**Sociology 6121: QUALITATIVE METHODS**

**Associate Professor Jill Harrison**  Graduate Seminar

Department of Sociology, University of Colorado-Boulder Fall Semester 2021

jill.harrison@colorado.edu Class: Wednesdays 4:10-6:40 in KTCH 1B40

Office hours: Tuesdays 2:00-4:00pm and by appointment; via Zoom

**COURSE DESCRIPTION**

This course is designed to introduce you to the practice of various qualitative data collection techniques, including ethnographic observation, in-depth interviews, focus groups, and the use of documents and other visual media. These and other qualitative methods are commonly used in sociology and other disciplines. Throughout the semester, we read and discuss articles that address the epistemology and practice of various qualitative methods as well as case studies that employ them. Each of you will also practice many of these in the field throughout the semester through a project of your choice. Each week, we will typically spend half of class discussing the readings assigned for that week and half of class discussing your experiences using the methods in the field. This course is the second in the sequence of qualitative research courses taught in our sociology department. The first course covers the logics of qualitative inquiry and is a required course for all students in our sociology graduate program. The third addresses qualitative data analysis and writing.

**ACKNOWLEDGEMENTS AND COMMITMENTS**

I acknowledge that the University of Colorado Boulder sits upon land within the territories of the Ute, Cheyenne, and Arapaho peoples. I further acknowledge that 48 contemporary tribal nations are historically tied to the lands that make up the state of Colorado. In this class, we will discuss ways to integrate this recognition into research, teaching, and service in order to create a more just academy and world.

As a member of the CU community, I pledge to adhere to the [CU Anti-Racism Creed](https://docs.google.com/document/d/1rNRmHty2hJBST1cgmfHDcYrYqoI8QHHxzxchlEefGes/edit), and I expect my students to do so as well. Please read it and the accompanying 2-page document, [“An Antiracist CU”](https://docs.google.com/document/d/1OpjFIZeWkldhxTcl6wZPCSFRi8VgJcGKOS8mzZoQkC8/edit); we will discuss them together early in the semester and revisit them as needed.

**LOCATIONS OF CLASS MEETINGS AND OFFICE HOURS**

This course is scheduled to be taught *in person* in KTCH 1B40. If needed, we will shift to meeting via Zoom.

Office hours will be held *remotely via Zoom*. Please make an appointment through Canvas. See the course Canvas page for the office hours Zoom link. I’m happy to meet with you!

**COURSE REQUIREMENTS**

* Attendance, preparation, and participation: I have assigned a handful of readings for every week this semester. Because each week’s readings are responses to and developments of readings we will have covered in prior weeks, it is imperative that you attend regularly and stay current with the reading assignments. Moreover, because this is not a lecture-style course, you are expected to actively contribute to the discussions. You should expect the bulk of our time to be spent in discussion as a group. Your regular participation and evident preparation will count for 30% of your final grade.
* Additional activities and writing assignments. Most weeks, I have assigned additional activities you need to complete before class. These are all specified below. Some, where noted, include writing assignments that you must submit to Canvas before class that week. I will comment on these written assignments. In other cases, you need to complete the activity, be prepared to discuss it in class, and keep your notes about it in your files. These will be useful to you as you prepare your final paper and for your future research. I will let you know if your work does not meet my expectations. That said, feel free to see me in office hours when you want to discuss your work in greater depth. Together, the work you complete for these assignments will count for 35% of your final grade.
* Final paper: At the end of the semester, you must submit a final paper based on the fieldwork you conducted this semester, plus an appendix (detailed below). I expect that your final paper will be 12-15 pages double-spaced (not including the appendix), although the length is less important than the content and coherence. Your final paper is due by 5:00pm on December 15 to Canvas and will account for 35% of your final grade. *You should work on it throughout the semester.*

The final paper must include the following components:

* + Your research questions/interests. Situate these within academic scholarship to which this project might contribute.
	+ Description of the site(s) in which you conducted your fieldwork.
	+ Full methods section. Detail the methods you used this semester (including observations, interviews, and visual media). *Formally use course readings to demonstrate your understanding of the logic of your methods and to justify them for your project*. Be sure to discuss relevant issues with site selection, access, ethics, and positionality.
	+ Preliminary analytical findings section. Describe one or more preliminary analytical findings from research this semester. Use details from your fieldnotes, transcripts, or other data to illustrate your points. Be sure to describe the contexts in which your observations and insights emerged.
	+ Personal reflection. Discuss how your fieldwork experiences this semester have influenced your future research plans. Formally draw on course readings and your data.
	+ Appendix: Additionally, include an appendix that includes at least four sets of observation fieldnotes from this semester, at least two sets of interview fieldnotes and transcripts from this semester, your visual media, and at least two analytical memos. You are welcome and encouraged to do more than this!

Your written assignments should be professionally composed, coherently organized, proofread, typed in 12-point font, and formatted with 1-inch margins and page numbers. Within your assignments, be sure to cite your sources using the following in-text citation format: (Smith 2007), or (Smith 2007: 1).

The following grading rubric is endorsed by the Sociology Department for its graduate program, and it explains how final grades in graduate seminars should be interpreted:

A: Consistently performs well above expectations for the course

A-: Performs above expectations for the course

B+: Meets expectations for the course

B: Occasionally performs below expectations for the course

B-: Consistently performs below expectations for the course

C range: Unsatisfactory work for a PhD student. Serious concerns regarding student progression toward degree.

**REQUIRED READINGS**

The following books are required. You can purchase them from the campus bookstore, purchase used copies through an online distributor, rent them from an online distributor, share them with another student, or check them out via two-hour reserve at Norlin Library.

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. *Writing Ethnographic Fieldnotes,* 2nd ed. Chicago: The University of Chicago Press.

Smith, Linda Tuhiwai. 2021. *Decolonizing Methodologies: Research and Indigenous Peoples*, 3rd ed. London: Zed Books. [The previous/2nd edition is available online through the CU library.]

All other readings will be available as downloadable material through this course’s Canvas website. Because Canvas could occasionally have problems, be sure to download your readings at least two weeks in advance, and keep copies of your own essays and course readings on a backup device. If you have troubles with Canvas, contact the CU IT Service Center at 303-735-4357.

**OUTLINE OF READINGS AND ASSIGNMENTS**

**Week 1/ August 25: Course Organization and Introductions**

* Readings:
	+ CU Anti-Racism Creed: <https://docs.google.com/document/d/1rNRmHty2hJBST1cgmfHDcYrYqoI8QHHxzxchlEefGes/edit>
	+ An Anti-Racist CU: <https://docs.google.com/document/d/1OpjFIZeWkldhxTcl6wZPCSFRi8VgJcGKOS8mzZoQkC8/edit>
	+ Lareau, Annette, and Aliya Hamid Rao. 2016. “It’s About the Depth of Your Data.” *Contexts*. <https://contexts.org/blog/its-about-the-depth-of-your-data/>
	+ Becker, Howard S. 1996. “The Epistemology of Qualitative Research.” In *Ethnography and Human Development: Context and Meaning in Social Inquiry,* ed. Richard Jessor, Anne Colby, and Richard A. Shweder, pp. 53-70. Chicago: University of Chicago Press.
	+ Goodwin, Jeff and Ruth Horowitz. 2002. “Introduction: The Methodological Dilemmas and Strengths of Qualitative Sociology.” *Qualitative Sociology* 25(1): 33-47.
	+ Small, Mario. 2009. “How Many Cases Do I Need? On Science and the Logic of Case Selection in Field-Based Research.” *Ethnography* 10(1): 5-38.

**Week 2/ September 1: Case and Site Selection**

* Readings:
	+ Rose, Christopher S. “Grad School Survival Guide: How to Read.” <https://christophersrose.com/2019/05/15/grad-school-survival-guide-how-to-read/>
	+ Bechhofer, Frank and Lindsay Paterson. 2000. “The Choice of Locale and Group.” Pp. 43-54 in *Principles of Research Design in the Social Sciences*. Oxon: Routledge.
	+ Lofland, John, David A. Snow, Leon Anderson, and Lyn Lofland. 2006. Chapters 1 and 2 from *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis.* Cengage Learning.
	+ Sue, Christina A., Adriana C. Núñez, and Michael D. Harris. 2021. “Colorblind Spots in Qualitative Methods Training.” *Sociology of Race and Ethnicity*.
* Additional work to complete before this week’s class:
	+ *Fieldwork proposal*. In approximately one to two pages, describe a topic you want to research this semester, explain why this interests you, identify one or more local or virtual sites in which you can conduct fieldwork on this topic (including, notably, observation and interviews), list the questions or concerns you have about it, and identify how this week’s readings influenced your thinking about your own research topic and research site for your work in class this semester. Submit this to Canvas.

**Week 3/ September 8: Ethnographic Observation and Jotting**

* Readings:
	+ Emerson, Robert. 2001. “Introduction: The Development of Ethnographic Field Research” and selections from “The Face of Contemporary Ethnography.” From *Contemporary Field Research: Perspectives and Formulations*, 2nd ed., ed. Robert M. Emerson, pp. 1-39*.* Long Grove, IL: Waveland Press.
	+ Hallett, Ronald E., and Kristen Barber. 2014. “Ethnographic Research in a Cyber Era.” *Journal of Contemporary Ethnography* 43(3): 306-330.
	+ [book] Emerson, Fretz, and Shaw. *Writing Ethnographic Fieldnotes.* Chapters 1 and 2.
* Additional work to complete before this week’s class:
	+ Status report of your fieldwork plans and site access. Submit this to Canvas.
	+ *Breaching experiment*. In this exercise, you will need to breach a social norm (such as related to gender, etiquette, or sequencing) and observe how people respond to your behavior. Do not do anything illegal or that will put you at risk of harm. During this experiment, you are *not* to tell people that you are engaging in an experiment, since the point of the exercise is to gauge people’s reactions to your behavior that transgresses a social norm. It is imperative that during and following your breach of the norm, you act as if nothing out of the ordinary is occurring. Please keep in mind that people are highly invested in following and maintaining social norms, so if anyone gets overly upset during this experiment, *please abort*. Please come to class prepared to discuss your experience. I recommend doing this in pairs, where you take turns doing the same norm breaching and observing each other. Afterward, discuss your experiences, including how they differed, and discuss what kinds of social structures might be shaping your experiences. Subsequently, write about your experiences. Next week in class, be prepared to discuss your notes and experiences.

**Week 4/ September 15: Writing Fieldnotes**

* Readings:
	+ [book] Emerson, Fretz, and Shaw. *Writing Ethnographic Fieldnotes*. Chapters 3, 4, and 5.
* Additional work to complete before this week’s class:
	+ *Paired site observation and fieldnotes*. After doing the readings for this week, attend and observe a social scene with a partner from class for at least half an hour. The site can relate to one of your research projects or to something else entirely. Take notes while there if doing so would not be disruptive; otherwise, commit your notes to memory. Each of you should independently observe the scene and write up your own fieldnotes without discussing your observations with each other. Email your fieldnotes to your partner (be sure to give each other enough time to read them before class). After you have finished your fieldnotes and sent them along to your partner, then read theirs. Come to class ready to discuss your experience in the field and the differences you notice between your fieldnotes and your partner’s. Have your fieldnotes with you during class so that you can reference them during discussion.
	+ Brief status report of your fieldwork plans and site access. Submit this to Canvas.

**Week 5/ September 22: Gaining Entrée, Developing Rapport, and Being in the Field**

* Readings:
	+ Lofland, John, David A. Snow, Leon Anderson, and Lyn Lofland. 2006. Chapters 3 and 4 from *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis.* Cengage Learning.
	+ Hoang, Kimberly Kay, and Rhacel Salazar Parreñas. 2016. “Accessing the Hardest to Reach Populations.” *Contexts*. <https://contexts.org/blog/accessing-the-hardest-to-reach-populations/>
	+ Richards, Patricia, and Rebecca Hanson. 2019. “Introduction” from *Harassed: Gender, Bodies, and Ethnographic Research*. Berkeley, CA: University of California Press.
	+ Please complete the following two CONVERGE training modules, for which you will first need to register here: <https://converge-training.colorado.edu/register/>
		- Conducting Emotionally Challenging Research
		- Understanding and Ending Gender-Based Violence in Fieldwork
	+ Optional readings:
		- Emerson, Robert. 2001. “Fieldwork Practice: Issues in Participant Observation.” From *Contemporary Field Research: Perspectives and Formulations*, 2nd ed., ed. Robert M. Emerson, pp. 113-131*.* Long Grove, IL: Waveland Press.
		- Emerson, Robert and Melvin Pollner. 2001. “Constructing Participant/Observation Relations.” From *Contemporary Field Research: Perspectives and Formulations*, 2nd ed., ed. Robert M. Emerson, pp. 239-259*.* Long Grove, IL: Waveland Press.
* Additional work to complete before this week’s class:
	+ *Site observation and fieldnotes*. Select a site or situation you can observe for your research project – someplace where your presence will not be overly disruptive. Observe for a minimum of one hour. Immediately after finishing your observation, write up your fieldnotes about your observations. Be sure to describe the setting and the people you observed, their interactions and conversations, how others reacted to you, as well as your own feelings about being at the site and doing this exercise. These need not be polished or edited, but they do need to be sufficiently well written that I can read them and that you will be able to read them weeks and months from now. Submit your fieldnotes to Canvas.
	+ Brief status report of your fieldwork. Submit this to Canvas.

**Week 6/ September 29: Positionality and Reflexivity**

* Readings:
	+ McCorkel, Jill A., and Kristen Myers. 2003. “What Difference Does Difference Make: Position and Privilege in the Field.” *Qualitative Sociology* 26 (2): 199-231.
	+ Twine, France Winddance. 2000. "Racial Ideologies and Racial Methodologies." Pp. 1-34 in *Racing Research, Researching Race: Methodological Dilemmas in Critical Race Studies*, edited by France Winddance and Jonathan Warren Twine. New York: New York University Press.
	+ Buford May, Reuben A. 2014. "When the Methodological Shoe Is on the Other Foot: African American Interviewer and White Interviewees." *Qualitative Sociology* 37(1):117-36.
	+ Tarrant, Anna. 2014. “Negotiating Multiple Positionalities in the Interview Setting: Researching Across Gender and Generational Boundaries.” *The Professional Geographer* 66 (3): 493-500.
* Additional work to complete before this week’s class:
	+ Brief status report of your fieldwork. Submit this to Canvas.
* Other announcements:
	+ Continue with your site observations and fieldnotes.

**Week 7/ October 6: Ethical Issues and the IRB I**

* Readings:
	+ Emerson, Robert. “Fieldwork Practice: Issues in Participant Observation.” From *Contemporary Field Research: Perspectives and Formulations*, 2nd ed., ed. Robert M. Emerson, pp. 134-139*.* Long Grove, IL: Waveland Press.
	+ Berg, Bruce and Howard Lune. 2012. Chapter 3, “Ethical Issues” in *Qualitative Research Methods for the Social Sciences*.
	+ Babbie, Earl. 2004. “Laud Humphreys and Research Ethics.” *International Journal of Sociology and Social Policy* 24: 12-19.
	+ Fine, Gary Alan. 1993. “Ten Lies of Ethnography: Moral Dilemmas in Field Research.” *Journal of Contemporary Ethnography* 22(3): 267-294.
	+ Gupta, Clare, and Alice B. Kelly. 2014. “The Social Relations of Fieldwork: Giving Back in a Research Setting.” *Journal of Research Practice* 10 (2): 1-11.
* Additional work to complete before this week’s class:
	+ One more set of site observation fieldnotes. Submit this to Canvas.
	+ Brief status report of your fieldwork. Submit this to Canvas.
* Other announcements:
	+ Continue with your site observations and fieldnotes.

**Week 8/ October 13: Ethical Issues and the IRB II**

* Readings:
	+ Emerson, Robert. “Fieldwork Practice: Issues in Participant Observation.” From *Contemporary Field Research: Perspectives and Formulations*, 2nd ed., ed. Robert M. Emerson, pp. 139-151*.* Long Grove, IL: Waveland Press.
	+ Ellis, Carolyn. 1995. "Emotional and Ethical Quagmires in Returning to the Field." *Journal of Contemporary Ethnography* 24(1): 68-98.
	+ Leo, Richard A. “Trial and Tribulations: Courts, Ethnography, and the Need for an Evidentiary Privilege for Academic Researchers.” From *Contemporary Field Research: Perspectives and Formulations*, 2nd ed., ed. Robert M. Emerson, pp. 260-279*.* Long Grove, IL: Waveland Press.
	+ American Sociological Association Code of Ethics
	+ CU Institutional Review Board (IRB) website – spend some time reading through the many resources on this website: <https://www.colorado.edu/researchinnovation/compliance/human-research-irb/preparing-protocol-submissions/new-human-subjects-research-start-here>
* Additional work to complete before this week’s class:
	+ Take the “Social Behavioral Research Investigators and Key Personnel” CITI training, and submit a screenshot of the completion report to Canvas.
	+ Prepare a list of questions for the CU IRB representative who will visit us in class today.
	+ Brief status report of your fieldwork. Submit this to Canvas.
* Other announcements:
	+ Continue with your site observations and fieldnotes.

**Week 9/ October 20: Indigenous Scholars’ Challenges to Western Research**

* Reading:
	+ [book] Smith, Linda Tuhiwai. 2012. *Decolonizing Methodologies: Research and Indigenous Peoples*, 2nd ed. London: Zed Books. [Read through p. 125 at least.]
	+ Additional reading TBD.
	+ Optional recommended reading:
		- Tuck, Eve, and K. Wayne Yang. 2012. “Decolonization is Not a Metaphor.” *Decolonization: Indigeneity, Colonization, and Society* 1(1): 1-40.
* Additional work to complete before this week’s class:
	+ Brief status report of your fieldwork. Submit this to Canvas.
* Other announcements:
	+ Continue with your site observations and fieldnotes.

**Week 10/ October 27: Interviewing I**

* Reading:
	+ Rubin, Herbert J., and Irene S. Rubin. 2012. *Qualitative Interviewing: The Art of Hearing Data*, 3rd ed. Los Angeles: Sage Publications. Selected chapters.
* Additional work to complete before this week’s class:
	+ *Initial interview ideas and draft interview guide*. Write a short statement (approximately 1-2 pp.) about who you might interview for approximately one hour for your project sometime in the next two weeks, why you have chosen them, what you want to learn, how you might conduct the interview, how you will recruit them, and why you have chosen this recruitment approach. Then include a draft interview guide. Finally, identify a list of questions or concerns you have that you want to discuss in class.
		- Submit this to Canvas, and be prepared to discuss your ideas and questions in class.
		- Also, email your interview guide to your discussion partner, since you will workshop the guides together in class.
	+ Brief status report of your fieldwork. Submit this to Canvas.
* Other announcements:
	+ Continue with your site observations and fieldnotes.

**Week 11/ November 3: Interviewing II**

*Note: Class today will start at 4:45.*

* Readings:
	+ Ostrander, Susan A. 1993. “Surely You’re Not in This Just to Be Helpful: Access, Rapport, and Interviews in Three Studies of Elites.” *Journal of Contemporary Ethnography* 22: 7-27.
	+ Harris, Jessica. 2016. “Utilizing the Walking Interview to Explore Campus Climate for Students of Color.” *Journal of Student Affairs Research and Practice*, 53 (4): 365-377.
	+ Warren, Saskia. 2017. “Pluralising the Walking Interview: Researching (Im)mobilities with Muslim Women.” *Social & Cultural Geography* 18 (6): 786-807.
	+ Additional reading(s) TBD.
* Additional work to complete before this week’s class:
	+ *Pair interviewing activity*. Interview someone else in the class, and allow yourself to be interviewed by them. Before you do the interview, prepare a few interview questions. These can relate to your research topic if it is relevant to your partner; if not, choose a different topic for the purposes of this assignment – something your partner will be able to speak about. Immediately following both interviews, have a discussion about your interview questions, your interviewing technique, and your experience as someone being interviewed. Be prepared to discuss this in class.
	+ *Revised interview plan and guide*. Revise your interview plan (specifying what has changed since last week, and why) and interview guide for which you have carefully considered question order, word choice, question construction, and other issues covered in readings and discussion.
		- Submit this to Canvas, and be prepared to discuss your ideas and questions in class.
		- Also, email your revised interview guide to your discussion partner, since you might workshop the guides together in class.
	+ Brief status report of your fieldwork. Submit this to Canvas.
* Other announcements:
	+ Begin recruiting interview participants and setting up interviews.
	+ Continue with your site observations and fieldnotes.

**Week 12/ November 10: Augmenting Qualitative Interviews**

* Readings:
	+ Eidse, Noelani, and Sarah Turner. 2014. “Doing Resistance Their Own Way: Counter-Narratives of Street Vending in Hanoi, Vietnam through Solicited Journaling.” *Area* 46(3): 242-248.
	+ Carroll, Clint, Eva Garroutte, Carolyn Noonan, and Dedra Buchwald. 2018. “Using PhotoVoice to Promote Land Conservation and Indigenous Well-Being in Oklahoma.” *EcoHealth* 15(2): 450-461.
	+ Fothergill, Alice, and Lori Peek. 2015. “Appendix B: Studying Children and Youth in Disaster: A Note on Methods.” From *Children of Katrina.* University of Texas Press.pp. 225-268. Note: We will revisit their discussion of focus groups in two weeks.
	+ Additional reading TBD.
* Additional work to complete before this week’s class:
	+ *Interview and fieldnotes*. Conduct an interview for your research project. Strive to get permission to record this interview. Immediately after you do so, write up your full fieldnotes from the interview. Some issues to consider addressing: detail your observations and feelings, note what issues you want to follow up on, reflect upon your positionality vis-à-vis the interviewee, identify how you would do things differently next time, reflect how comfortable you felt and consider why, list points you were confused by or otherwise want to follow up on, and speculate on potential analytical insights. Also list concerns you want to discuss with the class. Your fieldnotes do not have to be polished or edited, but they do need to be sufficiently well written that I can read them and that you would be able to read them months (or years) from now. Submit your fieldnotes to Canvas.
	+ Brief status report of your fieldwork. Submit this to Canvas.
* Other announcements:
	+ Continue with your site observations and fieldnotes.

**Week 13/ November 17: Focusing Data Collection, Identifying Themes, Memoing, and Member Check**

* Readings:
	+ [book] Emerson, Fretz, and Shaw. *Writing Ethnographic Fieldnotes.* Chapter 6.
	+ Deterding, Nicole M., and Mary Waters. 2021. “Flexible Coding of In-depth Interviews: A Twenty-first-century Approach.” *Sociological Methods & Research*, 50(2): 708-739.
	+ Koelsch, Lori E. 2013. “Reconceptualizing the Member Check Interview.” *International Journal of Qualitative Methods* 12: 168-179.
	+ Optional reading on coding:
		- Saldaña, Johnny. 2016. Chapters 1 and 2 from *The Coding Manual for Qualitative Researchers*. Los Angeles: Sage.
* Additional work to complete before this week’s class:
	+ *Transcript of first interview*. Transcribe your interview, and submit it to the assignment folder on Canvas.
	+ Brief status report of your fieldwork. Submit this to Canvas.
* Other announcements:
	+ Continue with interviews: recruiting participants, conducting interviews, writing up fieldnotes.
	+ Continue with your site observations and fieldnotes.

**Week 14/ December 1: Focus Groups**

* Readings:
	+ Stewart, David W., Prem N. Shamdasani, and Dennis W. Rook. 2007. Selection from *Focus Groups*, 2nd ed. Thousand Oaks, CA: Sage (pp. 37-49).
	+ Hollander, Jocelyn. 2004. “The Social Contexts of Focus Groups” in *Journal of Contemporary Ethnography* 33(5): 602-637.
	+ Peek, Lori and Alice Fothergill. 2009. “Using Focus Groups: Lessons from Studying Daycare Centers, 9/11, and Hurricane Katrina.” *Qualitative Research* 9(1): 31-59.
	+ Recommended for further reading:
		- Liamputtong, P. 2011. *Focus Group Methodology: Principles and Practice*. London: SAGE Publications.
* Additional work to complete before this week’s class:
	+ *Memo(s)*. Write up a one or more memos that each addresses a theme that has emerged in your data and describes data that illustrate that theme. Your data include your observation fieldnotes, interview fieldnotes, interview transcripts, and other documents. Submit your memo(s) to Canvas.
	+ Brief status report of your fieldwork. Submit this to Canvas.
* Other announcements:
	+ Continue with interviews: recruiting participants, conducting interviews, and writing up fieldnotes.
	+ Continue with your site observations and fieldnotes.

**Week 15/ December 8: Documents and Visual Media**

* *Readings to be determined.*
* Additional work to complete before this week’s class:
	+ *Visual media.* Identify two types of visual media that relate to the fieldwork you have conducted this semester. Write up one or two paragraphs describing them and discussing why you might find these useful and how you could use them.
		- Submit this write-up to Canvas.
		- Additionally, have examples ready to share in class (through screenshare in Zoom, or you can send me examples that I will then show from my laptop).
* Other announcements:
	+ Continue with interviews: recruiting participants, conducting interviews, and writing up fieldnotes.
	+ Continue with your site observations and fieldnotes.
	+ Continue writing memos.

**December 15: Final paper and supporting materials due by 5:00pm to Canvas.**

**UNIVERSITY POLICIES**

*Classroom Behavior*

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](https://www.colorado.edu/sccr/sites/default/files/attached-files/2020-2021_student_code_of_conduct_0.pdf).

*Requirements for COVID-19*

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct and Conflict Resolution. For more information, see the policy on classroom behavior and the Student Code of Conduct. If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

As of Aug. 13, 2021, CU Boulder has returned to requiring masks in classrooms and laboratories regardless of vaccination status. This requirement is a temporary precaution during the delta surge to supplement CU Boulder’s COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. In this class, if you are sick or quarantined, please email me so that we can together determine how best to support you.

*Accommodation for Disabilities*

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed.  Disability Services determines accommodations based on documented disabilities in the academic environment.  Information on requesting accommodations is located on the [Disability Services website](https://www.colorado.edu/disabilityservices/). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance.  If you have a temporary medical condition, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) on the Disability Services website.

*Preferred Student Names and Pronouns*

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

*Honor Code*

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code).

*Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation*

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/). Please know that faculty and graduate instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

*Religious Holidays*

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details. If any of this class’s requirements conflict with your religious observances, please let me know so that together we can best determine how to accommodate your commitments.