer Review Assignment (10% of Grade)**

One week before the final paper is due, you will be required to submit a rough draft of your final paper. This draft will incorporate previous work from Assignments 1-3, as well as your in-progress work on Assignment #4. You will share this rough draft with your classmates, and you will provide feedback to each other to help improve your final proposal. Detailed instructions will be available on Canvas.

**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, Assignment #4, and feedback from your peer review. In order to receive a top grade on the research proposal, attention to detail, corrections of errors on previous assignments, and precise formatting will be required. Please see the Canvas website for a detailed rubric [CLO2, CLO3, and CLO4]

## Grading Policy and Late Submissions

Written assignments will primarily be graded on content; however, poor writing mechanics and APA will result in a moderate point deduction. Assistance with APA can be found at:
http://owl.english.purdue.edu/owl/resource/560/01/

In order to demonstrate comprehension of the course material, one must be able to write in a clear and effective manner. Always carefully proofread your assignments before submitting them. Late assignment submissions will not be accepted without a documented, verifiable, and valid reason.

Class Participation Assignments: 15%
Assignment #1: 15%
Assignment #2: 15%
Assignment #3: 15%
Peer Review Assignment: 10%
Research Proposal (Includes Assignment #4): 30%
Total: 100%

| Grade | Percentage |
|-------|-----------|
| A plus | 98 to 100% |
| A | 93 to 97.99% |
| A minus | 90 to 92.99% |
| B plus | 88 to 89.99 % |
| B | 83 to 87.99% |
| B minus | 80 to 82.99% |
| C plus | 78 to 79.99% |
| C | 73 to 77.99% |
| C minus | 70 to 72.99% |
| D plus | 68 to 69.99% |
| D | 63 to 67.99% |
| D minus | 60 to 62.99% |

## Classroom Protocol

Mutual respect and civility will be the foundation in this course. Every student will have an optimum opportunity for learning and gaining knowledge; differences of opinion are welcomed in a positive and encouraging manner. Some topics covered in this course may be considered sensitive, so please be respectful of all students' backgrounds and personal opinions.

## 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.

**Justice Studies Department 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.

# JS 117 / Qualitative Research Methods, Spring 2022

*The instructor reserves the right to alter this schedule at any time during the semester. Logging into Canvas multiple times a week will ensure that you are abreast of any changes that are made.

**Course Schedule**

| Week | Date | Topics, Readings, Assignments, Deadlines |
|:---:|:---|:---|
| 1 | Jan. 26-30 | **Introduction and Class Overview**<br>Readings and Lectures:<br>• Reading: Syllabus<br>• Lecture #1<br><br>Assignments<br>• Introduction Post (Due 1/30) |
| 2 | Jan. 31-Feb 6 | **Introduction to Qualitative Methods**<br>Readings and Lectures:<br>• Reading: *Guide to Qualitative Field Methods,* Ch. 1<br>• Reading: *On the Run*, Preface, Prologue, Introduction, Ch. 1<br>• Lecture #2<br><br>Assignments<br>• Discussion Post and Response: Conducting Qualitative Research in Justice Studies (Due 2/6) |
| 3 | Feb. 7-13 | **Research Ethics**<br>Readings and Lectures:<br>• Reading: *Guide to Qualitative Field Methods,* Ch. 2<br>• Reading: *On the Run*, Ch. 2<br>• Lecture #3<br><br>Assignments<br>• Discussion Post and Response: Ethical Dilemmas (Due 2/13) |
| 4 | Feb. 14-20 | **From Research Topic to Research Question**<br>Readings and Lectures:<br>• Reading: *Guide to Qualitative Field Methods,* Ch. 3<br>• Reading: Review Assignment #1 Prompt<br>• Lecture #4<br><br>Assignments<br>• Quiz: What research method corresponds to the research question? (Due 2/20) |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|---|---|---|
| | | • *On the Run* Discussion Post and Response: Intro and Ch. 1 (Due 2/20) |
| 5 | Feb. 21-27 | **Theory and Review of Literature**<br>Readings and Lectures:<br>• Reading: *Guide to Qualitative Field Methods,* Ch. 4<br>• Lecture #5<br><br>Assignments<br>• Quiz: Elements of a Literature Review |
| 6 | Feb. 28-March 6 | **Research Design and Methodology**<br>Readings and Lectures:<br>• Reading: *Guide to Qualitative Field Methods,* Ch. 5<br>• Reading: *On the Run*, Ch. 3<br>• Reading: Assignment #2 Prompt<br>• Lecture #6<br><br>Assignments<br>• *On the Run* Discussion Post and Response: Ch. 2-3 (Due 3/6) |
| 7 | March 7-13 | **Sampling and Generalizability**<br>Readings and Lectures:<br>• Reading: *Guide to Qualitative Field Methods,* Pp. 119-121, 146-147<br>• Reading: *On the Run*, Ch. 4<br>• Lecture #7<br><br>Assignments<br>• Discussion Post and Response: Creating a Sample (Due 3/13)<br>• Open Forum: Assignment #1 |
| 8 | March 14-20 | **Gaining Access and Recruiting Participants**<br>Readings and Lectures:<br>• Reading: *Guide to Qualitative Field Methods,* Ch. 6<br>• Reading: *On the Run*, Ch. 5<br>• Lecture #8<br><br>Assignments<br>• *On the Run* Discussion Post and Response: Ch. 4-5 (Due 3/20)<br>• Discussion Post and Response: Gaining Access to the Field (Due 3/20) |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|---|---|---|
| 9 | March 21-27 | **Observations**<br>Readings and Lectures:<br>• Reading: *Guide to Qualitative Field Methods,* Ch. 7<br>• Lecture #9<br><br>Assignments<br>• Assignment #1: Research Topic and Question (Due 3/27) |
| 10 | March 28-April 3 | <mark>**NO CLASS – SPRING BREAK**</mark> |
| 11 | April 4-10 | **Field Notes**<br>Readings and Lectures:<br>• Reading: *Guide to Qualitative Field Methods,* Ch. 9<br>• Reading: *On the Run*, Ch. 6<br>• Reading: Assignment #3 Prompt<br>• Lecture #10<br><br>Assignments<br>• Research Practice: Describe a Setting (Due 4/10)<br>• Open Forum: Assignment #2 |
| 12 | April 11-17 | **Interviews**<br>Readings and Lectures:<br>• Reading: *Guide to Qualitative Field Methods,* Ch. 8<br>• Reading: *On the Run*, Ch. 7<br>• Lecture #11<br><br>Assignments<br>• Assignment #2: Annotated Bibliography (Due 4/17) |
| 13 | April 18-24 | **Interviews (cont.) and Content Analysis**<br>Readings and Lectures<br>• Reading: *On the Run*, Conclusion and Epilogue<br>• Lecture #12<br><br>Assignments<br>• *On the Run* Discussion Post and Response: Ch. 6-7 (Due 4/24)<br>• Research Practice: Interviewing (Due 4/24)<br>• Open Forum: Assignment #3 |
| 14 | April 25-May 1 | **Coding and Data Analysis**<br>Readings and Lectures<br>• Reading: *Guide to Qualitative Field Methods,* Ch. 10<br>• Reading: Final Paper Prompt |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|------|------------------------------------------|
|  |  | • Lecture #13<br><br>Assignments<br>• Assignment #3: Research Methods (Due 5/1) |
| 15 | May 2-8 | **Coding and Data Analysis (cont.)**<br>Readings and Lectures<br>• Reading: *Guide to Qualitative Field Methods,* Ch. 11<br>• Readings: *On the Run*, Methodological Appendix<br>• Lecture #14<br><br>Assignments<br>• *On the Run* Discussion Post and Response: Conclusion and Appendix (Due 5/8)<br>• Research Practice: Coding (Due 5/8) |
| 16 | May 9-15 | **Peer Writing Workshop**<br>Readings and Lectures<br>• Lecture #15<br><br>Assignments<br>• Research Proposal Rough Draft (Due 5/11)<br>• Research Proposal Peer Review (Due 5/15) |
| 17 | May 16-19 | **Final Paper**<br>Assignments<br>• Final Research Proposal (Due 5/19) |