

**San José State University**  
**College of Social Sciences**  
**Department of Justice Studies**  
**JS 207, Seminar in Qualitative Methods, Fall 2020**

**Course and Contact Information**

Instructor:	Dr. Adams
Office Location:	Zoom
Telephone:	(408) 924-3339—Please contact me via email or attend my office hours
Email:	ericka.adams@sjsu.edu
Office Hours:	Mondays, Tuesdays, and Wednesdays from 10 am to noon via Zoom: <a href="https://sjsu.zoom.us/j/293067550">https://sjsu.zoom.us/j/293067550</a>
Class Days/Time:	Wednesdays: 4:30 pm to 7:15 pm
Classroom:	Zoom: <a href="https://sjsu.zoom.us/j/97314566645?pwd=VmJ4UTRkYkZvdTY1bU1GWE dTalRjUT09">https://sjsu.zoom.us/j/97314566645?pwd=VmJ4UTRkYkZvdTY1bU1GWE dTalRjUT09</a> Password: 838796
Prerequisites:	Graduate standing; or instructor permission.

**Course Description**

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**

**Online Course**

This class adopts a synchronous, online format. Class will meet via Zoom on Wednesdays from 4:30 pm to 7:15 pm. All instruction takes place online, with no physical in-person or campus meetings. Internet connectivity, a computer, a voice recorder, and access to software apps (including Microsoft Office, Adobe Player, Canvas, etc.) are required for this class.

**Faculty Web Page and MYSJSU Messaging**

*Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/ericka.adams> and/or 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 see [Canvas Student Resources page](#)** ([http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)).*

## Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Understand the range and significance of ethical issues in qualitative research.
2. Apply qualitative data gathering techniques.
3. Evaluate the strengths and limitations of various data gathering techniques (e.g., interviews, observations, content analysis, and focus groups).
4. Apply reflectivity in qualitative research.
5. Apply literature to analyze qualitative data.
6. Develop original qualitative studies using various methodologies.

## Required Texts/Readings

### Textbook

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry & research design: Choosing among five approaches*. (4<sup>th</sup> ed.). Thousand Oaks: Sage Publications, Inc.

Cobbina, J. E. (2019). *Hands up don't shoot: Why the protests in Ferguson and Baltimore matter, and how they changed America*. New York: NYU Press.

### Other Readings

Required readings are listed below. **Additional readings may be provided throughout the course via Canvas.** Students are responsible for all additional readings.

Adams, E. B., Morris, P. K., and Maguire, E. R. (2018). Impact of gangs on community life in Trinidad. *Race and Justice*. First published online. doi: 10.1177/2153368718820577

Beatriz, E. D., Lincoln, A. K., Alder, J., Daley, N., Simmons, F., Ibeh, K., Figueroa, C., and Molnar, B. E. (2018). Evaluation of a Teen Dating Violence Prevention Intervention among Urban Middle-School Youth Using Youth Participatory Action Research: Lessons Learned from Start Strong Boston. *Journal of Family Violence*, 3, 563 – 578.

Charmaz, K. (2015). Teaching Theory Construction with Initial Grounded Theory Tools: A Reflection on Lesson and Learning. *Qualitative Health Research*, 25(12), 1610 – 1622. doi: 10.1177/1049732315613982.

Collins, R. E. (2014). 'Beauty and bullets': A content analysis of female offenders and victims in four Canadian newspapers. *Journal of Sociology*, 52(2), 296 – 310.

Feltwell, T., Vines, J., Salt, K., Blythe, M., Kirman, B., Barnett, J., Brooker, P., and Lawson, S. (2017) Counter-Discourse Activism on Social Media: The Case of Challenging "Poverty Porn" Television. *Computer Supported Cooperative Work*, 26, 345 – 385.

Fontana, A., & Frey, J. H. (2000). The interview: From structured questions to negotiated text. In N. K. Denzin, & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.). Thousand Oaks: Sage Publications.

- Gartner, K., Elliot, K., Smith, M., Pearson, H., Hunt, G., and Martin, R. E. (2018). People in Regular Society Don't Think You Can Be a Good Mother and have a Substance Use Problem. *Canadian Family Physician*, 64(7), 309 – 316.
- Jones, M., Pebley, A. R., and Sastry, N. (2011). Eyes on the Block: Measuring Urban Physical Disorder through In-Person Observation. *Social Science Research*, 40(2), 523 – 537.
- Katsulis, Y., Lopez, V., Durfee, A., and Robillard, A. (2010). Female Sex Workers and the Social Context of Workplace Violence in Tijuana, Mexico. *Medical Anthropology Quarterly*, 24(3), 344 – 362. doi: 10.1111/j.1548-1387.2010.01108.
- Kharel, D. (2015). Visual Ethnography, Thick Description and Cultural Representation. *Dhaulagiri Journal of Sociology and Anthropology*, 9, 147 – 160.
- Lincoln, Y. S. and Guba, E. G. (2000). Paradigmatic Controversies, Contradictions, and Emerging Confluences. In N. K. Denzin, & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.). Thousand Oaks: Sage Publications.
- Oliver, M. B. (1994). Portrayals of crime, race, and aggression in "reality-based" police shows: A content analysis. *Journal of Broadcasting & Electronic Media*, 38(2), 179–192.
- Shell-Duncan, B., Moreau, A., Wander, K., and Smith, S. (2018). The Role of Older Women in Contesting Norms Associated with Female Genital Mutilation/Cutting in Senegambia: A Factorial Focus Group Analysis. *POLS One*, 13(7), e0199217. doi: 10.1371/journal.pone.0199217.
- Winddance Twine, F. (2006). Visual ethnography and racial theory: Family Photographs as Archives of Interracial Intimacies. *Ethnic and Racial Studies*, 29(3), 487 – 511.

## 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 Monday, [nyle.monday@jsu.edu](mailto:nyle.monday@jsu.edu).

## Course Requirements and Assignments

**A. CITI Training Certificate.** Students are required to obtain CITI training for this class. Additional information will be provided in class.

**B. Content Analysis and Presentation.** For this assignment, students will conduct a content analysis of music videos/songs. All students will present the research they conduct for their content analysis. Additional information will be provided in class.

**C. Field Observation and Presentation.** Students will complete a field observation. All students will present the research they conduct for their field observation. Additional information will be presented in class.

**D. Semi-structured Interview Project and Presentation:** Students will conduct three semi-structured interviews for this class and present their findings via PowerPoint or Prezi. The interviews should be audio-recorded, transcribed, coded, and analyzed. Additional information will be presented in class.

**E. Participation:** Several qualitative techniques will be taught and practiced through in-class (Zoom) activities. As such, class activities and discussions are central to this course and will be much more productive if students are present and prepared to participate. Being prepared for class is key to making a meaningful contribution. **All students are expected to participate in class activities and discussions.**

“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.”

### **Final Examination or Evaluation**

The culminating activity for this class will be submission of the semi-structured interview project and completion of the semi-structured interview PowerPoint presentation.

### **Grading Information**

The grading scale implemented for this class is as follows:

*A plus = 100 to 97 points*  
*A = 96.9 to 94 points*  
*A minus = 93.9 to 90 points*  
*B plus = 89.9 to 87 points*  
*B = 86.9 to 84 points*  
*B minus = 83.9 to 80 points*  
*C plus = 79.9 to 77 points*  
*C = 76.9 to 74 points*  
*C minus = 73.9 to 70 points*  
*D plus = 69.9 to 67 points*  
*D = 66.9 to 64 points*  
*D minus = 63.9 to 60 points*  
*F = 59.9 points or lower*

### **Determination of Grades**

Your grade is composed of:

CITI Training Certificate	3 points
Content Analysis	20 points
Presentation of Content Analysis	3 points
Field Observation	20 points
Presentation of Field Observation	3 points
Semi-structured Interviews Project	30 points
Semi-structured Interviews PowerPoint Presentation	5 points
Participation	16 points

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Total	100 points
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## **Classroom Protocol**

All written assignments must be submitted by the due date to the respective Dropbox on Canvas. If you are unable to complete course requirements because of extenuating circumstances, please speak with (or email) Dr. Adams before the due date for the assignment. Late assignments are not accepted in this class.

**Zoom Policy:** Please turn on your cameras during class. Remember to look at the camera in order to make eye contact when you are speaking and turn off your mic when you are not. Students are expected to be engaged (and not doing non-class activities) during class.

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.

## **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.

## **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.

## **Additional Information**

APA format is required for all written assignments.

## JS 207 / Seminar in Qualitative Methods, Fall 2020

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
1	8/19	Syllabus, assignments, etc. <i>Introduction to Qualitative Methods</i>	2
2	8/26	<i>Research Ethics</i> Reading Due: <u>Christmas</u> : Ethics and Politics in Qualitative Research (online) <u>Creswell and Poth</u> : Chapters 1 and 3 Viewings Due: <u>Stanford Prison Experiment</u> , <u>Tearoom Trade</u> , and <u>Tuskegee Syphilis Experiment</u>	1
3	9/02	<i>Paradigms</i> Reading Due: <u>Creswell and Poth</u> : Chapter 2 <u>Lincoln and Guba</u> : Paradigmatic Controversies, Contradictions, and Emerging Confluences <b>Due: CITI Certificate on Canvas by 11:59 pm</b>	2
4	9/09	<i>Content Analysis and Grounded Theory</i> Reading Due: <u>Oliver</u> : Portrayals of Crime, Race, and Aggression in “Reality-Based” Police Shows: A Content Analysis <u>Collins</u> : ‘Beauty and bullets’: A content analysis of female offenders and victims in four Canadian newspapers <u>Feltwell, et al.</u> : Counter-Discourse Activism on Social Media: The Case of Challenging “Poverty Porn” Television <u>Charmaz</u> : Teaching Theory Construction with Initial Grounded Theory Tools: A Reflection on Lesion and Learning	2
5	9/16	<i>Introduction to Field Observation</i> Reading Due: <u>Creswell and Poth</u> : Chapter 4 <u>Jones, et al.</u> : Eyes on the Block: Measuring Urban Physical Disorder through In-Person Observation <u>Katsulis</u> : Female Sex Workers and the Social Context of Workplace Violence in Tijuana, Mexico	2
6	9/23	<i>Visual Ethnography and Thick Description</i> Reading Due: <u>Creswell and Poth</u> : Chapter 5 <u>Kharel</u> : Visual Ethnography, Thick Description and Cultural Representation <u>Winddance Twine</u> : Visual ethnography and racial theory: Family Photographs as Archives of Interracial Intimacies <b>Due: Content Analysis Presentation in class Content Analysis Paper on Canvas by 11:59 pm</b>	2 and 3

Week	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
7	9/30	<i>Interviews</i> Reading Due: <u>Fontana and Frey</u> : The Interview: From Structured Questions to Negotiated Text. (online) <u>Creswell and Poth</u> : Chapter 6 <u>Cobbina</u> : Introduction, Appendix A, and Appendix B	2
8	10/07	<i>Interviews</i> Reading Due: <u>Creswell and Poth</u> : Chapter 7 <u>Cobbina</u> : Chapters 1 and 2 <u>Adams, Morris, and Maguire</u> : The Impact of Gangs on Community Life in Trinidad <b>Due: Field Observation Presentation in class</b> <b>Field Observation Paper on Canvas by 11:59 pm</b>	2, 3, and 4
9	10/14	<i>Interview guides and practicing interviewing</i> Reading Due: <u>Creswell and Poth</u> : Chapter 8 <u>Cobbina</u> : Chapters 3 and 4	2
10	10/21	<i>PAR—Participatory Action Research, Autoethnography, Performance Ethnography</i> Reading Due: <u>Creswell and Poth</u> : Chapter 9 <u>Cobbina</u> : Chapters 5, 6, and Conclusion <u>Gartner</u> : People in Regular Society Don't Think You Can Be a Good Mother and have a Substance Use Problem <u>Beatriz, et al.</u> : Evaluation of a Teen Dating Violence Prevention Intervention among Urban Middle-School Youth Using Youth Participatory Action Research: Lessons Learned from Start Strong Boston	2
11	10/28	<i>Focus Groups</i> Reading Due: <u>Creswell and Poth</u> : Chapter 10 <u>Shell-Duncan, et al.</u> : The Role of Older Women in Contesting Norms Associated with Female Genital Mutilation/Cutting in Senegambia: A Factorial Focus Group Analysis	2
12	11/04	<i>Focus Groups</i> Reading Due: <u>Creswell and Poth</u> : Chapter 11 <b>Due: In-Class Focus Groups</b>	3 and 4
13	11/11	<b>Veteran's Day—No Class</b>	
14	11/18	<i>Individual Meetings with Dr. Adams and Peer Review</i>	2
15	11/25	<b>Non-Instructional Holiday—No Class</b>	
16	12/02	<b>Due: Semi-structured Interviews PowerPoint Presentation in class</b> <b>Due: Semi-structured Interviews Project on Canvas at 11:59 pm</b>	3, 4, 5, and 6

Week	Date	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add extra column(s) to meet your needs.)</i>	Learning Outcomes
Final Exam	12/09 @ 5:15 pm	<b>Due: Semi-structured Interviews PowerPoint Presentation in class</b>	3, 4, 5, and 6