

San José State University
College of Social Sciences/Justice Studies
JS 117, Qualitative Research Methods, Section 01, Fall 2020

Course and Contact Information

Instructor: John Halushka, Ph.D.
Email: john.halushka@sjsu.edu
Office Hours: Online: Mon, Tues, Wed 1:00pm-3:00pm or by Appointment via Zoom
Join from PC, Mac, Linux, iOS or Android:
<https://sjsu.zoom.us/j/92737538715>
Class Days/Time: Monday and Wednesday 12:00pm-1:15pm
Classroom: Join from PC, Mac, Linux, iOS or Android:
<https://sjsu.zoom.us/j/89878099041?pwd=OGhsRysrcGhtdkpVK2l6WVhxR1p4UT09>
Password: js117
Or iPhone one-tap :
US: +13017158592,,89878099041# or +13126266799,,89878099041#
Or Telephone:
Dial(for higher quality, dial a number based on your current location):
US: +1 301 715 8592 or +1 312 626 6799 or +1 646 876 9923 or +1 253 215 8782 or +1 346 248 7799 or +1 669 900 6833
Meeting ID: 898 7809 9041
International numbers available: <https://sjsu.zoom.us/u/kb0KgajI1v>
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 synchronous online. This means that we will meet at the scheduled class time (Mon/Wed 12:00pm-1:15pm) in an online classroom via Zoom.

Technology Requirements

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 (<https://www.sjsu.edu/learnanywhere/equipment/index.php>). Students are responsible for ensuring that they have access to reliable Wi-Fi during class. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible to determine an alternative. 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>

Use of Camera in Class

You are encouraged (not required) to turn on your camera during class discussion/lecture. However if you choose not to, I completely understand that privacy of your home life and access to a room for privacy should not be a barrier to your success in this class. Nevertheless, you are required to participate in class discussions. Feel free to contact me if you have questions or concerns regarding this matter.

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 (if using):** 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.

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), 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.

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

Course Requirements and Assignments

Discussion Boards (10% of Grade) – Due 9/7, 9/21, 10/17, 11/2, and 11/30 by 11:59pm

Throughout the semester, students will participate in 5 online discussion boards about the book *On the Run* by Alice Goffman. Each Discussion Board will count for 2% of the final grade (10% total) Posts should be a maximum of 250 words. Students will be required to submit their posts the evening prior to in-class discussions. These posts will be used to guide in-class discussions. More detailed instructions will be posted on Canvas [CLO1, CLO2, and CLO4].

Out-of-Class Written Assignments

General formatting requirements for written assignments include a cover page, page numbering, 1” margins, strict double-spacing, and Times New Roman 12pt. font. All assignments must be written in formal English, with college-level writing mechanics, and APA-style formatting, inclusive of in-text citations and references. Written assignments must be submitted to Canvas unless otherwise noted by the instructor. **Students are 100% responsible for uploading the correct file when submitting an assignment. Failure to upload the correct file will result in a zero or an incomplete for the assignment depending on the grading structure.**

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 (20% of Grade) – Due 10/13 by 11:59pm

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. A detailed handout will be made available in a timely manner. [CLO3]

Literature Review (20% of Grade) – Due 10/25 by 11:59pm

Students will be required to write a literature review about their proposed research topic. The literature review should include a minimum of eight scholarly journal articles or books addressing theoretical and empirical research on the topic. A detailed handout will be made available in a timely manner [CLO2]

Assignment #2: Research Methods (20% of Grade) – Due 11/10 by 11:59pm

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. A detailed handout will be made available in a timely manner. [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. A detailed handout will be made available in a timely manner. [CLO3]

Final Research Proposal (30% of Grade) – Due 12/8 by 12:00pm

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. 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.

5 Discussion Boards: 10%

Assignment #1: 20%

Literature Review: 20%

Assignment #2: 20%

Research Proposal (Includes Assignment #3): 30%

Total: 100%

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

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) (<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) (<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.

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*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	Mon, August 23	Introduction and Class Overview Readings: Syllabus
1	Wed, August 25	Introduction to Qualitative Methods Readings: <i>Guide to Qualitative Field Methods</i> , Ch. 1
2	Mon, August 30	Readings: <i>On the Run</i> , Preface, Prologue, Introduction, Ch. 1
2	Wed, September 1	Research Ethics Readings: <i>Guide to Qualitative Field Methods</i> , Ch. 2
3	Mon, September 6	NO CLASS – LABOR DAY
3	Wed, September 8	Readings: <i>On the Run</i> , Ch. 2 Assignment: Discussion Board #1 (Due by Tues 9/7 11:59pm)
4	Mon, September 13	From Research Topic to Research Question Readings: <i>Guide to Qualitative Field Methods</i> , Ch. 3
4	Wed, September 15	Assignment #1 Review
5	Mon, September 20	Readings: <i>On the Run</i> , Ch. 3
5	Wed, September 22	Theory and Review of Literature Readings: <i>Guide to Qualitative Field Methods</i> , Ch. 4 Assignment: Discussion Board #2 (Due by Tues 9/21 11:59pm)
6	Mon, September 27	Literature Review discussion
6	Wed, September 29	Research Design and Methodology Readings: <i>Guide to Qualitative Field Methods</i> , Ch. 5
7	Mon, October 4	Readings: <i>On the Run</i> , Ch. 4
7	Wed, October 6	Gaining Access and Recruiting Participants Readings: <i>Guide to Qualitative Field Methods</i> , Ch. 6
8	Mon, October 11	Readings: <i>On the Run</i> , Ch. 5

Week	Date	Topics, Readings, Assignments, Deadlines
8	Wed, October 13	Assignment #2 Review Due today: Assignment #1 (Upload to Canvas by 11:59 PM)
9	Mon, October 18	Observations Readings: <i>Guide to Qualitative Field Methods</i> , Ch. 7 Assignment: Discussion Board #3 (Due by Sun 10/17 11:59pm)
9	Wed, October 20	Readings: <i>On the Run</i> , Ch. 6
10	Mon, October 25	Due today: Literature Review (Upload to Canvas by 11:59 PM)
10	Wed, October 27	Interviews Readings: <i>Guide to Qualitative Field Methods</i> , Ch. 8
11	Mon, November 1	Readings: <i>On the Run</i> , Ch. 7
11	Wed, November 3	Field Notes Readings: <i>Guide to Qualitative Field Methods</i> , Ch. 9 Assignment: Discussion Board #4 (Due by Tues 11/2 11:59pm)
12	Mon, November 8	Readings: <i>On the Run</i> , Conclusion and Epilogue
12	Wed, November 10	Due today: Assignment #2 (Upload to Canvas by 11:59 PM)
13	Mon, November 15	Assignment #3 Review
13	Wed, November 17	Validity and Reliability Readings: <i>Guide to Qualitative Field Methods</i> , Ch. 10
14	Mon, November 22	Film: <i>Boyz N' the Hood</i> Extra Credit: Visual Ethnography Field Notes and Analysis
14	Wed, November 24	NO CLASS – UNIVERSITY NON-INSTRUCTIONAL DAY
15	Mon, November 29	Coding and Data Analysis Readings: <i>Guide to Qualitative Field Methods</i> , Ch. 11
15	Wed, December 1	Readings: <i>On the Run</i> , Appendix Assignment: Discussion Board #5 (Due by Tues 11/30 at 11:59am)
16	Mon, December 6	Wrap Up and Review
Final	Wed, December 8	Due today: Final Project – Research Proposal (Upload to Canvas by 12:00PM)