

Soc 478
Analysis in Field Research Methods
Tues/Thurs 1:30-2:45

Katherine Irwin
Saunders 238

Office Hours: Tues 9:15-10:15; Thurs 3-4.

Kirwin@hawaii.edu

Phone: 956-7257 (office)

Course Description:

This course is designed to introduce students to the practice of ethnographic research methods. As advanced methods students, you will learn how ethnographic methods fit within the gamut of social science data gathering paradigms and explore the philosophic traditions and practical concerns underpinning this method. There will be several in-class exercises, writing assignments, discussions, and readings that are designed to help students initiate and complete their own research projects. It is important for you to note that this class teaches ethnographic or “field research methods” through direct experience gathering, analyzing, and writing-up data. The topics covered in this course include the history of ethnography, choosing a research setting, initiating a field research project, methods of recording data, qualitative data analysis, and ethnographic writing genres.

Student Learning Outcomes:

Given the above mentioned goals of the course, the learning objectives of this course are:

- 1) Students will understand the difference between qualitative and quantitative methods.
- 2) Students will have an understanding of how qualitative methods fit within the history of data collection in the field of sociology.
- 3) Students will become familiar with the different ways that qualitative data is analyzed and presented to audiences.
- 3) Students will craft their own qualitative study, including collecting qualitative data, analyzing the data, and writing up their data in a final paper.
- 4) Students will present their qualitative findings to the class.

Writing Intensive Requirements:

This course fulfills the University of Hawaii’s writing intensive focus requirements. The criteria for these are as follows:

1. The class uses writing to promote the learning of class materials.
2. The class provides interaction between the instructor and students while students do assigned writing.
3. Written assignments contribute significantly to each student’s class grade.
4. The class requires students to do a substantial amount of writing – a minimum of 4,000 words, or about 16 pages.
5. To allow for meaningful professor-student interaction on each student’s writing, the class is restricted to 20 students.

Assignments:

Sight without Sound Observation

Write a 3 page paper based upon your observations of a scene in your setting in which you can visually observe activities, people, and interactions, but in which you can not make out distinct sounds or conversations. Place yourself in or around the context and take in the ambience and physical layout of the space and the activities, dress, postures, and demeanors of individuals in the situation. Write notes of your observations while you are in the setting.

Please introduce your paper by describing the physical features of your chosen setting including the layout and mood of the space. Then, please describe, the people in the situation including their dress, demographic characteristics (age, race/ethnicity, socio-economic status), and behaviors. Next, please spend time describing, in a sociological sense, what you can infer from the space and people. For example, what does the intersection of activities, people, and physical space say about our society? Are there some patterns of behaviors that you notice in this scene that might be similar to other situations of leisure and/or work life in

Hawaii or the U.S. in general? Do men and women act differently in these settings and do these differences point to larger social distinctions and divisions?

Sound without Sight Observation

Situate yourself in your setting in such a way that you can hear conversations and sounds, but can not see activities or the physical space. Focus on the dialogue in the setting and remember as much of the verbatim discussion as you can. In your 3 page paper, reproduce as much of the conversation that you can. Once relating the conversation, please make some interpretations about the scene. For example, based on the conversation what can you infer about the relationships in the setting, the characteristics of the subculture, or any other facet of the setting? In other words, how much can we interpret about the world around us from what people say?

Field Notes

Two times in the semester you will discuss and turn in your field notes. You will also turn in your field notes on the last day of class. While you will only turn in your field notes three times during the semester, you should be taking field notes at least two times each week. Please purchase a binder or notebook for your field notes and place your name and contact information on the first page of the field notebook. If you have neat handwriting, feel free to handwrite your notes, however, if you do not, please type your field notes and place them in your binder.

Throughout the semester, you will be instructed how to focus your field notes. In the first few weeks of the course, you will focus on your life, your thoughts, and activities. In this way, your field notes will help you identify and explore “where you are” and where to begin your research. Once you have selected your setting, your field notes should focus on features of your setting. By the end of the semester, you will be focusing your writing on making connections between your setting and society in general. You will turn in your field notebooks on the day that you are required to present findings from your study and on the last day of class. You must place the date that you have taken your notes at the top of each entry. Students will sign up for these short presentations during the first week of the class.

Annotated Outline

You will turn in an annotated outline of your final paper. Following the instructions given to you during the writing workshops, you will identify two to four themes that you see emerging in your data. Once you have identified these themes, you will write a few lines describing the features of each of these themes. This outline will serve as the base of the final 15 page paper that you will produce at the end of the semester. By turning in your thematic outline to me, I will have the chance to reflect on your writing and offer you guidance before you set out to compose your final research paper.

Draft of Final Paper

A 10 page draft of your paper will also be due during the semester. The paper should be a more formal version of your annotated outline, although it does not need to be as formal as your final paper. You should include the comments that I have made on your annotated outline in this draft of your paper.

Final Paper

On the last day of class, your 15 page final research paper will be due in class. The paper will have the following sections: Introduction, Methods, Data (including the two to four themes that you identified in your annotated outline (with any changes that I recommended), and Conclusion. In essence, the final research paper is your presentation of your work throughout the semester and your chance to demonstrate that you can conduct research at the undergraduate (or in some cases, the graduate) level. Throughout the semester we will hold several writing workshops designed to help you analyze your data, organize your work, and write your final paper.

Final Presentation

Each student will be asked to present their papers during the last two weeks of class. Presentations should not be longer than 10 minutes. The aim of these presentations is to have students provide a verbal description of their written work and, in this way, reinforce what students’ have learned during the semester. Students will also have the chance to hear feedback from others about their work, therefore, I

encourage students to sign up for the first few days of presentation so that they include helpful comments and suggestions from others in their final papers.

Late Assignments

Your papers will be marked down one letter grade for each day that they are late. A weekend day counts as one day. If you are turning a paper in to me via my mailbox in the sociology office, you must acquire a time and date stamp that is located in Saunders Hall room 247. Any work that is slipped under my door will receive an F. In addition, any paper that appears in my mailbox without a day and time stamp will also receive an F.

You will be granted extensions for your work if you meet the following criteria:

- 1) You have confronted a situation that is deemed by a relevant professional (i.e. coach, doctor, alternative health care professional) to be an emergency or an urgent situation requiring your attention. You must provide a note or other document indicating your circumstances.
- 2) You have received permission from me for an extension before the urgent situation or as soon after your emergency as possible. The timing of the extension is up to you and Dr. Irwin and will depend upon the nature of your situation and your specific needs.

Kokua Statement

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services

Plagiarism

The following definition of plagiarism comes from the UH-Manoa Student Conduct Code:

Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms.

University of Hawai'i at Manoa *Student Conduct Code* (1992), p. 6

Class Attendance and Participation

You will be graded on your attendance and participation in class. Because this course is designed to offer students a supportive environment to learn about and conduct their own ethnographic research, your participation and attendance are crucial to the success of the class for other students. I encourage you to discuss your research, questions, and interpretations of the readings with other students and, in this way, form a student-centered learning environment. While I will provide you with some of the basics regarding the literature on ethnographic methods, I will not lecture in this course. Thus the quality and quantity of information shared in the class will depend upon your participation.

Grading:

	<u>Percentage of Final Grade</u>
Sight without Sound Observation	5 %
Sound without Sight	5 %
Field Notes	20 %
Annotated Outline	15 %
Final Paper	40 % (includes your ability to respond to my comments on your draft of the final paper. You will

	receive and F on your final paper if you do not turn in a draft)
Final Presentation	10 %
Class Attendance and Participation	5 %
Total:	100%

Required Readings:

(Lofland et al.): Lofland, John, David A. Snow, Leon Anderson, and Lyn H. Lofland. 2006. Analyzing Social Settings. 4th Edition. Wadsworth.

Additional articles and chapters will be placed on electronic reserves or on Laulima for your convenience.

SCHEDULE OF ASSIGNMENTS

Week 1: Introductions & Philosophical Roots, Introduction to the Course

Jan 10 & 12

Readings due:

(Lofland et al.): Chapter 1

Week 2: Philosophical Roots & Research Design

Jan 17 & 19

Readings due:

(Lofland et al.): Chapter 2

Joe, K. and Chesney-Lind, M. (1995). "Just Every Mother's Angel": An Analysis of Gender and Ethnic Variations in Youth Gang Membership" (On Laulima)

Assignment due, Jan 19: Purchase field notebooks and sign up for field note presentations

Week 3: Getting Started/Getting In/Observing Self and Others

Jan 24 & 26

Readings due:

(Lofland et al.): Chapter 3

Goffman, A. (2009). "On the Run: Wanted Men in a Philadelphia Ghetto." (On Laulima)

Assignment due, Jan 26:

Field Notebooks (for discussants)

Discussants: 1) _____; 2) _____;

3) _____; 4) _____

Week 4: Self in the Field & Research Ethics

Jan 31 & Feb 2

Readings due:

(Lofland et al.): Chapter 4

Dr. Irwin will be in Los Angeles to give a series of presentation, so there will be no class meetings this week.

Week 5: Self in the Field & Research Ethics

Feb 7 & 9

(Lofland et al.): Chapter 5 (first half)

Rios, V. (2011) "Studying, Gender, Crime, and Violence in the Era of Mass Incarceration." Interview with Victor Rios. (via e-syllabi on-line for Soc 478)

Assignments due, Feb 9: Field Notebooks (for discussants)

CHOOSE YOUR SETTING – turn in a one-page typed statement of what your setting will be. Make sure that your name is on your one page statement. You will now be ready to begin your research.

Field Notebooks (for discussants)

Discussants: 1) _____; 2) _____;
3) _____;4) _____

Week 6: Observation Tools I: Field Notes/Memos/Charts

Feb 14 & 16

Readings due:

(Lofland et al.): Chapter 5 (second half)

Pascoe, C.J. (2012), "Compulsive Heterosexuality," from *Dude You're a Fag*. (via e-syllabi on-line for Soc 478)

Assignment due, Feb 16: 3 PAGE SIGHT WITHOUT SOUND PAPER

Field Notebooks (for discussants)

Discussants: 1) _____; 2) _____;
3) _____;4) _____

Week 7: Interviews & Focus Groups

Feb 21 & 23

Readings due:

(Lofland et al.): Chapter 6

Desmond, "Christmas in Room 400," from *Evicted: Poverty and Profit in The American City*. (via e-syllabi on-line for Soc 478)

Assignments due Feb 23: Field Notebooks (for discussants)

Discussants: 1) _____; 2) _____;
3) _____;4) _____

Week 8: Ethnographic Genres/Data Analysis Part 1

Feb 28 & Mar 2

Readings due:

(Lofland et al.): Chapter 7

Best, A. L. (2000) "Romancing the Prom: Boyfriends, Girlfriends, and Just Friends." (via e-syllabi on-line for Soc 478)

Assignment due, March 2: 3 PAGE SOUND WITHOUT SIGHT PAPER

Field Notebooks (for discussants)

Discussants: 1) _____; 2) _____;
3) _____;4) _____

END OF ROUND 1 OF PRESENTATIONS

Week 9: Data Analysis Part 2

March 7 & 9

Readings due:

(Lofland et al.): Chapter 8

Miller, J. (2008). "Perspectives on Gender and Urban Violence" (via e-syllabi on-line for Soc 478)

Assignment due, March 9: Field Notebooks (for discussants)

Discussants: 1) _____; 2) _____;
3) _____;4) _____

Week 10: Writing Workshop 1: Literature Reviews

March 14 & 16

Readings due: (Lofland et al.): Chapter 9

Montemurro, B. (2002). "'You Go 'Cause You Have To': The Bridal Shower as a Ritual of Obligation." (via e-syllabi on-line for Soc 478)

Assignment due, March 16: Field Notebooks (for discussants)

Discussants: 1) _____; 2) _____;
3) _____; 4) _____

Week 11: Writing Workshop 2: Methods Sections

Mar 21 & 23

Readings due:

(Lofland et al.): Chapter 10

Williams, C. (2006). "Shopping as Symbolic Interaction: Race, Class, and Gender in the Toy Store." (via e-syllabi on-line for Soc 478)

Assignment due, March 23: Field Notebooks (for discussants)

Discussants: 1) _____; 2) _____;
3) _____; 4) _____

Week 12: SPRING BREAK

March 27-31

Week 13: Writing Workshop 3: Data Sections

April 4 & 6

Readings due:

Pyke, K. D. & Johnson, D. L. (2003). "Asian American Women and Racialized Femininities." (via Laulima)

Assignments due, April 6: ANNOTATED OUTLINES

Field Notebooks (for discussants)

Discussants: 1) _____; 2) _____;
3) _____; 4) _____

Week 14: Writing Workshop 4: Conclusions and Discussions

April 11 & 13

Readings Due:

Blinde, Elaine and Diane Taub. "Women Athletes as Falsely Accused Deviants." (via e-syllabi on-line for Soc 478)

Assignments due, April 13: 10 PAGE DRAFT OF FINAL PAPER

Field Notebooks (for discussants)

Discussants: 1) _____; 2) _____;
3) _____; 4) _____

Week 15: Final Writing Workshop

April 18 & 20

Readings Due:

Bessett, D. (2006). "'Don't Step on My Groove!': Gender and the Social Experience of Rock." (via e-syllabi on-line for Soc 478)

Assignment due, April 20: Field Notebooks (for discussants)

Discussants: 1) _____; 2) _____;
3) _____; 4) _____

Week 16: Student Presentations

April 25 & 27

Readings Due:

You should be reading the literature in your field of study.

Assignment due, April 25 & 27: Final Paper Presentations

Week 17: Student Presentations

May 2

Assignment due, May 2: Final Paper Presentations

Students' Presentations of Final Papers

1) FINAL PAPERS DUE

2) FIELD NOTES DUE
