

**San José State University**  
**Department of Justice Studies**  
**JS 207, Seminar in Qualitative Research Methods, Fall 2019**

**Course and Contact Information**

<b>Instructor:</b>	John Halushka, Ph.D.
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<b>Office Hours:</b>	Wednesday 10:00am-12:00pm Thursday 2:00pm-4:00pm Friday 1:00pm-3:00pm (only by appointment)
<b>Class Days/Time:</b>	Thursday 4:30pm-7:15pm
<b>Classroom:</b>	MacQuarrie Hall 526

**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.

*Prerequisites: Graduate standing or instructor permission.*

**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.

**Course Learning Outcomes (CLO)**

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

- I. Understand and intelligently discuss the purpose and strengths of qualitative research, at an advanced level.
- II. Critically assess qualitative research in justice studies at an advanced level.
- III. Collect, analyze, and disseminate qualitative research in justice studies at a graduate level.

## Required Texts/Readings

### Textbook

K. Luker (2008) *Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut*. Harvard University Press. ISBN: 978-0674048218

M. Duneier, P. Kasinitz, and A.K. Murphy (2014) *The Urban Ethnography Reader*. Oxford University Press. ISBN: 978-0-19-974357-5.

### Other Readings

Weekly Course Readings (Provided on Canvas)

### Library Liaison

Silke Higgins, [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu), (408) 808-2118  
<http://libguides.sjsu.edu/justicestudies>

### Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

- **Weekly Reading Assignments and Canvas Responses**

All reading assignments must be completed *before* class. Students are expected to come to class prepared to discuss the week's reading assignments and to actively participate in class discussions. To stimulate classroom dialogue, students will be required to submit a short reading response to Canvas by Thursday at 3:30pm. Each response should be a maximum of 250 words and should address the following questions:

  1. What is the general theme of this week's readings?
  2. Is there anything that you did not understand about the readings?
  3. If you could ask the author(s) one question, what would it be?
- **Research Design Exercises**

During the first half of the semester students will complete a total of six (6) short exercises from *Salsa Dancing into the Social Sciences*. These exercises are cumulative and designed to help students think through the early stages of their research projects.
- **Research Memo and Workshop**

Students will complete a semester-long qualitative research project. Before collecting data, students must submit a short research memo (1,000 words max) outlining their research question(s), research methods, data sources (i.e. field site, interview sample, or archive), potential ethical issues, and plans for IRB. Students will present their research memos to the class for constructive feedback.

NOTE: If the data collected from human subjects will not be used in publication or dissemination beyond this class, then it is NOT considered research and IRB approval is not needed. **If the work will be disseminated, such as in a master's thesis, then the student will need to submit an IRB protocol under the instructor's supervision.** The info about what is needed in that case is on this website:

<http://www.sjsu.edu/gradstudies/irb/index.html>. Students need to inform me, the instructor, ASAP if you plan to use the research collected in this class for dissemination purposes outside this class since your IRB will need to be submitted under my supervision

- **Data Collection and Workshop**

During the second half of the semester students will collect data for their research projects. Students will present excerpts of their raw data to the class (e.g. field notes, interview transcripts, archival material) for constructive feedback

- **Final Paper and Presentation**

At the end of the semester students will submit an original, qualitative research paper based on data gathered during the semester. The length of the paper is 15-25-pages, double-spaced, in APA format. Please provide a paper copy of your paper [duplex printing required] in class as well as upload your paper on Canvas so it can be checked by Turn-it-in.com. Students will also give a 15-20-minute oral presentation. Students are expected to discuss their research design and outline the main findings of their projects. Each presentation will be followed by a 10-15-minute Q and A.

**Late assignments will lose 10% for every calendar date they are late.** The penalty will be waived only in cases where students are facing an emergency or crisis.

NOTE: It should be noted that the Academic Vice President in a memorandum dated October 25, 1977 cites a university policy that states that there shall be an appropriate final examination or evaluation at the officially scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.

NOTE that University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

## **Grading Policy**

Final grades will be evaluated as follows:

Weekly Assignments and Responses: 10%

Research Exercises: 10%

Research Memo and Presentation: 10%

Data Collection and Presentation: 10%

Final Presentation 20%

Final Paper 40%

## **Grading Scale**

+/- Grading: This course will be using the +/- system on final grades based on the following percentages:

A (100-93)

A- (92-90)

B+ (89-87)

B (86-83)

B- (82-80)

C+ (79-77)

C (76-73)

C- (72-70)

D+ (69-67)

D (66-63)

D- (62-60)

F (59 and below)

Note: "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

## **Classroom Protocol**

### **Attendance/Punctuality**

Regular attendance and punctuality are encouraged. Students who are routinely inattentive, or who choose not to contribute to in-class discussion and activities, will be noted and may result with up to 10% (one letter grade) deducted from the final grade.

### **Cell Phones/Texting**

Please put your cell phones on "silent" during class and do not answer calls or respond to text messages during class. Responding to calls or texts during class not only distracts you from the discussion, it also distracts other students and the instructor.

If you use a laptop, you may only use it for note-taking purposes. If I find that students are using their laptops for any other purposes besides note taking (e.g. checking email, chatting with friends, using social media) I will ban the use of laptops in class.

Routine phone calls, texting or other online activity during class will be noted and may result with up to 10% (one letter grade) deducted from the final grade.

## **University Policies**

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/ drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic Integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>

Never present another's argument as your own. Reliable sources for all assertions should be cited in the American Psychological Association (APA) format. Detection of plagiarism will result with NO CREDIT earned for the assignment.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living

Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>.

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at <http://www.sjsu.edu/counseling>.

### **CASA Student Success Center**

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: 408.924.2910. Website: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout.

## **Department of Justice Studies**

### **JS 207, Seminar in Qualitative Research Methods, Fall 2017**

#### **Course Schedule**

Part I: Conceptualizing Qualitative Methods – Research Design

#### **Week 1 (8/22): Introduction**

- Syllabus

#### **Week 2 (8/29): From Research Topic to Research Question**

- Kristen Luker – *Salsa Dancing into the Social Sciences*
  - Chapters 1-4, 8
  - Complete Exercises 1-4, 8

### **Week 3 (9/5): Reviewing the Literature**

- Stefan Timmermans and Iddo Tavory – “Theory Construction in Qualitative Research: From Grounded Theory to Abductive Analysis”
  - Canvas
- Kristen Luker – *Salsa Dancing into the Social Sciences*
  - Chapters 5
  - Complete Exercise 5

### **Week 4 (9/12): Sampling, Operationalization, and Generalization**

- Kristen Luker – *Salsa Dancing into the Social Sciences*
  - Chapters 6
  - Complete Exercise 6
- Mario Small – “How Many Cases Do I Need?”
  - Canvas

### **Week 5 (9/19): Ethics and IRB**

- Angelical Orb, et al. – “Ethics in Qualitative Research”
  - CANVAS
- Alice Goffman – “On the Run: Wanted Men in a Philadelphia Ghetto”
  - *Urban Ethnography Reader*, pp. 745-766
- Alice Goffman – Methodological Appendix
  - CANVAS
- Steven Lubet – “Ethics on the Run”
  - CANVAS
- Alice Goffman – “A Reply to Professor Lubet’s Critique”
  - CANVAS

## **RESEARCH MEMO DUE**

### **Week 6 (9/26): Research Memo Presentations #1**

- Readings TBD based on students’ research topics

### **Week 7 (10/3): Research Memo Presentations #2**

- Readings TBD based on students’ research topics

## Part II: Data Collection

### **Week 8 (10/10): Gaining Access and Recruiting Subjects**

- Robert S. Weiss – *Learning from Strangers*, Ch. 2
  - CANVAS
- Phillippe Bourgois – “Violating Apartheid in the United States”
  - *Urban Ethnography Reader*, pp. 801-822



### **Week 9 (10/17): Collecting Data – Interviews and Focus Groups**

- Robert S. Weiss – *Learning from Strangers*, Ch. 3-4
  - Canvas
- Kathryn Edin and Christopher Jencks – “Welfare”
  - *Urban Ethnography Reader*, pp. 711-723

### **Week 10 (10/24): Collecting Data – Ethnography**

- Robert M. Emerson, et al. – *Writing Ethnographic Fieldnotes*, Ch. 3
  - Canvas
- “Ethnographers and Their Subjects”
  - *Urban Ethnography Reader*, pp. 767-771
- Sudhir Venkatesh – “The Hustler and the Hustled”
  - *Urban Ethnography Reader*, pp. 831-848

### **Week 11 (10/31): Data Presentations #1**

- Readings TBD based on students’ research topics

### **Week 12 (11/7): Data Presentations #2**

- Readings TBD based on students’ research topics

## Part III: Data Analysis

### **Week 13 (11/14): Making Sense of Qualitative Data**

- Robert M. Emerson, et al. – *Writing Ethnographic Fieldnotes*, Ch. 6
  - CANVAS
- Colin Jerolmack and Shamus Khan – “Talk is Cheap”
  - CANVAS
- Colin Jerolmack – “How Pigeons Became Rates”
  - CANVAS

### **Week 14 (11/21): What’s the point? Qualitative Research and Public Policy**

- “But Does it Have a Point? Ethnography and Social Policy”
  - *Urban Ethnography Reader*, pp. 681-684
- Matthew Desmond – “Prologue: A Cold City” and “Home and Hope”
  - CANVAS

### **Week 15 (11/28): NO CLASS – THANKSGIVING HOLIDAY**

### **Week 16 (12/5): Final Paper Presentations**

### **Week 17 (12/15): Final Paper Presentations**

**FINAL PAPER DUE 12/14 BY 11:59PM**