

SOC 478
Analysis in Field Research Methods
Summer 2015 — Online (June 8 – August 14)

Course Instructor: Robin O'Day, Ph.D.

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I. Seminar Description

This course provides a survey of research techniques for collecting and analyzing qualitative data. Students will learn various methods for conducting social scientific fieldwork. As the course progresses, students will learn how to select an appropriate fieldwork research topic, situate the topic in the relevant literature, consider ethical implications, think through theory to better explain social processes, and reflect upon their own position as a researcher producing ethnographic knowledge. Moreover, students will also learn how to apply these research techniques as they carry out their own independent ethnographic research project. Some of the research methods taught in this course includes doing participant observation, interviewing, writing fieldnotes, coding and analyzing data, and writing up fieldwork experiences into a coherent report. There are two main goals in this course: (1) to teach students the principles of qualitative research methods, and (2) to systematically guide students through each step of an original and independent ethnographic field research project.

II. Required Texts:

1. Bailey, Carol A., 2007. *A Guide to Qualitative Field Research*, Second Edition. Pine Forge Press.
2. Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. *Writing Ethnographic Fieldnotes*, Second Edition. Chicago: University of Chicago Press.
3. Additional readings may be handed out in class.

III. Student Learning Outcomes:

- 1.) Students will become familiar with the history of qualitative research as a method in the discipline of sociology and other social sciences.
- 2.) Students will design a qualitative research study through the development of research questions, by conducting a literature review, and by selecting a fieldwork site.
- 3.) Students will practice qualitative research methods that including how to do participant observation, write fieldnotes, and conduct interviews.
- 4.) Students will analyze the qualitative research data that they collect.
- 5.) Students will report their research findings by completing a final paper based on their independent qualitative fieldwork research projects.

IV. Writing Intensive Requirements:

This course fulfills the University of Hawaii's writing intensive focus requirements. The criteria 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.

V. Course Format:

This an online course offered through “Laulima: The Learning and Collaborative Server for the University of Hawaii Community.” Since this is an online course, students are expected to have access to reliable computer equipment in order to participate in the course. Moreover, students are responsible to meet all scheduled deadlines and to regularly check the Laulima site for course updates. It is imperative that students understand that an online course requires students to manage their own time effectively in order to succeed in the course.

**Please speak, e-mail, or call the instructor if you anticipate having (or are having) difficulty meeting the course expectations. It is best to address challenges and problems early before they become overwhelming.*

VI. Seminar Requirements

Students are expected to devote a minimum of **THREE HOURS PER WEEK outside of class doing fieldwork.*

1. **WEEKLY READING RESPONSES (30%):** Every week you will be required to respond to the assigned readings. Each week the instructor will post a series of questions on the Laulima site based upon that week's reading assignment. Students will be expected to either:
 - a) Respond to ONE question, by writing 250-words (approximately 1-page) and posting their response on the Laulima website by Sunday evening.

Or

 - b) Comment on one of the other student's responses, by writing 250-words (approximately 1-page), and posting their comment on the Laulima website by Sunday evening.

Or

- c) Respond to one question, and comment on one of the other student's responses, and post their response and comment to the Laulima website by Sunday evening. The response and comment should be a minimum of 250-words in total.

This assignment will give you practice writing and thinking about the course material by asking you to reflect upon and respond to questions based upon the week's assigned readings. The point of the assignment is for you to engage with the readings and interact with your classmates. Rather than providing a simple summary, you are expected to critically engage with the material. Be certain that your responses and comments indicate clear evidence that you have read and understood the material. The responses and/or comments should be approximately 1-page (250 words) in length. You are expected to post your finished responses and/or comments on the Laulima site by Sunday evening each week (no later than 11:59 pm) (see the calendar below).

EVALUATION CRITERIA FOR WEEKLY READING RESPONSES:

Points Awarded	Both Reading Responses, and Peer Comments should be at least 1-page (250 words) in length.
1.8 to 2	A thoughtful, and well-articulated answer.
1.4 to 1.75	A decent answer, but with some shortcomings, such as in the expression of the idea, having grammatical errors, spelling errors, or being too short in length.
0 to 1.39	A problematic response that could be too short, fails to answer the question, be incorrect, be incomprehensible, be poorly written, or be unintelligible.
0	No response by the deadline
-50%	Responses posted after the weekly deadline will still receive credit, but you will receive a 50% late penalty.

2. Research Proposal (10%)

Each student must write a two-page (500 word) research proposal outlining the topic they wish to pursue for their ethnographic project. The details that students should include in their proposal will be handed out in class. However, students should clearly explain what they want to study, their motivation for choosing their topic, whether they have any personal connection to the group/community they want to research, a short hypothesis of what students expect to discover, and a detailed research schedule in which the student explains the days and times they expect to devote to fieldwork. The recommended format for the assignment is to write a one-page description of their project answering the questions listed above, and a one-page outline of their research schedule which should include details such as the anticipated location(s) of the participant observation research, a tentative schedule outlining

when and where fieldwork will be undertaken, who will be interviewed, number of expected interviews, etc.

3. Literature Review (10%)

Based upon the feedback you receive from your instructor on your initial research proposal, you will do a short literature review, and integrate at least three (3) academic sources into your proposal. Additional instruction are available on the Laulima website in the “Resources” folder.

4. Fieldnote Assignment (10%)

Students will submit one of their fieldnote entries for evaluation (minimum 500 words). Additional instructions on how to format the assignment, and the information to be included is available on the Laulima website in the “Resources” folder.

5. Interview Transcription (10%)

Students will submit one of their interview transcriptions for evaluation. The length of the interview should be a minimum of ten minutes. Additional instruction are available on the Laulima website in the “Resources” folder.

6. Final Ethnographic Research Project (30%)

The Final Ethnographic research project should be between twelve to fifteen (12-15) pages in which you fully document your fieldwork research project. The project will include your research statement/hypothesis, a discussion of your research methods, your literature review, your analysis, and a full bibliography.

VII. Calculation of Grades

1. Weekly Reading Response	20%
2. Research Proposal	10%
3. Literature Review	10%
4. Fieldnote Assignment	10%
5. Interview Transcription	10%
6. Final Ethnographic Research Project	<u>40%</u>
	Total: 100%

VIII. Final grades will be calculated on the percentage of points earned:

97 -100%	A+	82-84	B	69-71	C-
93-96	A	79-81	B-	65-68	D+
89-92	A-	75-78	C+	62-64	D
85-88	B+	72-74	C	59-61	D-
				0-58	F

IX. Deadlines and Late Assignments

All assignments are due on the date indicated in the syllabus. Students should provide an electronic copy of their assignments through e-mail to roday@hawaii.edu, or submit it through the Laulima course website. Late assignments will be assessed a penalty. The late penalty policy (in general) consists of subtracting one “letter grade” per day for every missed day until the assignment is handed in. The weekly reading responses, and peer comments have their own late penalty system (see above for details).

X. Writing Intensive Revision and Resubmission Option

The Final Ethnographic Research Project can be revised and resubmitted according to the schedule in the syllabus. If you meet the deadline, you will be given the option to revise and resubmit your assignment. You will be given one additional week to revise and resubmit your assignment from the date your instructor returns the assignment to you. However, minimal revisions will not automatically result in a higher grade. It is possible that your grade could actually decrease if the revisions are done poorly.

XI. Plagiarism Policy (from UH Calendar):

“Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; and "dry-labbing," which includes obtaining and using experimental data from other students without the express consent of the instructor, utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms, and fabricating data to fit the expected results.”

XII. Kokua for Students with Disabilities:

If you need accommodations because of the impact of a disability please contact me privately. I am happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodation in the 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.

XIII. Class Schedule

Week	Date	Content/Readings
1	June 8-14	Bailey, Chapter 1: Introduction to Qualitative Field Research (1-13) Emerson et al., Chapter 1: Fieldnotes in Ethnographic Research (1-20) <i>* Weekly Reading Response #1 Due by Sunday (11:59 pm)</i>

- 2 June 15-21 Bailey, Chapter 2: Ethical Issues In Qualitative Field Research (15-31)
Bailey, Chapter 3: Prelude to Qualitative Fieldwork (33-47)
Emerson et al, Chapter 2: In the Field: Participating, Observing, Jotting Notes.
** Weekly Reading Response #2 Due by Sunday (11:59 pm)*
- 3 June 22-28 Bailey, Chapter 4: The Infrastructure of Qualitative Field Research: Paradigms (49-61).
Emerson et al., Chapter 3: Writing Fieldnotes 1: At the Desk, Creating Scenes on a Page.
** Weekly Reading Response #3 Due by Sunday (11:59 pm)*
Research Proposal Due (Due by 11:59 pm, Sunday)
- 4 June 29-July 5 Bailey Chapter 5: Methodology (63-78)
Bailey Chapter 6: Observation: Planning Observations (79-94)
Emerson et al., Chapter 4: Writing Fieldnotes II (89-127)
** Weekly Reading Response #4 Due by Sunday (11:59 pm)*
- 5 July 6-12 Bailey, Chapter 7: Interviews (95-111)
Emerson et al, Chapter 5: Pursuing Members Meanings (129-169)
** Weekly Reading Response #5 Due by Sunday (11:59 pm)*
Literature Review Due (Due by 11:59 pm, Sunday)
- 6 July 13-19 Bailey, Chapter 8: Field Notes and Leaving the Field: Guidelines for Writing Field Notes (113-123)
Emerson, Chapter 6: Processing Fieldnotes: Coding and Memoing: (171-199)
** Weekly Reading Response #7 Due by Sunday (11:59 pm)*
Fieldnote Assignment Due (Due by 11:59 pm, Sunday)
- 7 July 20-26 Bailey, Chapter 9: Coding Memoing, and Descriptions (125-141)
Emerson Chapter 7: Writing an Ethnography (201-242)
** Weekly Reading Response #7 Due by Sunday (11:59 pm)*
Interview Transcription Due (Due by 11:59 pm, Sunday)
- 8 July 27– August 2 Bailey, Chapter 10: Typologies, Taxonomies, Visual Representations, and Themes (143-160)
Emerson Chapter 8: Conclusion: (243-248)
** Weekly Reading Response #8 Due by Sunday (11:59 pm)*
First Draft of Ethnographic Project Due (Due by 11:59 pm, Sunday)

- 9 August 3 – 9 Bailey, Chapter 11: Storytelling, Critical Events, and Analytic Induction (161-178)
- 10 August 10 – 14 Bailey Chapter 12: Evaluation Criteria and Final Manuscript (179-195)
* *Weekly Reading Response #10 Due Sunday (11:59 pm)*
Final Revised Ethnographic Project Due