

SOC 478

Analysis in Field Research Methods

Fall 2013, Tuesdays and Thursdays, 12:00 – 1:00 p.m., Saunders 242

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

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Office Hours: Tuesdays 11:00 – 12:00 p.m. and

Thursdays 1:00 -2:00 pm or by appointment

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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 include doing participant observation, interviewing, writing fieldnotes, coding and analyzing data, writing up fieldwork experiences into a coherent report, and how to present the results of field 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 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. Seminar Requirements

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

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. Since discussions will be encouraged in class, 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 the readings. You will be required to answer one (1) of the questions. You will be given approximately 15 minutes for each quiz.

3. 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.

4. 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.

5. Fieldnote Assignment (10%)

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

6. 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 will be provided in class.

7. 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. It is due on the final day of class. The project will include your research statement/hypothesis, a discussion of your research methods, your literature review, your analysis, and a full bibliography.

8. 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.

IV. Calculation of Grades

1. Class Participation	10%
2. Mini Quizzes	10%
3. Research Proposal Part	10%
4. Literature Review	10%
5. Fieldnote Assignment	10%
6. Interview Transcription	10%
7. Final Ethnographic Research Project	30%
8. Presentation	10%
Total: 100%	

V. 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

VI. Deadlines and Late Assignments

All assignments are due in class on the day indicated in the syllabus. Students must provide the instructor with a printed copy of the assignment. Late assignments will be assessed a penalty. The late penalty policy consists of subtracting one “letter grade” per day for every missed day until the assignment is handed in.

VII. 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.”

VIII. 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.

IX. Class Schedule

Week	Date	Content/Readings
1	27/8	Introduction, Overview of the Course
	29/8	Bailey, Chapter 1: Introduction to Qualitative Field Research (1-13)
2	3/9	Bailey, Chapter 2: Ethical Issues In Qualitative Field Research (15-31)
	5/9	Emerson et al., Chapter 1: Fieldnotes in Ethnographic Research (1-20)
3	10/9	Bailey, Chapter 3: Prelude to Qualitative Fieldwork (33-47)
	12/9	Emerson et al, Chapter 2: In the Field: Participating, Observing, Jotting Notes (21-29) Mini Quiz #1
4	17/9	Bailey, Chapter 4: The Infrastructure of Qualitative Field Research: Paradigms (49-61).
	19/9	Emerson et al, Chapter 2: In the Field: Participating, Observing, Jotting Notes (29-43) Research Proposal Due
5	24/9	Bailey Chapter 5: Methodology (63-78)
	26/9	Emerson et al., Chapter 3: Writing Fieldnotes 1: At the Desk, Creating Scenes on a Page (45-74)
6	1/10	Bailey Chapter 6: Observation: Planning Observations (79-94)
	3/10	Emerson et al., Chapter 3: Writing Up Fieldnotes I: (74-87) Mini Quiz #2
7	8/10	Bailey, Chapter 7: Interviews (95-111)
	10/10	Emerson et al., Chapter 4: Writing Fieldnotes II (89-109) Literature Review Due
8	15/10	Bailey, Chapter 8: Field Notes and Leaving the Field: Guidelines for Writing Field Notes (113-123)

- 17/10 Emerson et al., Chapter 4: Writing Fieldnotes II (109-127)
- 9 22/10 Bailey, Chapter 9: Coding Memoing, and Descriptions (125-141)
- 24/10 Emerson et al, Chapter 5: Pursuing Members Meanings (129-151)
Mini Quiz #3
- 10 29/10 Bailey, Chapter 10: Typologies, Taxonomies, Visual Representations, and Themes (143-160)
- 31/10 Emerson Chapter 5: Pursuing Members' Meanings (151-169)
Fieldnote Assignment Due
- 11 5/11 Bailey, Chapter 11: Storytelling, Critical Events, and Analytic Induction (161-178)
- 7/11 Emerson, Chapter 6: Processing Fieldnotes: Coding and Memoing: (171-188)
- 12 12/11 Bailey Chapter 12: Evaluation Criteria and Final Manuscript (179-195)
- 14/11 Emerson, Chapter 6: Processing Fieldnotes: Coding and Memoing (188-199)
Mini Quiz #4
- 13 19/11 Emerson Chapter 7: Writing an Ethnography (201-229)
- 21/11 Emerson Chapter 7: Writing an Ethnography (229-242)
Emerson Chapter 8: Conclusion: (243-248)
Interview Transcription Due
- 14 26/11 Student Presentations
- 28/11 Thanksgiving (non-instructional day)
- 15 3/12 Student Presentations
- 5/12 Student Presentations
Mini Quiz #5
- 16 10/12 Student Presentations
- 12/12 Final Day of Classes
Final Ethnographic Project Due.