

CJ 8330: Approaches to Qualitative Research

Instructor: Dr. Jen Wood
Office: Rm 527, Gladfelter Hall
Office Hours: Monday, 12:00-2:00pm
Telephone: 215-204-8055
E-mail: woodj@temple.edu

Class location and time

Wednesdays, 3:00 to 5:30 pm
Gladfelter Hall, Rm 553

Course description

Qualitative researchers seek to better understand the meanings people attach to everyday experiences, phenomena, actions and interactions. In this pursuit, researchers make a series of choices. They choose an interesting question and then they set about answering this question by adopting a particular approach to inquiry. A wide range of approaches is available to choose from including, but not limited to narrative research, phenomenological research, case study research, ethnographic research and participatory action research. Researchers may even choose to conduct studies that mix qualitative and quantitative designs.

More fundamentally, researchers must be clear about the worldview or paradigm that informs their search for knowledge. A worldview contains sets of assumptions about the nature of reality and what can be known and discovered. Each worldview also contains beliefs about whether researchers should be emotionally engaged in their inquiries, or whether they must function as 'disinterested scientists'. The most commonly discussed worldviews are positivism, social constructivism/interpretive, advocacy/participatory, and pragmatism.

Once researchers make their choices about paradigms, questions, and approaches, they can 'get their hands dirty' and apply their skills of data gathering, analysis and representation. The skills of seeing (observing) and hearing (interviewing) are essential to the research enterprise, as are the skills of 'questioning' (asking cool questions), writing, reflecting, conceptualizing, thinking critically, and 'putting it all together'. While humans possess these innate skills, they must be 'stretched' and 'exercised' in order to be utilized to their fullest.

This course will provide an introduction to different paradigms, approaches and skills that constitute part of a very broad field of qualitative research. This course is designed to be highly interactive. All members of the class will play an active role in leading discussions, sharing knowledge and experiences, and voicing concerns and questions. Students will conduct exercises for 'stretching' their skills of observation and interviewing. They will also gain experience in reviewing and critiquing published research. Finally, they will examine some of the more complex issues surrounding the ethics of research with human subjects.

Course objectives

1. Understand, compare and debate the different worldviews that inform researchers' choices about research questions and strategies, with an emphasis on four paradigms (positivism, social constructivism/interpretive, advocacy/participatory, and pragmatism)
2. Examine and contrast the core elements of different approaches to inquiry, with an emphasis on five of these approaches (narrative research, phenomenological research, case study research, ethnographic research and participatory action research)
3. Identify and exercise the various skills required for collecting, analyzing and representing data
4. Review and critique different examples of published qualitative research
5. Explore the ethical complexities surrounding research with human subjects

Course readings

Most course readings will be posted on Blackboard. These will be available in portable document format (PDF) for your individual, educational use only (in accordance with copyright law). If you don't already have the PDF reader software you can download this for free at www.adobe.com.

In addition, you will be required to purchase two books. I would suggest that you order them online through either Amazon or Barnes and Noble. I've indicated the prices below (this is for new ones - you might be able to get a deal on used ones). The first book is:

Van Maanen, J. (1988) *Tales of the Field: On Writing Ethnography*. Chicago: University of Chicago Press. \$10.00 (Amazon) \$10.00 (Barnes and Noble)

You have a choice with respect to the second book that you buy. Each of these is an ethnography. Please choose one of these three (you'll be asked to write a review on the one you choose - more on this later). If you have already read one of these (such as *Code of the Street*) I would ask that you please choose another one (good to have fresh eyes...). Here are your options:

Marks, M. (2005) *Transforming the Robocops: Changing Police in South Africa*. Durban: University of Kwazulu-Natal Press. \$34.95 (Amazon) \$17.47 (Barnes and Noble)

OR

Herbert, S. (1997) *Policing Space: Territoriality and the Los Angeles Police Department*. Minneapolis: University of Minnesota Press. \$20.00 (Amazon)

OR

Anderson, E. (1999) *Code of the Street: Decency, Violence and the Moral Life of the Inner City*. New York: W.W. Norton and Company. \$12.21 (Amazon) \$17.95 (Barnes and Noble)

Assessments

There are five kinds of assessments, each worth 20% of the final grade. They are designed to promote course objectives. A brief description of these is provided here followed by a summary table.

Class participation

This course is organized as a graduate seminar. Having provided a basic structure to the course, my preference is to serve as an overall course facilitator. This course will come alive if everyone plays an active role in sharing knowledge and ideas, and expressing concerns or challenging problems for the class to grapple with. As such, overall class participation will count towards 20% of the final grade. This will be based largely on my assessment of the quality and quantity of your participation (with a slightly larger emphasis on quality).

I hope it goes without saying that this class values diversity and stresses the importance of listening to others with respect. The usual protocols around cell phone use and other potentially distracting behavior apply.

Homework assignments and exercises

You will be assigned homework assignments and/or take-home exercises on a regular basis. Homework assignments usually involve a question related to an upcoming reading. I may ask you to write a brief summary of an argument or I may ask you to provide some reflective comments about an issue emerging from a reading. More information on each assignment, its respective point value, and its due date will be provided as we go along.

As part of this overall assessment you will also be asked to do exercises on a particular research skill. For instance, I may ask you to describe a still scene or a social setting or a particular physical location (such as a city park) in Philadelphia. With such an assignment you would be required to write down your description and submit this to me as a field note. More information on specific exercises, their respective point values, and their due dates will be provided as we go along.

Presentation and paper

In the course schedule below you will see that there are particular readings that have an asterisk beside them. In our first class I will ask you to choose one of these readings. In the relevant class period you will be asked to provide a presentation on this paper to the class. This presentation should be structured in a way that will allow you to facilitate a class discussion on the paper. As such, you should cover the basic elements of the paper to demonstrate your comprehension. You should then share your observations, including any elements of a critique. Think about provocative questions to ask the class. Overall, you should think of this as an interactive seminar that you facilitate. You can use an hour of the class period, with about 20-30 minutes for presentation, followed by a 30 minute discussion. You will then be required to submit a paper on this presentation which should incorporate any useful insights gained from the class discussion. This paper will be due a week after your presentation and should be no longer than about 5 double-spaced pages. We will discuss this assignment in more detail in class.

Group project

You will be assigned a group project which will involve a mini-research project. This will more than likely involve designing and running focus groups with samples of undergraduate students to gather in-depth

information on their experiences as criminal justice majors. You will be asked to run focus groups in teams of two, record and analyze your data and then prepare focus group reports. More information on this or a similar exercise will be provided in due course.

Book review

You will be asked to write a review on one of the ethnographies discussed above. You would write this review as if you were being asked to do so by a journal. Again, more detail on this assignment will be provided in class.

Summary of assessments

Class participation	20%
Homework assignments and exercises	20%
Presentation (and facilitation of class discussion) on a course reading, followed by a paper submitted the next week	20%
Group project	20%
Book review	20%

Class schedule

The following schedule is subject to change. Any changes will be announced in class and on Blackboard.

DATE	TOPIC	READINGS
01/21	Course introduction	
	Worldviews/paradigms	
01/28	1) Positivism 2) Social constructivism/ Interpretive	Sherman, L.W. (2004) 'The use and usefulness of criminology, 1751-2005: Enlightened justice and its failures', <i>ANNALS of the American Academy of Political and Social Science</i> , 600: 115-135. Thacher, D. (2001) 'Policing is not a treatment: Alternatives to the medical model of police research', <i>Journal of Research in Crime and Delinquency</i> , 38(4): 387-415. Gusfield, J.R. (1967) 'Moral passage: The symbolic process in public designations of deviance', <i>Social Problems</i> , 15(2): 175-188.
02/04	3) Advocacy/participatory 4) Pragmatism	Miller, J. (2008) 'Violence against urban African American girls: Challenges for feminist advocacy', <i>Journal of Contemporary Criminal Justice</i> , 24(2): 148-162. *Parker, L., & Lynn, M. (2002) 'What's race got to do with it? Critical race theory's conflicts with and connections to qualitative research methodology and epistemology', <i>Qualitative Inquiry</i> , 8(1): 7-22. *Bryman, A. (2006) 'Paradigm peace and the implications for quality', <i>International Journal of Social Research Methodology</i> , 9(2): 111-126.
	Research skills to 'exercise'	
02/11	Observing	Footnote Whyte, W. (1988) 'Street Corner Society', pp. 59-67 in J.M. Henslin (Ed) <i>Down to Earth Sociology: Introductory Readings</i> . Eighth Edition. New York: The Free Press. *O'Toole, P. and Were, P. (2008) 'Observing places: Using space and

		material culture in qualitative research', <i>Qualitative Research</i> , 8: 616-634.
02/18	Interviewing	Miller, W.L. and Crabtree, B.F. (2004) 'Depth interviewing', pp. 185-202 in Hesse-Biber, SN and Leavy, P. (Eds) <i>Approaches to Qualitative Research: A Reader on Theory and Practice</i> . New York: Oxford University Press. *Fontana, A. and Frey, J.H. (2005) 'The interview: From neutral stance to political involvement', pp. 695-727 in Denzin, N.K. and Lincoln, Y.S. (Eds) <i>The Sage Handbook of Qualitative Research</i> . Thousand Oaks: Sage.
02/25	Interviewing cont'd	Morgan, D.L. (2004) 'Focus groups', pp. 263-285 in Hesse-Biber, SN and Leavy, P. (Eds) <i>Approaches to Qualitative Research: A Reader on Theory and Practice</i> . New York: Oxford University Press.
Approaches to inquiry		
03/04	Narrative research	Cockcroft, T. (2005) 'Using oral history to investigate police culture', <i>Qualitative Research</i> , 5(3): 365-384. Bouhours, B. and Daly, K. (2007) 'Youth sex offenders in court: An analysis of judicial sentencing remarks', <i>Punishment & Society</i> , 9(4): 371-394. *Waldram, J.B. (2007) 'Everybody has a story: Listening to imprisoned sexual offenders', <i>Qualitative Health Research</i> , 17(7): 963-970.
03/11	Spring break	
03/18	Phenomenological research	Lopez, K.A., & Willis, D.G. (2004) Descriptive versus interpretive phenomenology: Their contributions to nursing knowledge. <i>Qualitative Health Research</i> , 14(5): 726-735. Pp. 265-283 in Creswell, J.W. (2007) <i>Qualitative Inquiry and Research Design: Choosing Among the Five Approaches</i> . Second Edition. Thousand Oaks: Sage Publications. *Birzer, Michael L. (2008) 'What makes a good police officer? Phenomenological reflections from the African-American community', <i>Police Practice and Research</i> , 9(3): 199-212.
03/25	Case study research	Stake, R.E. (2004) 'Qualitative case studies', pp. 443-466 in Denzin, N.K. and Lincoln, Y.S. (Eds) <i>The Sage Handbook of Qualitative Research</i> . Thousand Oaks: Sage. *Pp. 337-353 in Creswell, J.W. (2007) <i>Qualitative Inquiry and Research Design: Choosing Among the Five Approaches</i> . Second Edition. Thousand Oaks: Sage Publications.
04/01	Ethnographic research	*Herbert, S. (2000) 'For ethnography', <i>Progress in Human Geography</i> , 24: 550-568. Van Maanen, J. (1988) <i>Tales of the Field: On Writing Ethnography</i> . Chicago: University of Chicago Press.
04/08	Participatory action research	Fournier, B., Mill, J., Kipp, W. and Walusimbi (2007) 'Discovering voice: A participatory action research study with nurses in Uganda', <i>International Journal of Qualitative Methods</i> , 6(2): 1-13. Fine, M. and Torre, ME (2006) 'Intimate details: Participatory action research in prison', <i>Action Research</i> , 4: 253-269. *Etowa, JB, Thomas Bernard, W, Oyinsan, B & Clow, B (2007)

		'Participatory action research (PAR): An approach for improving black women's health in rural and remote communities', <i>Journal of Transcultural Nursing</i> , 18(4): 349-357.
04/15	Integrating quantitative and qualitative designs	*Sherman, L. & Strang, H. (2004) Experimental ethnography: The marriage of qualitative and quantitative research, <i>The ANNALS of the American Academy of Political and Social Science</i> , Vol. 595, No. 1, 204-222. Greene, J., Benjamin, L. and Goodyear, L. (2001) 'The merits of mixing methods in evaluation', <i>Evaluation</i> , 7: 25-44.
04/22	Research ethics	Hlavka, HR, Kruttschnitt, C. & Carbone-López, KC. (2007) 'Revictimizing the victims? Interviewing women about interpersonal violence', <i>Journal of Interpersonal Violence</i> , 22(7): 894-920. *Israel, M. (2004) 'Strictly confidential? Integrity and the disclosure of criminology and socio-legal research', <i>British Journal of Criminology</i> , 44: 715-740. *Marzano, M. (2007) 'Informed consent, deception, and research freedom in qualitative research', <i>Qualitative Inquiry</i> , 13: 417-436.
04/29	TBA	
05/04	TBA	

Contacting me

My office is on the 5th floor of Gladfelter Hall, room 527. **My office hours are Mondays from 12 noon to 2:00pm.** You may also wish to schedule an appointment via phone or e-mail. My office phone number is 215-204-8055 (on campus ext: 1-8055) and my e-mail address is woodj@temple.edu. I endeavor to respond to voice mails or e-mails as soon as possible unless I am out of town (in which case you'd be given advanced warning).

Assessment Policy

Please note the following rules:

1. Deadlines are not negotiable.
2. Completion of all assessed items is compulsory. Failure to do so will result in failure of the course.
3. **Assignments that are submitted late will lose 10% of their individual value for each 24 hours (or part thereof) of a working day that the assignment is late.** This includes days where the Instructor is not in attendance and where the class is not sitting. If I'm not available to receive your assignment, then you must bring it in person to the main office (room 512) of the Criminal Justice Department and leave it for me, after asking one of the office staff to note the date and time on the assignment, and initial it. Written assignments that are more than five days late will not be graded and you will receive 0% for that assignment.
4. There are no make-up assessments or extra credit for this class.

5. It is your responsibility to avoid computer problems by making electronic back-up copies of your assignments in different locations (e.g. hard drive, virtual drive ('my backpack'), or thumb drive). It is also strongly advised to have a back-up hard paper copy. Corrupted or otherwise 'lost' files are not my responsibility, and do not constitute a valid reason for submitting a paper late. In other words, late penalties will apply in such situations.

Academic honesty

The university takes academic honesty very seriously. Plagiarism and academic cheating will not be tolerated. You are encouraged to collaborate and deliberate with your peers in discussing ideas. However, all written work must be your own and other sources must be cited properly. The APA citation guide is posted in Blackboard under the 'course information' tab. The following section in italics is quote verbatim from the Temple University Bulletin for 2006-2007.

Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, another person's assistance. Normally, all work done for courses -- papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person.

Students must assume that all graded assignments, quizzes, and tests are to be completed individually unless otherwise noted in class and on the syllabus. I reserve the right to assign a grade of "F" for the given paper, quiz or test and to refer any case of suspected plagiarism or cheating to the University Disciplinary Committee.

Statement on Academic Freedom

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Disability services

Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the situation as soon as possible. Prior to speaking to me, you should contact Disability Resources and Services at 215-204-1280 (they are at 100 Ritter Annex near the subway station). They can provide support and resources that will be useful for your overall educational experience.

Pre and Co-requirements

There are no graduate level pre-requisites for this course.

Dropping the course in the first two weeks

During the first two weeks of a session, a student may withdraw from a course with no record of the class appearing on the transcript. This is accomplished with a Schedule Revision (Drop/Add) form, which the student must obtain, and which is processed through a registration office.

The last day to drop this course is **Monday, February 2nd**.

Withdrawal from class in weeks three to nine

From week three to week nine, a student may withdraw from a course with the permission of an advisor. The course will be recorded on your transcript with the instructor's notation of 'W'. Withdrawal is accomplished with a Schedule Revision (Drop/Add) form, which the student must obtain, and which is processed through a registration office. The last effective day for withdrawal in this manner is **Monday, March 30th**.