

**San José State University**  
**Department of Justice Studies**  
**JS 117, Qualitative Research Methods, Section 01**

**Course and Contact Information**

Instructor(s): Stephen J. Morewitz, Ph.D.  
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Office Hours:  
Mon., 3-4 PM

Class Days/Time: MW, 9-10:15 AM  
Classroom: MacQuarrie Hall 322

**Faculty Web Page**

<https://www.sjsu.edu/justicestudies/our-department/faculty-and-staff/morewitz-s/index.html>

**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**

**In Person**



## Qualitative Research Methods

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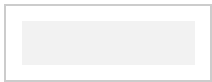
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## Teaching Methods

The course will be devoted to lecturing, exercises, debates, role plays, student-generated multiple-choice test items, student lectures, video presentations, and student small group discussion. Other teaching methods include enrichment materials and Q and A sessions.

## Course Requirements and Assignments

1. *Midterm (Multiple-choice and/or True/False Test Items) (25% of total grade) (Midterm on 10.3.22)*
2. *Day-in-the-Life Diary (Word.doc File Only) (25% of total grade) (Due: 12.5.22)*

Students in two-member teams will plan, design, and implement a Day-in the-Life Diary Project. Students will carry out the Day-in-the-Life Diary Project by selecting and applying a justice studies theory from the required and recommended texts and peer-review justice studies journal articles and books. As part of their Day in-the-Life Diary Project students will:

- a. Read the required and recommended texts, peer-review justice studies journal articles, and books (no newspapers, magazines, or websites) related to justice studies theories, concepts, and research methods and findings.
- b. Include a written list of your texts and other peer-review justice studies references using the APA format.
- c. Critically evaluate in writing the salient points of your readings.
- d. Prepare a Day-in-the-Life Diary about a justice studies theory using your observation of part of your regular day, e.g., working at home, waiting for a bus, studying in the library.
- e. Use your critical analysis of your peer-review justice studies articles and books to explain in writing the ways in which your Day-in-the-Life illustrates a justice studies theory or concept.
- f. Give a 10-15 Minute Team Day-in-the-Life Diary Video Presentation using your Day-in-the-Life Diary observations and written summary of your analysis of the readings.
- g. Submit a 8-typed page Word.doc-file only that is divided into two sections, 3-page diary entry with a heading and a 5-page analysis with a heading and at least **six** peer-review justice studies references, double-space, title page, in-text citations, and the list of at least **six** peer-review justice studies references (including volume #s, issues #s, and page #s) using only the APA format). You should have a Turnitin Similarity Score of nine percent or lower. Otherwise, you receive a failing score.





**ИИТЦ**


**Per II**




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Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
6		<p>Hennink et al. Chapter 6: Sampling and participant recruitment <i>What is purposive sampling?</i></p> <p><i>Purposive sampling process?</i></p> <p><i>Participant recruitment strategies</i></p> <p><i>How many participants? The principle of saturation</i></p> <p><i>Evaluating quality</i></p> <p>Morewitz, Chapter 6</p>	CLO
7		<p>Hennink et al. Chapter 7: In-depth interviews <i>What is an in-depth interview?</i></p> <p><i>When to use in-depth interviews</i></p> <p><i>Purpose of an in-depth interview</i></p> <p><i>The cyclical nature of data collection</i></p> <p><i>Developing an interview guide</i></p> <p><i>Preparing for data collection</i></p> <p><i>Conducting the interview: skills of the interviewer</i></p> <p><i>Strengths and limitations</i></p> <p><i>Evaluating quality</i></p> <p>Morewitz, Chapter 7</p>	CLO


Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
11		<p>Hennink et al. Chapter 11: Textual data analysis <i>After you write</i></p> <p><i>Developing an analysis plan</i></p> <p><i>Searching data</i></p> <p><i>The cyclical process of analysis</i></p> <p><i>Description</i></p> <p><i>Comparison</i></p> <p><i>Categorizing and conceptualizing</i></p> <p><i>Theory development</i></p> <p><i>Evaluating quality</i></p> <p>Morewitz, Chapter 11</p>	CLO
12		<p>Hennink et al. Chapter 12: From analysis to participatory action <i>From analysis to participatory action</i></p> <p><i>The overall participatory qualitative research cycle</i></p> <p><i>The different roles of the researcher</i></p> <p><i>Evaluating quality</i></p> <p>Morewitz, Chapter 12</p>	CLO