This course provides students the concrete skills they need to carry out ethnographic fieldwork. In it we will discuss topics ranging from the epistemology of qualitative research to where in Honolulu you can purchase foot pedals for transcribing interviews. The main focus of the course is methodological: what specifically do anthropologists do in the field? In this class we will discuss the three fundamental parts of ethnographic research: taking fieldnotes, interviewing people, and coding the result. The course will then move on to a series of other methods such as collaborative ethnography, case studies, and discourse analysis. The overall assumption will be: given a basic research project, how will you implement it through ethnographic methods?

Discussion of fieldwork inevitable require a discussion of the broader issues that surround ethnographic research. For this reason we will also discuss the ethics of fieldwork, and the epistemological underpinnings of qualitative methods. We will also examine a series of descriptions of fieldwork as it was carried out by different people in different sorts of situations so that students will have an inventory of fieldwork situations to compare their own to.

Substantively, much of the learning of the seminar will be through doing. Students will undertake individual projects in which they will organize and conduct their own ethnographic work. These projects will serve as pilots projects for students planning to conduct fieldwork for their dissertations, and these larger dissertation projects will be discussed in the course of the class as the ultimate 'horizon' against which student projects are undertaken.

Student Learning Objectives

Students who successfully finish this course will be able to:

• Comprehend the underlying theoretical and epistemological models which ground qualitative research
• Understand the ethical standards of our discipline and conduct themselves accordingly
• Compare their field experiences with a variety of others in order to keep them balanced in the field
• Take fieldnotes and write them up as part of generalized fieldwork
• Learn to focus their research methodologically in order to address issues of validity and reliability
• Conduct interviews as a specialized field technique
• Gain basic awareness of a few other specialized field techniques, such as the extended case study, reflexive autoethnography, and ethnographic techniques for the Internet
• Consider wider issues of validity such as sampling and reliability

Grading
There are 300 points available to earn in this class. Points will be awarded on the basis of the following work:

Performance in seminar
Giving feedback, speaking in seminar, and participating in the class are absolutely key to your success. This category includes asking students to complete in-class exercises, carefully read class materials, and attend to other miscellaneous class matters.

Autobiographical Statement
Students will write a brief autobiographical statement that explains where they are coming from and how this connects with their research proposal.

Fieldwork Project
Students will complete a fieldwork project to give them a sense of what it is to do ethnography. The project will be broken down into several sub-parts.

Fieldwork Proposal
A rough proposal for a topic that is studyable within the parameters of the class.

Research Plan
Students will be asked to prepare a ~10 page research proposal suitable for funding that they will be graded on.

Fieldnotes
Students will turn in fieldnotes on their project

Coded Interview
Students will prepare a one to two page job letter similar to that used to apply for academic positions.

Final Paper
The final paper will include: 1) Problem statement with references to the literature 2) Description of field site 3) Description of method, ethical issues, and entrance 4) description of data gathering 5) Description of data analysis 6) statement of findings. The paper should not be longer than 30 pages double spaced and should be suitable for submission to an anthropology journal.

Textbooks
The following books are at the bookstore and will be read in their entirety for class:
Weiss, Learning from Strangers
Briggs, Learning How To Ask
Lofland, Analyzing Social Situations
Emerson et. al. Fieldnotes
Doing Qualitative Research Using Your Computer: A Practical Guide

Schedule
1. Preparing to Enter ‘The Field’

**Introduction**
Syllabus handout, discussion of class requirements

**Assignment:** Come with 1 page description of your planned MA/Dissertation fieldwork

*Fieldwork example: Terry Gross, “Fresh Air Interview with Gene Simmons”*

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2. 30 Aug - 5 Sep

**Turning ‘life’ into ‘data’: Conceptual clarifications**

How Meaning Works
Silverstein and Urban “Introduction” in *Natural Histories of Discourse*

Epistemology of Qualitative Research
Abbott, “Explanation” (34 pages)
Katz, “Analytic Induction” (4 pages, double column)
NSF report on qualitative methods Front matter (p. 8-15), and anthropology appendix front matter (23-27)

*Fieldwork example: Irvine, “Shadow Conversations”*

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3. 6 Sep - 12 Sep

**Starting Where You Are**

Labor Day 6 Monday
Lofland, “Starting Where You Are” (6 pages)
Gupta and Ferguson, “The Field as Site, Method, and Location” in *Anthropological Locations* (46 pages)
Malinowski, “Method and Scope of Anthropological Fieldwork” (21 pages)

**Assignment:** 2-3 page autobiography

*Fieldwork example: Styles, “Outsider/Insider: Researching Gay Baths” (21 pages)*

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4. 13 Sep - 19 Sep

**II. Being In The Field**

**Getting Into And Along In The Field**
Lofland, chapters 2, 3, and 4 (66 pages)
Hahn chapters 1 and 2 (30 pages)
19 Sep first day of Rosh Hashanah
Special guest speakers: returning Ph.D. students
Hahn 3 and 4 (38)

**Assignment:** Explore world, come back with project proposal

*Fieldwork example: Robbins, “When Do You Think The World Will End?”*

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5. 20 Sep - 26 Sep

**Taking Fieldnotes**
Emerson, “Fieldnotes”
Lofland ch. 5 (38 pages)
Hahn ch. 5 (15 pages)

**Assignment:** blueprint and timeline of project

*Fieldwork Example: Fenno, “Homestyle”*
6 27 Sep - 3 Oct

Analyzing Data and Coding Data
Emerson, “Fieldnotes”
Lofland ch. 9 (25 pages)
Hahn 6-9 (91 pages)
Field example: Lamont, “Money, Morals, and Manners”

Election Day Tuesday 2 Nov

7 4 Oct - 10 Oct

Ethics
Primacy of the Ethical
AAA code of ethics
Smith, “Decolonizing Methodologies”
Other readings
Take hour-long NIH certification online course.
Manoa IRB materials
Assignment: complete NIH Human Subjects approval/ Macquarie online course, generate IRB documents
Fieldwork example: Goode, “Sexual Involvement and Social Research in a Fat Civil Rights Organization”

8 11 Oct - 17 Oct

II. Doing Fieldwork
Focusing, Sampling, Validity
Gluckman, “Ethnographic Data in British Social Anthropology” (10 pages)
Sampling, Reliability, and Validity
Lofland, chapters 6, 7, and 8
Assignment: Revised pilot project
Fieldwork Example: Humphreys, “Tea Room Trade”

9 18 Oct - 24 Oct

Special Methods: Interviewing
Weiss, Learning from Strangers 1-150 (150 pages)
Develop interview guide
Fieldwork Example: Fenno, Homestyle

10 25 Oct - 31 Oct

Special Methods: Interviewing two - transcribing?
Briggs, Learning How to Ask 1-125 (125 pages)
Wildavsky, “The Open-Ended, Semistructured Interview: An (Almost) Operational Guide” (46 pages)
Assignment: Transcribe and code
Fieldwork Example: Teiawa, “Multisited Ethnographies”
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<thead>
<tr>
<th>Week</th>
<th>Date Range</th>
<th>Special Methods</th>
<th>Notes</th>
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<tr>
<td>11</td>
<td>1 Nov - 7 Nov</td>
<td><strong>Special Methods: Case Studies</strong></td>
<td>11 Case studies, Burrawoy</td>
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<td>12</td>
<td>8 Nov - 14 Nov</td>
<td><strong>Special Methods: Discourse Analysis</strong></td>
<td>Johnstone, Discourse Analysis (selections)</td>
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<td>*Fieldwork Example: Tengan, “Unsettling Ethnography”</td>
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<td>13</td>
<td>15 Nov - 21 Nov</td>
<td><strong>Special Methods: Autoethnography/Collaborative Fieldwork</strong></td>
<td>Lassiter, Collaborative Fieldwork</td>
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<td><em>Fieldwork example: Erin O’Connor, “Hot Glass: The Calorific Imagination of Practice in Glassblowing”</em></td>
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<td>22 Nov - 28 Nov</td>
<td><strong>Special Methods: Virtual Research Methods</strong></td>
<td>Burrell, “The Fieldsite as a Network”</td>
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<td>Hine, “Virtual Ethnography”</td>
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<td>15</td>
<td>29 Nov - 5 Dec</td>
<td><strong>Special Methods: Focus Groups</strong></td>
<td>T-Thu 25-26 Thanksgiving</td>
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<td>Guess speaker: Eirik Saethre</td>
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<td>Morgan, Focus Groups as Qualitative Research</td>
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<td>Krueger, Focus Groups: A Practical Guide for Applied Research</td>
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<td><em>Fieldwork Example: Ottenberg, “Long-term research”</em></td>
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<td>6 Dec - 12 Dec</td>
<td><strong>Writing Up</strong></td>
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<td>Last day of Instruction Th 9 Dec</td>
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