

SOC 478

Analysis in Field Research Methods Summer 2013, Session I, M-F 10:30 – 11:45 a.m.

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Please be advised that this syllabus may be revised (including the details of the course and required readings). The finalized syllabus will be distributed on the first day of class.

I. Seminar Description

The course teaches techniques for collecting and analyzing qualitative research data. Students will analytically engage with various aspects of doing social scientific fieldwork that will include selecting an appropriate research topic, situating the topic in the relevant literature, considering ethical implications, thinking through theory to better explain social processes, and reflecting upon the position of the researcher in producing ethnographic knowledge. Moreover, students will also learn how to apply research techniques in carrying out their own ethnographic research project. Some of these techniques include participant observation, writing fieldnotes, interviewing strategies, analyzing data, writing up their findings into a final report, and presenting the results of their research to an audience. 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 ethnographic study.

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. 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.
3. Additional readings may be handed out in class.

III. 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.

IV. Seminar Requirements

1. Class Participation (10%)

Students are expected to come to class fully prepared to engage with the materials, classmates, and the instructor. Students are expected to have completed the assigned readings *before* coming to class. Discussion will be encouraged in class. Therefore students should expect to intelligently contribute to classroom dialogue. It is also imperative that students make regular progress on their own ethnographic projects outside class time in order to fully participate in the seminar.

2. Mini Quizzes (10%)

There will be a total of five (5) mini quizzes spread over the course. The quizzes will test your knowledge of the assigned readings. You will be given a choice of questions based on that week's readings. You will be required to answer one (1) of the questions in an essay style format. You will be given approximately 30 minutes for each quiz.

3. Research Proposal I (5%)

Each student must write a one to two page (250-500 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 expect to 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.

4. Ethics Quiz (10%)

Students will complete an on-line quiz on the Collaborative Institutional Training Initiative (CITI) website (<https://www.citiprogram.org/>). This learning module will teach you about the ethics of doing fieldwork research. After registering on the site, you need to complete the set of quizzes under the learning module "Students, Class Projects, Basic Course." After completing the quiz, print your completion report and hand it in to your instructor.

5. 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 will be provided in class.

6. Fieldnote Assignment (5%)

Students will submit one of their fieldnote entries for evaluation (250-500 words). The instructor will provide additional instructions on how to format the assignment, and the information to be included.

7. Interview Transcription (5%)

Students will submit one of their interview transcriptions for evaluation. Additional instruction will be provided in class.

8. Final Ethnographic Research Project (35%)

The Final Ethnographic research project has two steps. First, you will submit a draft of your research project. The project will include a research statement/hypothesis, a discussion of your research methods, your literature review, your analysis, and appendixes including fieldnotes examples, and examples of your interview transcriptions. You will receive detailed feedback from the instructor. Second, you will complete the final twelve to fifteen (12-15) page project and hand it in on the final day of class.

9. Presentation (10%)

Each student will have approximately 10 minutes to present his or her research findings to the class. The final few days of the course will be devoted to student presentations

V. Calculation of Grades

1. Class Participation	10%
2. Mini Quizzes	10%
3. Research Proposal Part I	5%
4. Ethics Quiz	10%
5. Literature Review	10%
6. Fieldnote Assignment	5%
7. Interview Transcription	5%
8. Final Ethnographic Research Project	35%
9. Presentation	<u>10%</u>
	Total: 100%

VI. 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."

VII. 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/txtr) in room 013 of the Queen Lili'uokalani Center for Student Services.

VIII. Class Schedule

Week	Date	Content/Readings
1	5/28	Introduction, Overview of the Course
	5/29	Bailey, Chapter 1: Introduction to Qualitative Field Research (1-14) Emerson et al., Chapter 1: Fieldnotes in Ethnographic Research (1-16)
	5/30	Bailey, Chapter 2: Ethical Issues In Qualitative Field Research (15-30) Emerson et al., Chapter 2: In the Field: Participating, Observing, Jotting Notes (17-30) Mini Quiz #1
2	6/3	Bailey, Chapter 3: Prelude to Qualitative Fieldwork (33-46) Emerson et al, Chapter 2: In the Field: Participating, Observing, Jotting Notes (31-35) Research Proposal Part I Due
	6/4	Bailey, Chapter 4: The Infrastructure of Qualitative Field Research: Paradigms (49-57). Emerson et al., Chapter 3: Writing up Fieldnotes I: From Field to Desk (39-46)
	6/5	Bailey, Chapter 4: The Infrastructure of Qualitative Field Research: Theory (57-61). Emerson et al., Chapter 3: Writing up Fieldnotes I: From Field to Desk (46-63)
	6/6	Bailey Chapter 5: Methodology (63-69) Emerson et al., Chapter 4: Writing Up Fieldnotes II: Creating Scenes on the Page (66-84)

- 6/7 Bailey Chapter 6: Observation: Planning Observations (79-89)
Mini-Quiz #2
Online Ethics Assignment Due
- 3 6/10 Bailey, Chapter 6: Observation of Participants (89-94)
Emerson et al., Chapter 4: Writing Up Fieldnotes II: Creating Scenes on
the Page (84-105)
Literature Review Due
- 6/11 King Kamehameha Day (non-instructional day)
- 6/12 Bailey, Chapter 7: Interviews (96-102)
Emerson et al., Chapter 5: Pursuing Member's Meanings (108-126)
- 6/13 Bailey, Chapter 7: Interviews (104-110)
Emerson et al., Chapter 5: Pursuing Member's Meanings (126-139)
- 6/14 Bailey, Chapter 8: Field Notes and Leaving the Field: Content of Field
Notes (113-118)
Emerson et al., Chapter 6: Processing Fieldnotes: Coding and Memoing
(142-155)
Mini Quiz #3
- 4 6/17 Bailey, Chapter 8: Field Notes and Leaving the Field: Guidelines for
Writing Field Notes (113-118)
Emerson et al, Chapter 6: Processing Fieldnotes: Coding and Memoing
(155-166)
Fieldnote Assignment Due
- 6/18 Bailey, Chapter 9: Coding Memoing, and Descriptions (125-133)
Emerson, Chapter 7: Writing an Ethnography (169-174)
- 6/19 Bailey, Chapter 9: Coding Memoing, and Descriptions (133-140)
Emerson, Chapter 7: Writing an Ethnography (174-208)
- 6/20 Bailey, Chapter : Typologies, Taxonomies, Visual Representations, and
Themes (143-151)
Emerson Chapter 8: Writing an Conclusion (211-217)
First Draft of the Final Ethnographic Project Due (7 pages)
- 6/21 Bailey: Typologies, Taxonomies, Visual Representations, and Themes
(151-159)
Mini Quiz #4
First Draft of the Ethnographic Project Due

- 5 6/24 Bailey, Chapter 11: Storytelling, Critical Events, and Analytic Induction (161-172)
Interview Transcription Due
- 6/25 Bailey, Chapter 11: Storytelling, Critical Events, and Analytic Induction (172-178)
- 6/26 Bailey Chapter 12: Evaluation Criteria and Final Manuscript (179-188)
- 6/27 Bailey Chapter 12: Evaluation Criteria and Final Manuscript (188-195)
- 6/28 Readings; TBA
Mini Quiz #5
- 6 7/1 Readings: TBA
- 7/2 Readings: TBA
Student Presentations
- 7/3 Readings: TBA
Student Presentations
- 7/4 Independence Day (non-instructional day)
- 7/5 Last Day of Class.
Final Ethnographic Project Due.