

## Field Research Methods: SOC 478

Fall 2018

Instructor: Holly Sevier

This course offers a practical overview to a range of qualitative research methods known collectively as field research. Field research is the systematic study of an aspect of social life through interactions or observations. Throughout this semester you will be guided through the various steps of a field research project which you will then write up in a multi-stage final paper. This course is modeled on the philosophy of *ma ka hana ka 'ike*, or that students learn best through doing. In line with this pedagogy, you will be expected to take part in a number of exercises and activities that will prepare you for work 'in the field'. Taking good field notes, and writing up your findings in clear and effective prose, is key to success in this course. As such you will also be asked to do a number of short writing exercises to increase the clarity and efficacy of your writing.

### Goals of Class:

By the end of this course students will be able to:

- 1) Conduct field research in an ethical and responsible manner; and,
- 2) Communicate findings clearly and effectively in writing.

In addition to the above goals, there are three learning goals at the UH Mānoa Sociology program-level that we can strive to achieve. In brief, these are:

- 1) Ability to evaluate sociological theories and use them to analyze and understand aspects of the social world.
- 2) Ability to collect, analyze, and interpret data, and draw valid conclusions from analyses.
- 3) Ability to write and present clearly and effectively.

### Homework:

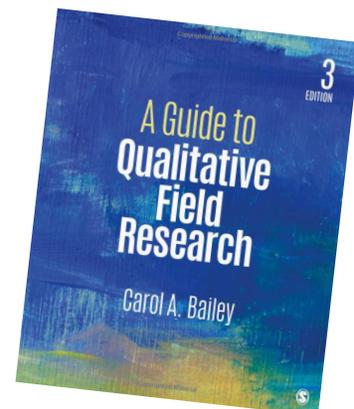
A regular reading routine is essential for this class. Each week you will be assigned readings from the class textbook and primary sources and you will need to write reading responses in order to be prepared for class discussions. In addition, you will need to submit the multiple components of the final paper in a timely fashion.

The expectation is that work will be of a high standard both grammatically and in content, with points deducted for absent, late, or sub-par work.

### Textbook for Course:

*A Guide to Qualitative Field Research*, 2018, 3<sup>rd</sup> Edition.

Author: Carol R. Bailey. ISBN-13: 978-1506306995.



## Grading

**Reading Responses** (20% of final grade): You will be assigned readings based on textbook and primary source materials, for which you will need to complete reading response sheets. These need to be uploaded to Laulima in the designated folders. *Only reading responses that are received on time will receive credit.* There will also be opportunities to do additional readings and complete reading response sheets for extra credit.

**Observation Exercise** (10% of final grade)

**Interview Exercise** (10% of final grade)

**Multi-Stage Term Paper** (40% of final grade)

You will be docked half a grade for each day that work is late. Early submissions are welcome and present an opportunity for you to amend your work for a higher grade.

1. **Introduction and Thesis**
2. **Theory and Literature Review**
3. **Methods and Results**
4. **Analysis and Final Paper**

**Paper Presentation** (10% of final grade)

**Attendance and Participation** (10% of final grade): Attendance is mandatory because it leads to student success. A roster will be available at the beginning of class for you to sign. 1-2 absences are excusable. Each successive undocumented absence thereafter will result in the loss of 1 percentage point up to a maximum of 10%. If you are absent for more than twelve classes without documentation you **will** fail.

-----  
**Use of Technology in the Classroom:** All cell phones must be switched off unless you need to keep yours on for familial reasons such as you are a caregiver, parent, or your partner is about to drop a baby. Notes may be taken by hand or on a laptop. Anyone seen using their laptop for non-immediate or non-educational purposes will be disallowed of the use of their laptop in class for the remainder of the semester.

**KOKUA:** Any student who feels they 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.

**Plagiarism** includes, but is not limited to, submitting work 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; 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. Papers that evidence plagiarism, even unintentional, will not be tolerated and may result in an F grade.