

San José State University
Justice Studies Department
“Qualitative Research Methods”
JS-117 (section 01 #25320)
Spring 2019

Instructor:	Alessandro De Giorgi
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Office Hours:	MON/WED: 12pm – 2pm FRI: 1pm – 3pm (only by appointment)
Class Days/Time:	MON/WED: 3pm – 4:15pm
Classroom:	Dwight Bentel Hall 225

COURSE CATALOG 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 LEARNING OUTCOMES (CLO)

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

1. Apply qualitative data gathering techniques.
2. Analyze the strengths and limitations of various data gathering techniques (e.g., interviews, observations, content analysis, focus groups, and visual ethnography).
3. Identify and explain the range and significance of ethical issues in qualitative research.
4. Describe current methodological debates.
5. Apply reflectivity in qualitative research.
6. Apply literature to analyze qualitative data.

REQUIRED TEXTBOOKS

- 1) Bailey, C. R. (2017) *A guide to Qualitative Field Research* (3 ed.). Thousand Oaks: Sage.
[Available at Spartans Bookstore]
- 2) Goffman, A. (2014) *On the Run: Fugitive Life in an American City*. Chicago: The University of Chicago Press.
[Available at Spartans Bookstore]

CLASSROOM PROTOCOL

Attendance: According to University policy F69-24 “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”. Attendance is taken at each class meeting using sign-in sheets.

Etiquette: While in class please turn your cell phone off. If your laptop has wireless access you may use it to access information relevant to the discussion, but please do not read emails, newspapers or other non-class related material during class. Students are encouraged to speak up with questions and comments, and to respond to points raised by other students. However, the maintenance of an effective discussion space in class requires all of us to act with respect for everyone else in the room.

DROPPING AND ADDING

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://www.sjsu.edu/registrar/calendar/2192/index.html](http://www.sjsu.edu/registrar/calendar/2192/index.html). [Information about late drop is available at http://www.sjsu.edu/aars/policies/latedrops/policy/](http://www.sjsu.edu/aars/policies/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

ASSIGNMENTS AND GRADING POLICY

<i>Assignment</i>	<i>Due</i>	<i>Percent of grade</i>
IN-CLASS TEST 1: Two short-answer questions	3/27/19	(in class) 20%
IN-CLASS TEST 2: Two short-answer questions	5/20/19	(in class) 20%
FIELDNOTES	3/25/19	(at home) 20%
ORAL HISTORY INTERVIEW	4/22/19	(in class) 20%
REFLECTION PAPER	5/13/19	(at home) 20%

COURSE ASSIGNMENTS

1) IN-CLASS TESTS 1-2 (20% + 20% of total grade)

These tests will be taken in class, and will consist of two short-answer questions about the textbook (Bailey, C.R., *A guide to Qualitative Field Research*). Each question will receive a grade ranging between 0 and 10 (for a maximum of 20 points for each test). Students should come to class with their own blue book on the date the tests are due (**3/27/19 and 5/20/19**).

PLEASE NOTE: during the test *no notes, books, open laptops, or mobile phones* will be allowed.

2) FIELDNOTES (20% of total grade)

This assignment will be completed at home. Students are expected to write a 2-pages long, (double spaced) field-note from an ethnographic fieldwork observation. The specific ethnographic project each student will undertake will be discussed and approved in class on 2/25/2019. Additional information about this assignment will be provided in class.

PLEASE NOTE: *This assignment must be submitted in class on 3/25/19*

3) ORAL HISTORY INTERVIEW (20% of total grade)

This assignment will be completed at home. Students are expected to conduct one oral history interview for this class. The specific oral history project each student will undertake will be discussed and approved in class on 3/18/2019. The interview should be audio-recorded, transcribed, coded, and analyzed. Additional information about this assignment will be provided in class.

PLEASE NOTE: *This assignment must be submitted in class on 4/22/19*

4) REFLECTION PAPER (20% of total grade)

For this assignment students are expected to write a 3-pages long (double-spaced) reflection paper on the book by Alice Goffman, *On the Run: Fugitive Life in an American City* (2014). The reflection paper is due on **5/13/19**. Students are asked to write a short comment/critique on the book's content, expressing their point of view on the book as openly as possible. Please remember that *grammar, syntax, and structure* are relevant elements of your grade: assignments should always be proof-read before submission. The reflection paper will receive a grade between 0 and 20 points.

PLEASE NOTE: *This assignment must be submitted in class on 5/13/19*

GRADING SYSTEM

<i>Grading System</i>	<i>Grade</i>
98-100	A+
94-97	A
91-93	A-
88-90	B+
84-87	B
81-83	B-
78-80	C+
74-77	C
71-73	C-
68-70	D+
64-67	D
61-63	D-
<60	F

ACADEMIC INTEGRITY

Students should know that the University's [Academic Integrity Policy is available at http://info.sjsu.edu/static/schedules/integrity.html](http://info.sjsu.edu/static/schedules/integrity.html). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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 website for [Student Conduct and Ethical Development is available at http://www.sjsu.edu/studentconduct/docs/ENGLISH%20Brochure.pdf](http://www.sjsu.edu/studentconduct/docs/ENGLISH%20Brochure.pdf).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

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 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

STUDENT TECHNOLOGY RESOURCES

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

LEARNING ASSISTANCE RESOURCE CENTER

The Peer Connection Center is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The Peer Connections website is located at http://peerconnections.sjsu.edu/](http://peerconnections.sjsu.edu/).

SJSU WRITING CENTER

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/](http://www.sjsu.edu/writingcenter/).

PEER MENTOR CENTER

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. [Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/).

**JS-117 Qualitative Research Methods
SPRING 2019**

MON-WED: 3pm – 4:15pm
Dwight Bentel Hall 225

COURSE SCHEDULE

WEEK	DATE	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
1	M: 1/28/19	SYLLABUS / ASSIGNMENTS / DEADLINES
	W: 1/30/19	Bailey, <i>A Guide to Qualitative Field Research</i> (Chapter 1)
2	M: 2/4/19	Goffman, <i>On the Run</i> (Introduction / Chapter 1)
	W: 2/6/19	Bailey, <i>A Guide to Qualitative Field Research</i> (Chapter 2)
3	M: 2/11/19	Goffman, <i>On the Run</i> (Chapter 2)
	W: 2/13/19	Bailey, <i>A Guide to Qualitative Field Research</i> (Chapter 3)
4	M: 2/18/19	Goffman, <i>On the Run</i> (Chapter 3)
	W: 2/20/19	Bailey, <i>A Guide to Qualitative Field Research</i> (Chapter 4)
5	M: 2/25/19	FIELDNOTES ASSIGNMENT: IN-CLASS DISCUSSION & APPROVAL
	W: 2/27/19	Bailey, <i>A Guide to Qualitative Field Research</i> (Chapter 5)
6	M: 3/4/19	Goffman, <i>On the Run</i> (Chapter 4)
	W: 3/6/19	Bailey, <i>A Guide to Qualitative Field Research</i> (Chapter 6)
7	M: 3/11/19	Goffman, <i>On the Run</i> (Chapter 5)
	W: 3/13/19	Bailey, <i>A Guide to Qualitative Field Research</i> (Chapter 7)
8	M: 3/18/19	ORAL HISTORY ASSIGNMENT: IN-CLASS DISCUSSION & APPROVAL
	W: 3/20/19	Bailey, <i>A Guide to Qualitative Field Research</i> (Chapter 8)
9	M: 3/25/19	FIELDNOTES ASSIGNMENT DUE IN CLASS: 20% OF GRADE
	W: 3/27/19	IN-CLASS TEST 1: 20 % OF GRADE
10	M: 4/1/19	NO CLASS: SPRING RECESS
	W: 4/3/19	NO CLASS: SPRING RECESS
11	M: 4/8/19	Goffman, <i>On the Run</i> (Chapter 6)
	W: 4/10/19	Bailey, <i>A Guide to Qualitative Field Research</i> (Chapter 9)

WEEK	DATE	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
12	M: 4/15/19	Goffman, <i>On the Run</i> (Chapter 7)
	W: 4/17/19	Bailey, <i>A Guide to Qualitative Field Research</i> (Chapter 10)
13	M: 4/22/19	ORAL HISTORY ASSIGNMENT DUE IN CLASS: 20% OF GRADE
	W: 4/24/19	Bailey, <i>A Guide to Qualitative Field Research</i> (Chapter 11)
14	M: 4/29/19	Goffman, <i>On the Run</i> (Conclusion / Epilogue)
	W: 5/1/19	Bailey, <i>A Guide to Qualitative Field Research</i> (Chapter 12)
15	M: 5/6/19	Goffman, <i>On the Run</i> (Appendix)
	W: 5/8/19	Bailey, <i>A Guide to Qualitative Field Research</i> (Chapter 13)
16	M: 5/13/19	REFLECTION PAPER DUE IN CLASS: 20% OF GRADE
17	M: 5/20/19	FINAL EXAM (12:15-2:30PM) – IN CLASS TEST 2: 20% OF GRADE