

San José State University

Course and Contact Information

Instructor: Dr. Vera Sanchez

Office Location: Zoom and Ginger Market (bottom of MacQuarrie Hall)

Telephone: Please contact me via email or attend my office hours

Email: claudio.verasanchez@sjsu.edu

Office Hours: All day, every day, I am your humble servant. No seriously, my office hours are on Mondays (2:30pm-3:30pm, in-person, Ginger Market). Also, Tuesdays (3pm-5pm), Wednesdays (

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.

Zoom Readiness

This course will be in person. However, given health mandates or emergency situations, the course may adapt to a synchronous online format. Please be ready if the class moves to Zoom. Internet connectivity, a computer, a voice recorder, and access to software apps (including Microsoft Office, Adobe Player, Canvas, etc.) are required for this class.

COVID Protocols:

Your cooperation is essential to our ability to hold in-person courses. Here are s.

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). *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.

Christians, 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.

“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.”

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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.

Course Schedule. I reserve the right to make changes to the syllabus in order to improve this course. Please check Canvas, your email, and class sessions for potential updates.

Week	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
1	8/22	<p>Syllabus, assignments, etc.</p> <p><i>Introduction to Qualitative Methods</i></p> <ol style="list-style-type: none"> 1. What are qualitative research methods? 2. What is the difference between qualitative and quantitative research methods? Please provide examples. Which research methods are better, qualitative or quantitative? 3. Is it possible to use qualitative methods to understand racism in bigoted comedy? Please read “When bigoted humor isn’t just a joke” by Dr. Raul Perez: https://www.zocalopublicsquare.org/2016/09/19/bigoted-humor-isnt-just-joke/ideas/nexus/ 4. Can qualitative methods advance our understanding of the complexities of consensual sex? Please read “Cat person” by Kristen Roupenian: https://www.newyorker.com/magazine/2017/12/11/cat-person 	2
2	8/29	<p><i>Research Ethics</i></p> <p>Reading Due: <u>Christians</u>: Ethics and Politics in Qualitative Research (online) <u>Creswell and Poth</u>: Chapters 1 and 3</p> <p>Viewings Due: Stanford Prison Experiment, Tearoom Trade, and Tuskegee Syphilis Experiment</p> <p>Discussion Leaders: Patricia Advincula, Jannet Castaneda, Desarey Castellanos</p>	1
3	9/05		2
4	9/12	<p><i>Paradigms</i></p> <p>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></p> <p>Due: CITI Certificate on Canvas by 11:59 pm</p> <p>Discussion Leaders: Daniela Moreno, Gabriel Coronado, Eva Gonzales</p>	2
5	9/19	<p><i>Content Analysis and Grounded Theory</i></p> <p>Reading Due: <u>Linnemann, Wall, & Green</u>: <u>The walking dead and killing state: Zombification and the normalization of police violence</u></p>	

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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 4:30 pm	
16	12/05	Due: Semi-structured Interviews PowerPoint Presentation in class	3, 4, 5, and 6
Final Exam	12/12 @ 2:45pm-5pm	Due: Semi-structured Interviews PowerPoint Presentation in class	3, 4, 5, and 6