

San José State University
College of Social Sciences
Department of Justice Studies
JS 207, Seminar in Qualitative Methods, Fall 2021

Course and Contact Information

Instructor:	Dr. Vera Sanchez
Office Location:	Zoom
Telephone:	Please contact me via email or attend my office hours
Email:	claudio.verasanchez@sjsu.edu
Office Hours:	Tuesdays (3pm-5pm) and Thursdays (2pm to 4 pm) via Zoom: https://sjsu.zoom.us/j/89136219194
Class Days/Time:	Thursday: 4:30 pm to 7:15 pm
Classroom:	Zoom: https://sjsu.zoom.us/j/87944856607?pwd=SXRWbDZoT1k2dVN6amdHOVVMamxJUT09
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

This course is a graduate seminar in qualitative research methods. In a graduate seminar, students meet regularly (online) to report and discuss an area of research under the guidance of a professor. The professor's role in this course is to guide your conversations, steer your thinking in intellectually sound directions, and to evaluate your work. The professor will not carry the conversation. Instead, the role of a seminar is to make students expert in an area of study. As a scholar, you should approach this course with the mentality that the group has the burden of educating itself. Since participation is a key element in this class, I recommend not taking this course if you anticipate being unable to contribute to class discussions.

Students will be assigned to lead the discussion for the week (discussion leader). These students are to conduct additional research on any issue related to the topic of the week (e.g., ethics in research, content analysis, semi-structured interviews, etc.) and present it to the class in a short and organized manner. For example, a student may read an article, book chapter, or official report, and discuss its relevance to the topic that week. In addition, students are expected to create a set of discussion questions that underscore critical themes or issues associated with the reading (5 questions will suffice) and are intended to facilitate the class discussion.

Online Course

This class adopts a synchronous, online format. Class will meet via Zoom on Thursdays 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).

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*. (4th 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.

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.

Christmas, C. G. (2005). Ethics and politics in qualitative research. In *Handbook of Qualitative Research*.

- 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.
- Linnenman, T., & Green, E. (2014). The walking dead and killing state: Zombification and normalization of police violence. *Theoretical Criminology*. DOI: 10.1177/1362480614529455
- 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.
- Vera Sanchez, C.G., & Portillos, E. L. (2018). Insiders and outsiders: Latino researchers navigating the studying of the police. *Race & Justice*. DOI: 10.1177/2153368718802410
- 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.

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.”

F. 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.

G. Discussion Leader. Students assigned to lead the discussion for the week must do the following: (1) help the class understand the qualitative research method or concept, (2) find peer-reviewed articles/research centered of the method or concept, and (3) prepare 5 discussion questions. The additional research you present to the class must advance our understanding of the topic for the week. It is not enough to read an article about a content analysis, and present an article about a content analysis. You must clearly describe help us understanding the concepts for the week in new and innovative ways (teach us something new).

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	Credit/No Credit
Content Analysis	20 points
Presentation of Content Analysis	5 points
Field Observation	20 points
Presentation of Field Observation	5 points
Semi-structured Interviews Project	30 points
Semi-structured Interviews PowerPoint Presentation	5 points
Participation	20 points
Discussion Leader	20 points
<hr/>	
Total	125 points

Classroom Protocol

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 *required* to turn on your camera during class discussion/lecture. However, if you have technical issues, please inform me. Technological impediments 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.

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 2021

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 <u>Video: Ontology, Epistemology, Methodology</u> Due: CITI Certificate on Canvas by 11:59 pm	2
4	9/09	<i>Content Analysis and Grounded Theory</i> Reading Due: <u>Linnemann, Wall, & Green</u> : <u>The walking dead and killing state: Zombification and the normalization of police violence</u> <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 Due: Content Analysis Presentation in class	2 and 3

Week	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
		Content Analysis Paper on Canvas by 11:59 pm	
7	9/30	Interviews 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	Interviews Reading Due: <u>Creswell and Poth</u> : Chapter 7 <u>Cobbina</u> : Chapters 1 and 2 Vera Sanchez and Portillos (2018): <u>Insiders and Outsiders: Latino Researchers Navigating the Studying of the Police</u> Due: Field Observation Presentation in class Field Observation Paper on Canvas by 11:59 pm	2, 3, and 4
9	10/14	Interview guides and practicing interviewing Reading Due: <u>Creswell and Poth</u> : Chapter 8 <u>Cobbina</u> : Chapters 3 and 4	2
10	10/21	PAR—Participatory Action Research, Autoethnography, Performance Ethnography 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	Focus Groups 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	Focus Groups Reading Due: <u>Creswell and Poth</u> : Chapter 11 Due: In-Class Focus Groups	3 and 4
13	11/11	Veteran's Day—No Class	
14	11/18	Individual Meetings with Vera Sanchez and Peer Review	2
15	11/25	Non-Instructional Holiday—No Class	
16	12/02	Due: Semi-structured Interviews PowerPoint Presentation in class	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
		Due: Semi-structured Interviews Project on Canvas at 11:59 pm	
Final Exam	12/13 @ 2:45pm-5pm	Due: Semi-structured Interviews PowerPoint Presentation in class	3, 4, 5, and 6