Please note that this syllabus should be regarded as only a general guide to the course. The instructor may have changed specific course content and requirements subsequent to posting this syllabus. Last Modified: 18:42:40 01/17/2012
VI. Special Problems of Field Research     2/22

   politics and ideology; inference and proof; reliability and validity, bias; ethics

   **Readings:** Buravoy, chs. 2, 4, 7; Corbin, ch. 16

   **Recommended:**
   "Whose Side Are We On?" Howard Becker," "A Comment on Disguised 
   "On Telling Secrets to a Stranger," Diane Vaughan, *Uncoupling* 
   "Postscript: A Question of Ethics," Laud Humphreys, *Tearoom Trade*

VII. Action Research     2/29

   **Readings:** Stringer, *all*; Buravoy, ch 9

   **Recommended:**
   "Managing to Learn: Action Inquiry in City Hall," Robert Krim  
   "Validity in Co-operative Inquiry," John Heron  
   (. . .both in *Human Inquiry in Action*, ed. by Peter Reason)

VACATION

VIII. Post Modern Views     3/14

   **Readings:** Gubrium & Holstein, chs. 3-9

IX. Qualitative Evaluation Research     3/21

   **Readings:** "Influencing the Policy Process with Qualitative Research," Ray Rist  
   (in Norman Denzin and Yvonna Lincoln, *Handbook of Qualitative Research*)

   **Recommended:**
   "The Nature of Qualitative Data," "The Strategy of Qualitative Methods,"  
   "Evaluation Research Strategies Using Qualitative Methods"  
   (in Michael. Q. Patton, *Qualitative Evaluation and Research Methods*)

X. Computers and Qualitative Analysis     3/28

   **Readings:** Each student reports on a qualitative data program.

XI. Writing Reports and Leaving the Field     4/4

   **Readings:** Lofland et al, Ch. 10

XII. REPORTS ON STUDENT FIELD PROJECTS     4/11

XIII. " " " " 4/18

XIV. " " " " 4/25

XV. Conclusions     5/2

**WEDNESDAY, MAY 9, 2012 - FINAL PROJECTS ARE DUE**
CALENDAR

Please have all readings and assignments completed by the dates shown.

I. Ethnography - An Introduction 1/18

- definitions; history; limitations and strengths of fieldwork; course goals and requirements

**Readings:** Lofland et al., Introduction and Ch. 1, and pp. 63-64; Buravoy, ch. 1; Gubrium & Holstein, pp. vii, viii, and ch. 1

II. The Fieldwork Process - An Overview 1/25

- choosing problems and research sites; gaining access and taking a role; note taking; formulating an analysis

**Readings:** Lofland et al., Ch. 2, 3, 4, 5; Gubrium & Holstein, ch. 2

**Recommended:**
- "The Ambiguities of Fieldwork," Rosalie H. Wax
  (in Robert Emerson, *Contemporary Field Research*)
- "How Do You Know If the Informant Is Telling the Truth?" John P. Dean and W.F. Whyte
- "Diagnosing Defenses Against the Outsider," Chris Argyris
  (. . .both in *Issues in Participant Observation*, by McCall & Simmons)
- "The Internal Noise of Anger and Anxiety," and "Devious Behavior in the Field"
  (in Shulamit Reinharz, *Becoming a Social Scientist*)

III. Theorizing in Qualitative Studies 2/1

- theoretical assumptions and research models; relationship of theory to data; grounded theory and analytic induction; case studies and generalization

**Readings:** Corbin and Strauss, chs. 1-14; Lofland et al., Ch. 9; Buravoy, ch. 11

**Recommended:**
- "Thick Description," Clifford Geertz
- "The Grounded Theory Method . . .," Kathy Charmaz
  (. . .both in Robert Emerson, *Contemporary Field Research*)

IV. Conceptualization 2/8

**Readings:** Lofland et al., chs. 6,7, 8; Buravoy, chs. 3, 6,10

V. Interviewing, 2/15

- in-depth interviewing, life histories;

**Readings:** Lofland et al. Ch. 7; Weiss, all

**Recommended:**
- "Interviewing Women: a Contradiction in Terms," Ann Oakley
  (in *Doing Feminist Research*, by Helen Roberts)
- "Asking Descriptive Questions," and "Analyzing Ethnographic Interviews"
  (in James Spradley, *The Ethnographic Interview*)
The person who cannot abide feeling awkward or out of place, who feels crushed whenever (s)he makes a mistake - embarrassing or otherwise - who is psychologically unable to endure being, and being treated like, a fool not only for a day or week but for months on end, ought to think twice before s(he) decides to become a participant observer.

Rosalie Wax, Doing Field Work

We advocate neither distance nor immersion but dialogue. The purpose of field work is not to strip ourselves of biases, for that is an illusory goal, nor to celebrate these biases as the authorial voice of the ethnographer, but rather to discover and perhaps change our biases through interaction with others.

Michael Buravoy, Ethnography Unbound

Required Books:

M. Buravoy et al, GLOBAL ETHNOGRAPHY

J. Gubrium & J. Holstein, THE NEW LANGUAGE OF QUALITATIVE METHOD

J. Lofland et al., ANALYZING SOCIAL SETTINGS, 4th ed.


Ernest Stringer, ACTION RESEARCH, 3rd ed.

Robert S. Weiss, LEARNING FROM STRANGERS

Course Description:

The purpose of this course is to acquaint students with the underlying logic of ethnographic fieldwork and other qualitative methods. Attention will also be given to the practical issues associated with ethnographic research. These include: gaining access, taking a research role, keeping field notes, maintaining rapport with respondents in the field, ethical and political considerations, and generating theory from data.

Because fieldwork is learned best by doing research, students will be asked to reflect upon their own observations, access issues, in-depth interviewing experiences, and theory building dilemmas.

The class will be conducted as a seminar, in which lecturing will be combined with students' sharing of their experiences and ideas. My goal is to help create an atmosphere of mutual trust and support.

GRADES will be determined as follows: Mid-Term 20%; Final Project 60%; Class Participation, 20%. 