

SOC 478 (Section 231, CRN: 3314)
Analysis in Field Research Methods
(Spring, 2017) (3 Credits)
DS, Writing, and Ethics Focus
Syllabus (Version: 27 November 2016)
Online: January 23 – May 12, 2017

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Course Description from the Course Catalogue: Techniques for collecting and analyzing qualitative data. Participant observation; small groups in natural settings; community studies. Grounded theory; theories of everyday life; reality construction. **DS.** (DS = Diversification Social Sciences), **W** (W = Writing Intensive), **E** (E = Contemporary Ethical Issues).

This course covers how sociologists deal with qualitative data, including the planning process, seeking ethical permission from Institutional Review Boards, collecting data, analyzing it, and presenting the results. In order to achieve success in this course, you will need to purchase both books, and read all the required readings, before the week in which they are considered. Students will also need to have internet access, and be able to navigate the Laulima online system at the University of Hawai'i. There is a good online help menu in Laulima. Please use this before asking for help from others.

In an online class, communication clarity depends on the provision of written words strung together logically as sentences. For this reason, online courses serve as productive locales for improving students' writing abilities. With the Writing Intensive (W) Focus designation, you will learn both the course content and how to communicate through writing. The ability to place your thoughts clearly on paper is key for progression through the undergraduate degree and also for successful employment in later life. Seize the opportunity provided by this course to be enrolled in a community of authors, working toward improved social science writing. Good writing allows for your opinions and thoughts to be read, understood, and critiqued by your peers. In this course, you will adhere to social science writing standards, which encourage support of your ideas through citations to the peer-reviewed academic literature. You will be aware that writing skills develop through reading well-crafted work, learning editing techniques, and putting time and effort into the endeavor. This course will allow you to practice through online discussions and written assignments, with the goal of having students improve the clarity of their thinking and writing skills, while learning about field research methods in sociology.

According to the General Education Program at the University of Hawai'i at Mānoa, courses with a writing focus uphold these criteria. First, "the class uses writing to promote the learning of course materials." Second, "the class provides interaction [e.g., conferences, written feedback] between the instructor and students while students do assigned writing." Third, "written assignments contribute significantly to each student's course grade." Fourth, "the class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages." Finally, "to allow for meaningful

professor-student interaction on each student’s writing, the class is restricted to 20 students” (www.Hawaii.edu/gened/focus/w.htm).

In addition to a writing focus, this course also has a Contemporary Ethical Issues (E) Focus designation. Ethical consideration occurs in tandem with learning about field research, since sociologists must consider their treatment of people carefully throughout their field work, from first conceptualizing the project until the final publication. For this reason, the American Sociological Association has an extensive Code of Ethics, which will be discussed in this course. At the University of Hawai‘i, contemporary ethical issues are “fully integrated into the main course” material and will constitute at least 30% of the content. “A minimum of 8 hours of class time will be spent in discussing ethical issues.” Through the use of readings, discussions and assignments, students will develop “basic competency” in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making “ethically determined judgments” (www.Hawaii.edu/gened/focus/e.htm).

Course Learning Objectives

At the end of the course, students will be able to:

- Demonstrate clear and effective written communication skills (departmental SLO).
- Demonstrate the application of ethical codes, such as the American Sociological Association (ASA) Code of Ethics to fieldwork situations.
- Explain how theoretical perspectives play a role in problem and research method selection.
- Collect, analyze, and interpret field research data, and draw valid conclusions from their analyses (departmental SLO).
- Evaluate research questions using data from peer-reviewed journal articles and other sources.
- Locate peer-reviewed journal articles in the UH-Mānoa online library databases.

Teaching & Learning Methods

You will experience online interactions, using CLOGS/BLOGS and other media, small group discussions, question and answer sessions, activities, videos, and other methods, which are deemed beneficial to learning. The class will be asynchronous, which means each student can participate at a time that works for her or him. However, there will be deadlines (Hawaii Standard Time Zone), which everyone in the class must follow for assignment submission. In addition, online work must be completed in the week assigned. This class strives to develop an online community, which requires that students interact with each other in weekly discussions. You may write work in advance, but wait to post it until the week it is due. Plus, during each week, be sure to complete the interactive “online participation” components of the course, which will often involve working online with other students, or responding to their online materials.

Required Materials

- Rossman, Gretchen B., and Rallis, Sharon F. (2017). *An Introduction to Qualitative Research: Learning in the Field*, 4th ed. Los Angeles, CA: Sage.
- Yellin, Linda L. (2009). *A Sociology Writer’s Guide*. Pearson.
- Additional Readings (placed on Lailima.)

Course / University Policies

Online Attendance Policy: Regular online attendance is expected, and unexcused disappearances will be penalized. Please notify me by e-mail if you expect to miss online commitments because of illness, or some other issue. Depending on the issue, I will either allow you an extension, or apply a penalty.

Unexplained late completion of required submissions will incur a penalty. The class is small, and I would like to develop a class culture in which you learn from your peers, as well as from me, and your course materials. This means that all students need to participate in a timely manner, adhering to posted deadlines.

Online Class Environment: Enrollment in this course indicates that you agree to conduct all online discussions and interactions with thought, maturity, and respect for others’ rights to differ. Discussion of personal beliefs is encouraged, and will be conducted in a manner that maintains a climate conducive to the learning of all class members. Students at the University of Hawai‘i - Mānoa are encouraged to exercise personal responsibility and self-discipline, and to engage in the rigors of discovery and scholarship.

Academic Honesty / Plagiarism: Compliance with strict standards of academic honesty is expected. Please refer to the *UHM Student Conduct Code*, including the revisions in *E7.208*, paying special attention to the sections on academic honesty. Note that “plagiarism” is the failure to correctly cite / reference *any words or ideas* which are not your own. You should *always* reference the sources of your information. Plagiarism also includes using (or sharing) others’ essays, quizzes, etc., *re-using* your own work, *and* the use of pre-written, purchased, or downloaded materials. If there is ever a question on this issue, please ask me in advance of submitting the work since once it is submitted **I will act strongly to enforce academic standards. Plagiarism may result in Failure as a final course grade.**

Make up Policy: Typically all work is due on the designated day/time. Please schedule your extra-curricular events around your course work. In the case of University of Hawai‘i athletes, you need to notify me of your conflicts in advance, although given the nature of this course, students should be able to submit materials from any location. In the case of written online assignments, athletes will need to submit these in advance if they are scheduled to be absent from computer or internet facilities. You need to take responsibility for dealing with these issues. My policy is that late submissions will be penalized one-half of a letter grade for each day late. In the case of *emergencies* or *extreme personal difficulty* (e.g., major car accident, sudden acute illness), work may be made up; *email me as soon as possible in these situations.*

ADA Statement: If you have a disability for which you will need accommodations in this class, please let me know as soon as possible. Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately by email. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my online 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. If you do not have an ADA-documented disability, but there is something, which I can do to assist you, please email me, and I will try to work with you to ease the difficulty.

Requests for Reevaluation: The burden of proof in a reevaluation of graded work rests with you. Before meeting with me on SKYPE, a rationale for a different grade should first be submitted by e-mail. This should identify the specific concerns and provide detailed evidence in support of your argument for a different grade. *Requests for reevaluation must be made within 10 days of the student’s receipt of the graded item.*

Course Assignments & Grading

Important Note: to pass the course, you must complete all assignments. This means that if you do not complete assignments, you will fail the course. All assignments may be submitted late, although there will be strong penalties.

- *Informed Online Participation (20%):* 10% of class participation will be assessed at the end of Week 7, and the final 10% of class participation will be assessed at the end of Week 15. This grade will be assessed through weekly assignments (submitted Tuesdays and Thursdays, at 5:00 pm HST), including online work in CLOGS/BLOGS, wikis, or other class exercises. These assignments will range from a paragraph to a full page of writing. Each weekly assignment will be assessed as highly satisfactory, satisfactory, or unsatisfactory. At the end of the semester, consistently highly satisfactory submissions will receive 20 points (or 20% of the final grade), with consistently satisfactory submissions receiving 15 points, and consistently unsatisfactory submissions receiving 10 points. You will be notified at the end of each week of your work assessment as highly satisfactory, satisfactory, or unsatisfactory, with suggestions for improvement, if needed. You will also learn from viewing each other’s work online.
- *7 Writing Assignments (submitted in Drop Box on Fridays, by 5:00 pm HST), based on assignment handouts; each worth 5%; total of 35%):* Weeks 2, 3, 6, 7, 8, 11, and 12. The first assignment consists of 5 sentences, and the remainders involve 1-2 pages of 12-pt font, double-spaced, typed pages. These will be graded according to rubrics provided on the handouts, available on Laulima. You will also receive brief written comments from me. In addition, I provide class feedback in aggregate, so you have an idea of how you are placing in the group, and also what the group of writers needs to improve. Typically, I also include a portion of the larger essay assignments in the smaller writing assignments, which means that you have feedback from me and can improve this portion of your work before submission of the essay.
- *Essay #1 (15%):* submission by 5:00 pm HST, Friday, Week 4 of a 3-page paper, based on assignment handout with grading rubric provided on Laulima. Portions of the essay (for example, discussing the three peer-reviewed journal articles selected) also appear in earlier written assignments, which allow you to respond to my previous editing suggestions, and incorporate improvements into the final graded essay. In addition, I will devote a wiki exercise (class participation item) to creating thesis statements, finding peer-reviewed articles, and other issues which students find challenging when writing an essay. After I grade essays, I ask students with the best papers for permission to share them with the class, which allows other students to see how their work might be improved.
- *Essay #2 (15%):* submission by 5:00 pm HST, Friday, Week 10 of a 5-7-page paper, based on assignment handout with grading rubric provided on Laulima. See information above for Essay #1.
- *Essay #3 (15%):* submission by 5:00 pm HST, Wednesday, Week 15 of a 4-5-page paper, based on assignment handout with grading rubric provided on Laulima. See information above for Essay #1.

Note re. Written Assignments: You need to take responsibility for working in advance of the due dates and contacting me for assistance if you are having difficulties in understanding or completing your assignments. I am always willing to arrange for SKYPE discussions in advance of deadlines. Last-minute requests will find me less sympathetic. Late submissions will be penalized half of a letter grade for each day late. **Bear in mind that I will not provide or grade extra credit assignments.**

At the University of Hawai’i – Mānoa, “student achievement is designated by the following grades A+,

A, A- (excellent), B+, B, B- (above average), C+, C, (average), C-, D+, D, D- (minimal passing), [and] F (failure)” (<http://www.catalog.Hawaii.edu/undergrad-ed/creditsGrades.htm>). A-level grades recognize outstanding achievement, and are not rewarded for mere submission of required work.

For this course, percentages can be translated into grades, using the following conversion: A+ (97-100), A (93-96), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), and F (below 60).

Important Registration & Withdrawal Information

- February 2, 2017: last date to register
- February 2, 2017: last day to receive 100% tuition refund
- February 13, 2017: last day to receive 50% tuition refund
- February 13, 2017: last day to drop (No “W” on transcript)
- March 29, 2017: last day to withdraw from class (“W” on transcript)

Course Schedule & Readings Fall 2016 (both are subject to modification)

Required Materials are to be Read Before the Week’s Assignments.

Please be Prepared to Participate Online.

* **Note:** We will not necessarily cover each reading in class discussions or assignments. You are responsible for the content of all materials (readings, videos, Power Points, etc.) in this course. This means that you need to ask questions online to promote discussion about anything that you find difficult to understand. If you are finding it challenging, then most likely so are other members of the class.

Week 1. January 23-29: Introduction to Analysis in Field Research, Writing, and Ethics

Required Readings: Rossman & Rallis (2017) Chapter 1; Syllabus; Online Links.

Week 1 Online CLOG Participation (5:00 pm HST: Tuesday, Jan. 24 & Thursday, Jan. 26).

Week 2. January 30 – February 5: Researcher as Learner

Required Readings: Palmer et al. (2014) “Ethics in Fieldwork;” Rossman & Rallis (2017) Chapter 2.

Week 2 Online CLOG Participation (5:00 pm HST: Tuesday, Jan. 31 & Thursday, Feb. 2).

1st Writing Assignment (5%): due Friday, February 3 (5:00 pm HST); “assignments” submission.

Week 3. February 6-12: ASA Code of Ethics and Field Research

Required Reading: ASA (1999) “Code of Ethics;” Rossman & Rallis (2017) Chapter 3; Wurtzburg et al. (2016) “Tuskegee Experiment.”

Week 3 Online CLOG Participation (5:00 pm HST: Tuesday, Feb. 7 & Thursday, Feb. 9).

2nd Writing Assignment (5%): due Friday, February 10 (5:00 pm HST); “assignments” submission.

Week 4. February 13-19: Research Genres and Ethics

Required Readings: Rossman & Rallis (2017) Chapter 4.

Week 4 Online CLOG Participation (5:00 pm HST: Tuesday, Feb. 14 & Thursday, Feb. 16).

Essay #1 (15%): due Friday, February 17 (5:00 pm HST); “assignments” submission.

Week 5. February 20-26: Conceptualizing Fieldwork

Required Reading: Chung-Do et al. (2013) “Hawaii’s Caring Communities;” Rossman & Rallis (2017) Chapter 5.

Week 5 Online CLOG Participation (5:00 pm HST: Tuesday, Feb. 21 & Thursday, Feb. 23).

Week 6. February 27 – March 5: Entering the Field

Required Readings: Rossman & Rallis (2017) Chapter 6.

Week 6 Online CLOG Participation (5:00 pm HST: Tuesday, Feb. 28 & Thursday, Mar. 2).

3rd Writing Assignment (5%): due Friday, March 3 (5:00 pm HST); “assignments” submission.

Week 7. March 6-12: Gathering Data

Required Readings: Njue et al. (2014) “What are Fair Study Benefits?” Rossman & Rallis (2017) Chapter 7.

Week 7 Online CLOG Participation (5:00 pm HST: Tuesday, Mar. 7 & Thursday, Mar. 9).

4th Writing Assignment (5%): due Friday, March 10 (5:00 pm HST); “assignments” submission.

Week 8. March 13-19: Issues that Arise in the Field

Required Readings: Rossman & Rallis (2017) Chapter 8.

Week 8 Online CLOG Participation (5:00 pm HST: Tuesday, Mar. 14 & Thursday, Mar. 16).

5th Writing Assignment (5%): due Friday, March 17 (5:00 pm HST); “assignments” submission.

Week 9. March 20-26: Field Research and Data: Examples.

Required Readings: Rossman & Rallis (2017) Chapter 9.

Week 9 Online CLOG Participation (5:00 pm HST: Tuesday, Mar. 21 & Thursday, Mar. 23).

Week 10. March 27 – April 2: Analyzing and Interpreting Data.

Required Readings: Rossman & Rallis (2017) Chapter 10.

Week 10 Online CLOG Participation (5:00 pm HST: Tuesday, Mar. 28 & Thursday, Mar. 30).

Essay #2 (15%): due Friday, March 31 (5:00 pm HST); “assignments” submission.

Week 11. April 3-9: Analyzing and Interpreting Data: Examples.

Required Readings: Rossman & Rallis (2017) Chapter 11; Wurtzburg & Tan (2011) “Sociology of Gambling.”

Week 11 Online CLOG Participation (5:00 pm HST: Tuesday, Apr. 4 & Thursday, Apr. 6).

6th Writing Assignment (5%): due Friday, April 7 (5:00 pm HST); “assignments” submission.

Week 12. April 10-16: Field Research with Vulnerable Populations.

Required Readings: Lange et al. (2013) “Vulnerability in Research Ethics;” Mandava & Millum (2013) “Manipulation in the Enrollment of Research Participants;”

Week 12 Online CLOG Participation (5:00 pm HST: Tuesday, Apr. 11 & Thursday, Apr. 13).

7th Writing Assignment (5%): due Friday, April 14 (5:00 pm HST); “assignments” submission.

Week 13. April 17-23: Publishing Fieldwork.

Required Readings: Rossman & Rallis (2017) Chapter 12; Wurtzburg (2003) “The Pacific Island Community.”

Week 13 Online CLOG Participation (5:00 pm HST: Tuesday, Apr. 18 & Thursday, Apr. 20).

Week 14. April 24-30: Publishing Fieldwork in an Online World

Required Readings: Buchanan & Zimmer (2016) “Internet Research Ethics.”

Week 14 Online CLOG Participation (5:00 pm HST: Tuesday, Apr. 25 & Thursday, Apr. 27).

Week 15. May 1-3: Field Research: The Future

Essay #3 (15%): due Wednesday, May 3 (5:00 pm HST); “assignments” submission.

Online e-café survey.

NOTE: This syllabus is subject to change.