

**UNIVERSITY OF NEVADA LAS VEGAS (UNLV)
DEPARTMENT OF CRIMINAL JUSTICE
QUALITATIVE RESEARCH METHODS (CRJ 723)**

COURSE NUMBER & SECTION: CRJ 723 (section)

COURSE TITLE: Qualitative Research Methods (3 credits)

SEMESTER: SPRING, 2018

CLASS SCHEDULE: Monday 4:00-6:45PM

CLASS LOCATION: Greenspun Hall (GUA), Conference Room 5126

PROFESSOR: Emily Troshynski, M.Sc., Ph.D.

OFFICE LOCATION: Greenspun Hall (GUA), 5th Floor, Room 5134

OFFICE HOURS: Monday/Wednesday 1:00PM – 3:00PM and by appointment. You are encouraged to meet with the Professor to discuss questions and ideas related to the course.

PROFESSOR CONTACT: Email: troshyns@unlv.nevada.edu; Office Phone: 702-895-0228

I. Course Description: (Adapted from The Department of Criminal Justice)

This course will introduce graduate students to qualitative research methodologies including epistemological assumptions, grounded theory, data collection, data analysis, and interpretation.

II. Course Overview and Objectives

This course is designed to provide an introduction to qualitative epistemological and methodological approaches to research, data collection, analysis, and interpretation. This class will introduce graduate students to various types of qualitative research methodologies/inquiry, with a focus on field research, interviews, focus groups, participatory action research, unobtrusive research, applied research, and evaluation research.

The course has a number of specific goals aimed at developing the skills and knowledge base necessary for graduate students to succeed at UNLV and in the Criminal Justice program specifically. As part of a broader liberal arts education, this course will develop skills such as critical thinking and effective research and writing.

a. Learning Objectives:

Upon successful completion of this course, students will achieve the following learning objectives:

1. To examine the philosophy of qualitative research.
2. To examine the epistemology of qualitative research.
3. To understand various approaches to conducting qualitative research.
4. To develop a range of skills to be used for designing a qualitative research project (i.e., inductive research questions, research design, collection of qualitative data).
5. To develop a range of skills to be used for analysis, interpretation, and writing of qualitative findings.

Please remember that this is a semester course and that there is not enough time in fifteen weeks to fully elaborate responses to a wide-range of important topics related to the study of qualitative research. This course is therefore devised to provide a systemic introduction to qualitative research methods, stimulate productive curiosity for research methodologies and epistemologies, and encourage the desire to learn more about qualitative inquiry.

b. Additional Core Learning Objectives:

In addition to the aforementioned class-specific objectives, some learning objectives are taught, practiced, and reinforced throughout much of the current class curriculum. After successful completion of this course, students will also:

- Continue to learn appropriate communication skills, including oral (speaking and listening) and written (writing and reading).
- Develop and refine writing skills.
- Develop and refine presentation skills.
- Develop and refine critical thinking skills.
- Develop and refine problem-solving skills.
- Strengthen information gathering and analytic skills.
- Learn information competency skills including how to find, evaluate, use, and communicate information in various formats.
- Work together to maintain an open, welcoming, and respectful learning environment.

III. General University Policies and Responsibilities

All of the policies and responsibilities of The University of Nevada, Las Vegas (UNLV) apply in this course. Further explanation of some of these policies is included below. For more information, please also see UNLV's policies and procedures.

a. Policy on Absences and Withdrawals:

Regular class attendance is expected. It is strongly recommended that you attend every class. The University's policy on Withdrawals applies. Please refer to the current UNLV catalog for more information on drop/add/withdrawal policies. Please see: <http://registrar.unlv.edu/withdraw/before.html>

Please note: If you do miss a class, it is your responsibility to get the notes from another student. It is not my responsibility to provide notes for missed classes, or to provide a review or summary of the material that you have missed.

b. Religious Holidays Policy:

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess.

c. Incomplete Grades:

The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be

recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

d. Policy on Accommodations:

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a disability and will require accommodations in this course, I will work with you and The Disability Resource Center (DRC) to meet your needs. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. I will not be able to provide you with accommodations unless I have a copy of this plan. For additional information, please visit: <http://studentlife.unlv.edu/disability/>

Please contact the Disability Resource Center (DRC) for the coordination of services.

- The Disability Resource Center (DRC) - The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.
- If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. The DRC is located in the Student Services Complex (SSC-A), Room 143, phone (702) 895-0866, fax (702) 895-0651. For additional information, please visit: <http://drc.unlv.edu/>
- If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to me during office hours so that we may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs.

e. Policy on Academic Misconduct:

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

f. Policy on Copyright:

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Please note: Please respect yourself, your peers, and the Professor. Do not cheat or plagiarize in any way. It is extremely important for all of you to understand how to cite appropriately, paraphrase, and use your own words to complete your own work.

There are other helpful services on campus to help you in your studying and writing:

- University Library – The University Libraries offer free, brief clinics and workshops to help you increase your research skills and save time searching. Bring your topic to a Research Clinic for in-depth, one-on-one consultation with a research expert, or attend one of our more structured workshops on topics such as finding books and articles, successful search strategies, or Internet research. Check out the schedule at: <http://library.unlv.edu/calendar/index.php?categories=6> You can also call (702) 895-2123 for more information.
- Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.
- UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.
- A center for everyone, the Jean Nidetch Women's Center at UNLV is committed to education, support, motivation, concentrating specifically on gender issues, and promoting equality and diversity. Staffed with trained advocates to help victims, survivors, or those affected by sexual assault, domestic violence, and stalking, the Jean Nidetch Women's Center offers confidential and non judgmental on-campus advocacy including support, education, resources, and referrals. The Jean Nidetch Women's Center is located in the Student Services Complex (SSC-A 255). Hours of operation are Monday-Friday, 8:00AM-5:00PM, closed on holidays and weekends. Please call (702) 895-4475 or visit their web site at: <http://www.unlv.edu/srwc/womens-center>

Please note: If you or someone you know experience stalking, domestic/dating violence, or sexual assault, please know, you are not alone. There are resources that can help. The UNLV Campus Resource and Advocacy Empowerment (CARE) Line is available to help students find the assistance they need, and also ensure that they continue their studies and thrive at UNLV. The UNLV CARE Line is a 24-hour confidential and anonymous hotline that can guide you to those resources: (702) 895-0602.

g. Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: <https://www.unlv.edu/provost/teachingandlearning>; <https://www.unlv.edu/provost/transparency>

IV. Course Policies and Procedures

This class is demanding: it is reading and writing intensive. It is designed to introduce you to methodologies and epistemologies related to qualitative research methods. In so doing, new concepts learned will maximize your ability to think critically while also improving your information gathering and analytical skills as well as written and oral communication skills. Since this is a graduate level seminar, classes will include facilitated group/class conversations. This will include discussions of readings, assignments, and in-class activities. Please take detailed notes and ask questions.

a. Class Attendance and Participation:

Prompt attendance and mature attentiveness during class lectures and discussions are mandatory. **Your attendance and engaged participation is required** in order for you to successfully pass this course. You must come to class having **read all of the readings** listed on the syllabus for that day. Your success in this course depends on your completing the readings and assignments before each class – so it is to your advantage to be well prepared.

Please note: You are expected to contribute to class discussions in ways that demonstrate that you have thought critically and intelligently about the readings and assignment materials.

b. Use of Technology:

All electronic devices are to be turned off during class! This includes cell phones, electronic devices, and any recording devices. This course environment is centered on an attentive professional educational atmosphere – not an electronic gaming world, a chat room, a video or music sharing site, Facebook, etc. Students are also not allowed to tape record, photograph, videotape record, or otherwise electronically record any of the class. This class requires your active and engaged attention during the times that we meet. Therefore, all electronic communication devices and links to the Internet will be turned off. **Violating this policy will result in a significant deduction of participant points from your final grade.**

The use of laptops in graduate seminars is allowed provided that they are used exclusively for class activity. If any student abuses this privilege, then all laptops will be prohibited from that point on.

Please note: I, the Professor of this course, prohibit the audio-visual recording, transmission, and/or distribution of classroom lectures, discussions, assignments, and readings.

c. Appropriate Etiquette:

This is a University of Nevada, Las Vegas (UNLV) graduate class and, as with all classes, students are expected to abide by the student code of conduct as well as the most basic rules of etiquette, including: getting to class on time and coming prepared to learn and work; turning off all electronic devices; not talking during lectures; not eating during lectures or discussions; and always remaining respectful of the diverse views of each other while engaging in classroom conversation.

d. Professional Communication:

Please get into the habit of checking your email on a regular basis. I will be emailing important information, handouts, and examples with relevant links to the class. Any email queries will be responded to within a period of 24 hours during weekdays and 48 hours during weekends.

Please note: When you email any Professor, you should always include appropriate introductions (Dear Professor), correct grammar and sentence structure, as well as relevant salutations with your full name. In order to respond to you, I need to know who is sending the email. Always include your name on all communication including all assignments/materials turned in via email. Being able to communicate professionally and effectively will result in a more productive and timely turnaround.

We have a course website which can be found on MyUNLV via WebCampus. Please check this website on a regular basis. It will have important information for our course and will be updated frequently. On this site you will find additional readings, documents, and examples used in class.

- Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

e. Other Helpful Suggestions:

Although it is not required, you are encouraged to do the following in an effort to enhance your overall experience in this course:

1. **Read!** This course is set up to introduce you to qualitative research methods. There are required texts as well as helpful "additional readings." It is in your best interest to read as much as possible.
2. **Engage in collaborative learning!** Studies show that students who engage in collaborative learning tend to have an overall better educational experience! Get acquainted with one another and form study groups and /or research groups.
3. **Contact and consult with the Professor as often as is necessary to do well in this course.** Do not wait until problems are irreparable or concerns are outdated to seek assistance. If you have a question or need any sort of academic assistance, ask. If you ask, I will do everything I can to answer the question and provide further assistance.

V. Required Assignments and Grading Policies

Except for the in-class activities, **all assignments are due at the beginning of class on the day they are due.** If you are late to class the day an assignment is due, your assignment will also be considered late. If you know in advance that you will miss class when an assignment is due, you are responsible for getting the assignment to me **before the beginning of that class.** **Late assignments will not be accepted!** In the event that you miss a class when an assignment is due, either due to sickness or emergency, please contact me as soon as possible to discuss the matter. Generally, in these circumstances, late assignments will be accepted without a grade deduction.

Students must complete all assigned work by the respective due dates in order to pass the course. Again, late work is not accepted and incompletes (I) will not be granted except in the most extraordinary of circumstances.

All written work must utilize the APA Style via *Publication Manual of the American Psychological Association*, 6th Edition. Any submitted work that uses other styles or formats will not be accepted; resulting in a zero (0) for that assignment.

a. Course Assignments:

- 1) In-Class Activities and In-Class Participation: Attendance and quality of contribution to discussions will constitute 15% of your course grade. Points will be earned through consistent and responsible attendance of classes, as well as contributions to discussions based on your comprehensions and synthesis of assigned readings. High quality discussion contributions indicate that you, the class participant, has read, considered, contextualized, and critiqued the weekly readings. Tangible evidence of this will be provided by the submission of weekly summaries/discussion questions per reading. These must be submitted to me via email by 1:00PM on the Monday of class (i.e., the day the reading assignments are due). You will not be allowed to “make up” any missed assignments. Feedback about the level and quality of your participation is available at any time.
 - a. Submission of weekly discussion questions are worth 5 points each. In-class activities and in-class participation = 60 points (approximately 15% of course grade).
- 2) Seminar Facilitation: Seminar facilitation of one (1) class will constitute 15% of your course grade. Each facilitator will develop an outline, presentation materials, and discussion of readings including helpful in-class activities (if desired). Discussion questions from the readings will be available to all class participants. You are required to post these to WebCampus by the Thursday afternoon (1:00PM) prior to the scheduled facilitation. You are required to submit materials used to me by 1:00PM the day of your seminar facilitation. You will facilitate discussion for approximately one hour of the class period (i.e., 4:00PM-5:00PM). You will also facilitate and answer discussion questions posed by your colleagues and by the Professor. Feedback about the level and quality of your participation is available at any time.
 - a. Seminar facilitation and discussion, including seminar materials and discussion questions = 60 points (approximately 15% of course grade).
- 3) Papers: Four (4) papers are required for this course. Each of these are worth 15% of your overall grade (4 papers = 60% of your course grade). The first two papers are geared towards getting you into the mindset of a qualitative research. This will encourage you to set aside what you have learned about quantitative research and possibly much of what you have been told about qualitative research. The third and fourth papers will provide you with the opportunity to think critically about some of the concepts and issues qualitative researchers experience while planning and conducting qualitative projects. These include working with a couple qualitative approaches to gathering data. These assignments will provide you will important experiential learning opportunities. Each of these papers should be no longer than eight (8) pages (APA Format, Times New Roman 12 point font, 1-inch margins, Title page, Reference page in addition to 10-pages written). You will be required to incorporate information from class readings as well as your own research (i.e., find and incorporate outside research articles from relevant research journals).
 - a. Paper 1: Position yourself as a qualitative researcher (60 points = 15% of final grade)
 - b. Paper 2: Qualitative Research Manuscript/Book Review (60 points = 15% of final grade)
 - c. Paper 3: Field Observations or Interview (75 points = 20% of course grade)
 - d. Paper 4: Analysis and Interpretation of Qualitative Research (75 points = 20% of final grade)

As a condition of taking this course, students must agree that all papers will be subject to submission for textual similarity review to www.turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy agreement posted on the Turnitin.com site. Consult the Professor if you have any questions about this policy.

Please note: It is your responsibility to keep an extra copy of any written work that is turned in. When assignments are turned back to you, it is also your responsibility to keep those.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

b. Course Grading:

The grading scale used to determine your final grade will be based on the following: 375 points total.

Your final grade in this course will be determined by your performance on: 1) In-class activities and in-class participation (15%), 2) In-class seminar facilitation of one class (15%), 3) Four (4) reflexive/research papers: Paper 1 (15%), Paper 2 (15%), Paper 3 (20%), Paper 4 (20%).

c. Contesting Grades:

If you feel that you received a lower grade than you deserve, please come talk to the Professor about it. I encourage open communication about grades in general and always appreciate your thoughts and feedback about course requirements and grading procedures. As Professor of this course, I have the discretion to decide whether or not any assignment can be resubmitted post due date.

COURSE MATERIALS

Required Materials (in alphabetical order)

1. Naples, N. A. (2003). *Feminism and method: Ethnography, discourse analysis, and activist research*. Psychology Press.
2. Patton, M. Q. (Ed.) (2015). *Qualitative research and evaluation methods: Integrating theory and practice* (4th ed.). Thousand Oaks, CA: SAGE.

All other required readings will be **available on-line** and posted to WebCampus. Many of these additional readings will be chapters from the below support texts. You are also highly encouraged to develop your qualitative research methods skills/understandings by purchasing any of the texts represented in this syllabus. The above two (2) texts are “required” for the course. The below texts are supplemental but helpful/useful texts that will continue to help build your understanding of qualitative research.

Suggested Materials/Support Texts (in alphabetical order)

1. Briggs, C. (1986). *Learning how to ask: A sociolinguistic appraisal of the role of the interview in social science research*. Cambridge, UK: Cambridge University Press.
2. Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: SAGE Publications.

3. Creswell, J. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: SAGE.
4. Corbin, J. & Strauss, A. (2008). *Basics of qualitative research*. (3rd ed.). Thousand Oaks, CA: SAGE.
5. Denzin, N. & Lincoln, Y. (Eds.) (2005). *The sage handbook of qualitative research*. (3rd ed.) Thousand Oaks, CA: SAGE.
6. Fonow, M. M., & Cook, J. A. (1991). *Beyond methodology: Feminist scholarship as lived research* (3rd ed.). Bloomington, IN: Indiana University Press.
7. Krueger, R. A., & Casey, M. A. (2000). *Focus groups: A practical guide for applied research* (3rd ed.). Thousand Oaks, CA: SAGE.
8. Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: SAGE.
9. Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2006). *Analyzing social settings: A guide to qualitative observation and analysis* (4th ed.). Belmont, CA: Wadsworth.
10. Stringer, E. T. (2007). *Action research* (3rd ed.). Thousand Oaks, CA: Sage.
11. Van Maanen, J. (1988). *Tales of the field: On writing ethnography*. Chicago: University of Chicago Press.
12. Wolf, D. L. (Ed.). (1996). *Feminist dilemmas in fieldwork*. Boulder, CO: Westview Press.

VI. Course Outline

The course outline below lists readings from the required course texts. A copy required and support texts are available for check out at the library. The outline below indicates what we will be reading and when we will be reading it. Due dates and topics are subject to change. If changes are made, they will be discussed in class prior to the proposed changes (giving you and the entire class the opportunity to voice any concerns and/or questions).

Week 1: Introduction to the course

- Introduction to the course, introduction to the Professor, introduction to the class/colleagues, interests, assignments/responsibilities for the semester.

Week 2: Getting Started. Qualitative Research in the Social Sciences.

- Read Patton, Chapters 1 and 2
- Read Naples, Chapter 1
- Available on-line:
 - McCorkel, J. A., & Myers, K. (2003). What difference does difference make? Position and privilege in the field. *Qualitative Sociology*, 26, 2, 199-231.
 - McIntosh, P. (2006). White privilege, color, and crime: A personal account. In C. R. Mann & M. S. Zatz (Eds.). *Images of color, images of crime: Readings* (3rd ed.), pp. 52-60. Los Angeles, CA: Roxbury.

Week 3: Theory of Methods. Positioning Yourself as a Qualitative Researcher.

- Read Patton, Chapter 3
- Read Naples, Chapter 2
- Available on-line:
 - Charmaz, K. (2006). An invitation to grounded theory (chapter 1) in *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: SAGE.

- Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2006). Starting where you are. In *Analyzing social settings: A guide to qualitative observation and analysis* (4th ed.) (pp. 9-14). Belmont, CA: Wadsworth.
- *****PAPER 1 DUE THE BEGINNING OF CLASS*****

Week 4: Research Design. The Qualitative Research Design.

- Read Patton, Chapter 4
- Read Naples, Chapter 3
- Available on-line:
 - Conner, T., & Blss-Moreau, E. (2006). Sampling human experience in naturalistic settings (p. 109-129), In S. N. Hesse-Biber & R. Levy (Eds.), *Emergent Methods in Social Research*. Thousand Oaks, CA: SAGE.
 - Esterberg, K. G. (2002). Strategies for beginning research. *Qualitative methods in social research* (pp. 25-41). Boston, MA: McGraw-Hill.

Week 5: Ethical Issues in Research Design

- Available on-line:
 - Adler, P. A., & Adler, P. (2002). Do university lawyers and the police define our research value system? In W. van den Hoonaard (Ed.), *Walking the tightrope: Ethical issues for qualitative researchers* (pp. 34-42). Toronto: University of Toronto Press.
 - Fine, G. A. (1993). Ten lies of ethnography: Moral dilemmas of field research. *Journal of Contemporary Ethnography*, 22, 3, 267-294.
 - Israel, M. (2004). Strictly confidential? Integrity and the disclosure of criminological and socio-legal research. *British Journal of Criminology*, 44, 5, 715-740.
 - Miller, J. (2000). The protection of 'human subjects' in street ethnography. *Focaal*, 26, 53-68.
 - Westervelt, S. D., & Cook, K. J. (2007). Feminist research methods in theory and practice: Learning from death row exonerees. In S. Miller (Ed.), *Criminal justice research and practice: Diverse voices from the field*.

Week 6: Field work/Observations

- Read Patton, Chapter 5 and 6
- Read Naples, Chapter 4
- Available on-line:
 - Crowley, J. E. (2007). Friend or foe? Self-expansion, stigmatized groups, and the researcher-participant relationship. *Journal of Contemporary Ethnography*, 36, 6, 603-630.
- *****PAPER 2 DUE BEGINNING OF CLASS*****

Week 7: Field work/Observations, *continued*

- Cook, K. J. (2006). Doing difference and accountability in restorative justice conferences. *Theoretical Criminology*, 10, 1, 107-124.
- Cook, K. J. & Powell, C. (2003). Unfinished business: Aboriginal reconciliation and restorative justice in Australia. *Contemporary Justice Review*, 6, 279-291.
- Dragiewicz, M. (2008). Patriarchy reasserted: Fathers' rights and anti-VAWA activism. *Feminist Criminology*, 3, 2, 121-144.

- Kavanaugh, P. & Anderson, T. (2009). Managing physical and sexual assault risk in urban nightlife: Individual- and environmental level influences. *Deviant Behavior*, 30, 680-714.

Week 8: Interviews

- Read Patton, Chapter 7
- Read Naples, Chapter 5
- Available on-line:
 - Hoffman, E. A. (2007). Open-ended interviews, power, and emotional labor. *Journal of Contemporary Ethnography*, 36, 3, 318-346.
 - Tierney, W. (1998). Life history's history: Subjects Foretold. *Qualitative Inquiry*, 4, 49-70.

Week 9: Interviews, *continued*

Available on-line:

- Bat-Ami, B. O. (1992). Marginality and epistemic privilege. In L. Alcoff & E. Potter (Eds.), *Feminist epistemologies* (pp. 83-100). New York: Routledge.
- Kvale, S. (1996). The interview situation. In *InterViews: An introduction to qualitative research interviewing* (pp. 125-143). Thousand Oaks, CA: SAGE.
- Kvale, S. (1996). From speech to text. In *InterViews: An introduction to qualitative research interviewing* (pp. 160-175). Thousand Oaks, CA: SAGE.
- Ullman, S. E. (2005). Interviewing clinicians and advocates who work with sexual assault survivors: A personal perspective on moving from quantitative to qualitative research methods. *Violence Against Women*, 11, 9, 1113-1139.

Week 10: Focus Groups

- Available on-line:
 - Hollander, J. A. (2004). The social contexts of focus groups. *Journal of Contemporary Ethnography*, 33, 5, 602-637.
 - Krueger, R. A., & Casey, M. A. (2000). Developing a questioning route. In *Focus groups: A practical guide for applied research* (3rd ed.) (pp. 39-67). Thousand Oaks, CA: SAGE.
 - Krueger, R. A., & Casey, M. A. (2000). Moderating skills. In *Focus groups: A practical guide for applied research* (3rd ed.) (pp. 97-123). Thousand Oaks, CA: SAGE.
 - Madriz, E. (2003). Focus groups in feminist research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (2nd ed.) (pp. 363-388). Thousand Oaks, CA: SAGE.
 - Morgan, D. L. (2004). Focus groups. In S. N. Hesse-Biber & P. Leavy (Eds.), *Approaches to qualitative research: A reader on theory and practice* (pp. 263-285). New York, NY: Oxford.
- *****PAPER 3 DUE BEGINNING OF CLASS*****

Week 11: Applied & Evaluation Research

- Available on-line:
 - Carey, M. A. (1997). Qualitative research in policy development. In J. M. Morse (Ed.), *Completing a qualitative project: Details and dialogue* (pp. 345-355). Thousand Oaks, CA: SAGE.
 - Greene, J. C. (2003). Understanding social programs through evaluation. In N. K. Denzin

- & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (2nd ed.) (pp. 590-618). Thousand Oaks, CA: SAGE.
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Week 12: Participatory Action & Community-Based Research

- Available on-line:
 - Borda, O. F. (2001). Participatory (action) research in social theory: Origins and challenges. In P. Reason & H. Bradbury (Eds.), *Handbook of action research: Participative inquiry and practice* (pp. 27-37). Thousand Oaks, CA: SAGE.
 - Greenwood, D. J., & Levin, M. (2003). Reconstructing the relationships between universities and society through action research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The landscape of qualitative research: Theories and issues* (2nd ed.) (pp. 131-166). Thousand Oaks, CA: SAGE.
 - Reinharz, S. (1992). Feminist action research. In *Feminist methods in social research* (pp. 175-196). New York: Oxford University Press.
 - Wang, C. C., Morrel-Samuels, S., Hutchison, P. M., Bell, L., & Pestronk, R. M. (2004). Flint photovoice: Community building among youths, adults, and policymakers. *American Journal of Public Health, 94*(6), 911-913.

Week 13: Analysis and Interpretation

- Read Patton, Chapter 8
- Read Naples, Chapter 6 and 7
- Available on-line:
 - Charmaz, K. (2006). Reconstructing theory in grounded theory studies (Chapter 6), in *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: SAGE.

Week 14: Analysis & Reporting

- Available on-line:
 - Creswell, J. W. (2007). Five qualitative approaches to inquiry. In *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.) (pp. 53-84). Thousand Oaks, CA: SAGE.
 - Creswell, J. W. (2007). Data analysis and representation. In *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.) (pp. 147-175). Thousand Oaks, CA: SAGE.
 - Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2006). Developing analysis. In *Analyzing social settings: A guide to qualitative observation and analysis* (4th ed.) (pp. 195-219). Belmont, CA: Wadsworth.
 - Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2006). Writing analysis. In *Analyzing social settings: A guide to qualitative observation and analysis* (4th ed.) (pp. 220-240). Belmont, CA: Wadsworth.

Week 15: Writing & Publishing Qualitative Findings

- Available on-line:

- Elliott, R., Fischer, C. T., & Rennie, D. L. (1999). Evolving guidelines for publication of qualitative research studies in psychology and related fields. *British journal of clinical psychology*, 38, 3, 215-229.
- Matthews, S. H. (2005). Crafting qualitative research articles on marriages and families. *Journal of Marriage and Family*, 67, 4, 799-808.
- *****PAPER 4 DUE BEGINNING OF CLASS*****