

## Sociology 6121: QUALITATIVE METHODS

### Professor Jill Harrison

Department of Sociology, University of Colorado-Boulder

Office: 248 Ketchum

jill.harrison@colorado.edu

Office hours: Mondays 2:00-3:30 and by appointment

Graduate Seminar

Fall Semester 2018

Tuesdays 3:30-6:00 in MUEN E114

### 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 now a required course for all students in our sociology graduate program. The third addresses qualitative data analysis and writing.

*Acknowledgements:* This syllabus borrows substantially from those Christi Sue has used to teach this course and was also informed by syllabi of Kathleen Tierney, Michael Bell, and Jane Collins.

### 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. I plan to lecture for a few minutes at the beginning and end of each class session, but otherwise 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 one third of your final grade.
- Discussion questions and fieldwork status updates. Each week, you must bring to class in hard copy a list of several discussion questions about the readings. Starting in Week 4, you also must bring to class in hard copy a brief status update on your fieldwork; this can be typed on the same page as your discussion questions.
- Additional activities and writing assignments. Most weeks, I have assigned additional activities you need to complete before class. Some, where noted, include writing assignments that you must submit to Canvas before class that week. Submit these as Word documents. 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 one third 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. I expect that your final paper will be 12-15 pages double-spaced, although the length is less important than the content and coherence. Your final paper is due by 5:00pm on December 18 to Canvas and will account for one third of your final grade. The final paper should include the following components:
  - Your research questions/interests (situating your interests in academic scholarship to which you might contribute).
  - Description of the site(s) in which you conducted your fieldwork.
  - Full methods section (in this, you must 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. Be sure to describe the context in which your observations and insights emerged.
  - Personal reflection in which you discuss how your fieldwork experiences this semester have influenced your future research plans (formally drawing on course readings and your data as appropriate).
  - An appendix that includes at least four sets of observation fieldnotes from this semester, at least two sets of interview fieldnotes from this semester, and at least three 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). You are welcome to print your hard copy assignments double-sided.

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.

If you have any questions or concerns, I encourage you to meet with me or email me.

## 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. Other editions are fine.

Emerson, Robert M., ed. 2001. *Contemporary Field Research: Perspectives and Formulations*. Prospect Heights: Waveland Press, Inc.

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

Lofland, John, David A. Snow, Leon Anderson, and Lyn Lofland. 2006. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Cengage Learning.

Rubin, Herbert J., and Irene S. Rubin. 2012. *Qualitative Interviewing: The Art of Hearing Data*. Los Angeles: Sage Publications.

Best, Amy L. 2017. *Fast Food Kids: French Fries, Lunch Lines, and Social Ties*. New York: NYU Press.

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 a week ahead of time, and keep copies of your own essays and course readings on a flash drive or other backup device. If you have troubles with Canvas, contact the CU IT Service Center at 303-735-4357.

## OTHER POLICIES

Disability Accommodations: If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to me 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. Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see Temporary Medical Conditions under the Students tab on the Disability Services website.

### CU-Boulder 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](mailto:honor@colorado.edu); 303-492-5550). Students who are 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.

Plagiarism is one important aspect of this honor code. All work that you submit for this class must be your own work, and you are required to quote and cite all references properly. Although this mandate appears straightforward, I am well aware of how murky the task can be. Wherever you are unsure about quoting and citing, please come see me to figure out the best strategy. If you want to cite an idea I proposed in lecture, cite it accordingly with an in-text citation such as (lecture 1/31/18). If you want to cite a direct quote from a Powerpoint slide, put it in quotes.

Sexual Misconduct, Discrimination, Harassment, and/or Related Retaliation: The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and 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](mailto:cureport@colorado.edu). Information about the OIEC, university policies, anonymous reporting, and the campus resources can be found on the OIEC website. Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

**Respectful Classroom Environment:** Students and faculty each have responsibility for maintaining an appropriate learning environment. 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. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on classroom behavior and the Student Code of Conduct.

**Observance of 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. In this class, I will make every effort to accommodate all students who have such conflicts with scheduled examinations, assignments, or attending class; students must notify me of such absences by the second week of the semester. See the campus policy regarding religious observances for full details.

## OUTLINE OF READINGS AND ASSIGNMENTS

### August 28 (Week 1): Course Organization and Introductions

- Required readings: Students who have taken the Sociology Department's "Logics of Qualitative Inquiry" graduate seminar have already read these. Other students should read them as preparation for this course:
  - 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.
  - Denzin, Norman K. and Yvonne S. Lincoln. 2017. "Introduction: The Discipline and Practice of Qualitative Research." In Denzin and Lincoln, eds. *The Sage Handbook of Qualitative Research*.
  - Mahoney, James and Goertz, Gary. 2006. "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research." *Political Analysis* 14: 227-249.
  - Naples, Nancy. 2003. "Standpoint Theory and Reflective Practice." In *Feminism and Method: Ethnography, Discourse Analysis, and Activist Research*. Routledge.
  - 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.

### September 4 (Week 2): Research Design, Case and Site Selection, and Interpretive Validity

- Readings:
  - [book] Katz, Jack. "Ethnography's Warrants." From *Contemporary Field Research*, pp. 361-382.
  - Ragin, Charles C. 1992. Pp. 1-11, 217-221, and 224-225 in *What is a Case? Exploring the Foundations of Social Inquiry*, ed. Charles Ragin and Howard Becker. New York: Cambridge University Press.
  - 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.
  - [book] Lofland et al. *Analyzing Social Settings*. Chapters 1 and 2.
- Activity to do before this week's class:
  - *Fieldwork proposal*. In approximately two pages, describe a topic you want to research this semester, explain why this interests you, identify one or more local sites in which you can conduct fieldwork on this topic, 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.

- Written work due in class (in hard copy):
  - Short list of discussion questions pertaining to today's readings.

### September 11 (Week 3): Ethnographic Observation

- Readings:
  - [book] Emerson, Robert. "Introduction: The Development of Ethnographic Field Research." From *Contemporary Field Research*.
  - [book] Emerson, Robert. "The Face of Contemporary Ethnography." From *Contemporary Field Research*, pp. 27-53 (though just skim pp. 39-52).
  - [book] Emerson, Fretz, and Shaw. *Writing Ethnographic Fieldnotes*. Chapters 1 and 2.
  - [book] Lofland et al. *Analyzing Social Settings*. Selections from Chapter 5: pp. 81-98, 108-117.
- Written work due in class (in hard copy):
  - Short list of discussion questions pertaining to today's readings.
  - Brief status report of your fieldwork plans and site access. (This can be on the same paper as your discussion questions.)

### September 18 (Week 4): Writing Fieldnotes

- Readings:
  - [book] Emerson, Fretz, and Shaw. *Writing Ethnographic Fieldnotes*. Chapters 3, 4, and 5.
- Activity to do 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. Send 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. Bring your fieldnotes with you to class (printed out, or on your laptop) so that you can reference them during discussion.
- Written work due in class (in hard copy):
  - Short list of discussion questions pertaining to today's readings.
  - Brief status report of your fieldwork plans and site access. (This can be on the same paper as your discussion questions.)

### September 25 (Week 5): Gaining Entrée, Developing Rapport, and Being in the Field

- Readings:
  - [book] Lofland et al. *Analyzing Social Settings*. Chapters 3 and 4.
- Optional recommended readings:
  - [book] Emerson, Robert. "Fieldwork Practice: Issues in Participant Observation." From *Contemporary Field Research*, pp. 113-134.
  - [book] Emerson, Robert and Melvin Pollner. 2001. "Constructing Participant/Observation Relations." in *Contemporary Field Research*, pp. 239-259.
- Activity to do 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.
- Written work due in class (in hard copy):
  - Short list of discussion questions pertaining to today's readings.
  - Brief status report of your fieldwork. (This can be on the same paper as your discussion questions.)

## October 2 (Week 6): 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.
  - [book] Baca Zinn, Maxine. "Insider Field Research in Minority Communities" in *Contemporary Field Research*, pp. 159-166.
  - 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.
  - [book] Warren, Carol A.B. "Gender and Fieldwork Relations" in *Contemporary Field Research*, pp. 203-223.
  - [book] Thorne, Barrie. "Learning from Kids" in *Contemporary Field Research*, pp. 224-238.
  - Optional: [book] Kondo, Dorrine K. "How the Problem of 'Crafting Selves' Emerged" in *Contemporary Field Research*, pp. 188-202.
- Written work due in class (in hard copy):
  - Short list of discussion questions pertaining to today's readings.
  - Brief status report of your fieldwork. (This can be on the same paper as your discussion questions.)
- Other announcements:
  - Continue with your site observations and fieldnotes.

## October 9 (Week 7): Ethical Issues and the IRB I

- Readings:
  - [book] Emerson, Robert. "Fieldwork Practice: Issues in Participant Observation," in *Contemporary Field Research*, pp. 134-151.
  - Berg, Bruce and Howard Lune. 2012. Chapter 3, "Ethical Issues" in *Qualitative Research Methods for the Social Sciences* (pgs. 61-104)
  - [book] Leo, Richard A. "Trial and Tribulations: Courts, Ethnography, and the Need for an Evidentiary Privilege for Academic Researchers." Pp. 260-279 in *Contemporary Field Research*.
  - Code of Ethics: American Sociological Association. <http://www.asanet.org/about/ethics.cfm>
  - CU Institutional Review Board (IRB) website: <http://www.colorado.edu/vcr/irb/getting-started>. Among the other pages and documents, be sure to review the Student Quick Start Guide and the Investigator's Guide.
- Activity to do before this week's class:
  - Submit at least one more set of site observation fieldnotes to Canvas.
  - Take CITI training, and print out completion report.
- Written work due in class (in hard copy):

- CITI training completion report.
- Short list of discussion questions pertaining to today's readings.
- Brief status report of your fieldwork. (This can be on the same paper as your discussion questions.)
- Other announcements:
  - Continue with your site observations and fieldnotes.

### October 16 (Week 8): Ethical Issues and the IRB II

- Readings:
  - Fine, Gary Alan. 1993. "Ten Lies of Ethnography: Moral Dilemmas in Field Research." *Journal of Contemporary Ethnography* 22(3): 267-294.
  - Babbie, Earl. 2004. "Laud Humphreys and Research Ethics." *International Journal of Sociology and Social Policy* 24: 12-19.
  - Ellis, Carolyn. 1995. "Emotional and Ethical Quagmires in Returning to the Field." *Journal of Contemporary Ethnography* 24(1): 68-98.
  - Tolich, Martin. 2004. "Internal Confidentiality: When Confidentiality Assurances Fail Relational Informants." *Qualitative Sociology* 27(1): 101-106.
- Written work due in class (in hard copy):
  - Questions for the IRB representative who will visit us in class today.
  - Short list of discussion questions pertaining to today's readings. (These can be on the same paper as your questions for the IRB representative.)
  - Brief status report of your fieldwork. (This can be on the same paper as your discussion questions.)
- Other announcements:
  - Start developing a draft interview guide for your research project. You don't need to bring these in – just start jotting down ideas for yourself.
  - Continue with your site observations and fieldnotes.

### October 23 (Week 9): Interviewing I

- Reading:
  - [book] Lofland et al. *Analyzing Social Settings*. Selections from Chapter 5: pp. 99-108.
  - [book] Rubin and Rubin. *Qualitative Interviewing*. Chapters 1-4
  - Heyl, Barbara S. 2001. "Ethnographic Interviewing" in *Handbook of Ethnography* (pgs. 369-383)
- Activity to do before this week's class:
  - Submit at least one more set of site observation fieldnotes to Canvas.
  - *Initial interview ideas and draft interview guide*. Write a short statement (approximately 1-2 pp.) about who you might interview for your project sometime in the next two weeks, why you have chosen them, and what you want to learn. Also describe how you will recruit them and explain why your 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.
- Written work due in class (in hard copy):
  - Short list of discussion questions pertaining to today's readings.
  - Brief status report of your fieldwork. (This can be on the same paper as your discussion questions.)
  - Hard copy of your draft interview guide. If time permits, we will workshop these together in class today.
- Other announcements:
  - Continue with your site observations and fieldnotes.

### October 30 (Week 10): Interviewing II

- Readings:
  - [book] Rubin and Rubin. *Qualitative Interviewing*. Chapters 5-9
  - Recommended for those who did not take Logics of Qualitative Inquiry: Lamont, Michele and Ann Swidler. 2014. "Methodological Pluralism and the Possibilities and Limits of Interviewing." *Qualitative Sociology* 37(2): 153-171.
- Activity to do 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.
- Written work due in class (in hard copy):
  - *Revised interview guide*. Bring to class a revised interview guide for which you have carefully considered question order, word choice, question construction, and other issues covered in readings and discussion. We may workshop these together in class today.
  - Short list of discussion questions pertaining to today's readings.
  - Brief status report of your fieldwork. (This can be on the same paper as your discussion questions.)
- Other announcements:
  - If you have not yet done so, begin recruiting interview participants and setting up interviews.
  - Continue with your site observations and fieldnotes.

### November 6 (Week 11): Go-Alongs

- Readings:
  - Carpiano, Richard M. 2009. "Come Take a Walk with Me: The 'Go-Along' Interview as a Novel Method for Studying the Implications of Place for Health and Well-Being." *Health & Place* 15(1): 263–72.
  - Kusenbach, Margarethe. 2003. "Street Phenomenology: The Go-Along as Ethnographic Research Tool." *Ethnography* 4(3): 455–485.
  - Luna, Jessie. "The Ease of Hard Work: Distinction, Boundary Work, and Embodied Neoliberalism." In review with *Qualitative Sociology*.
- Activity to do before this week's class:
  - *Go-along and fieldnotes*. Conduct a go-along. You can arrange something related to your own research project, or, if that is not possible, stand outside of a grocery store or farmers market and ask a stranger if they will allow you to follow along as they shop. As you accompany them, ask what they are doing and why (e.g. why are they buying particular products, how they choose what to buy, etc.). (Other sites, like hardware stores, could work as well.). Write up a set of fieldnotes about this experience, and reflect upon this method in light of your own research project. Be prepared to discuss this in class.
- Written work due in class (in hard copy):
  - Short list of discussion questions pertaining to today's readings.
  - Brief status report of your fieldwork. (This can be on the same paper as your discussion questions.)
- Other announcements:
  - Continue with interviews: recruiting participants, conducting interviews, writing up fieldnotes.
  - Continue with your site observations and fieldnotes.



**November 13 (Week 12): Focusing Data Collection, Identifying Themes, Memoing, and Member Check**

- Readings:
  - [book] Lofland et al. *Analyzing Social Settings*. Chapters 6 and 7.
  - [book] Emerson, Fretz, and Shaw. *Writing Ethnographic Fieldnotes*. Chapter 6.
  - Koelsch, Lori E. 2013. Reconceptualizing the member check interview. *International Journal of Qualitative Methods* 12: 168-179.
- Activity to do before this week's class:
  - *Interview and fieldnotes*. Immediately after you conduct the first interview for your research project, 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.
- Written work due in class (in hard copy):
  - Short list of discussion questions pertaining to today's readings.

**November 27 (Week 13): Documents and Visual Media**

- Readings:
  - Warren, Carol A. B., and Tracy Xavia Karner. 2015. "The Textual and the Visual as Qualitative Data." Pp. 169-207 in *Discovering Qualitative Methods*. New York: Oxford University Press.
  - Grady, John. 2007. "Advertising Images as Social Indicators: Depictions of Blacks in *LIFE* Magazine, 1936-2000." *Visual Studies* 22(3): 211-239.
  - Jacobs, Janet. 2008. "Gender and Collective Memory: Women and Representation at Auschwitz." *Memory Studies* 1(2): 211-225.
  - Bell, Shannon E., and Richard York. 2010. "Community Economic Identity: The Coal Industry and Ideology Construction in West Virginia." *Rural Sociology* 75: 111-143.
- Activity to do before this week's class:
  - *Visual media*. Identify two types of visual media you might use in your own research project. Write up one or two paragraphs describing them and discussing why you might find these useful and how you would use them. Submit this write-up to Canvas, and bring examples to class if possible (i.e., on your laptop, or send me examples I can show on my laptop).
- Written work due in class (in hard copy):
  - Short list of discussion questions pertaining to today's readings.
  - Brief status report of your fieldwork. (This can be on the same paper as your discussion questions.)
- Other announcements:
  - Continue with interviews: recruiting participants, conducting interviews, and writing up fieldnotes.
  - Continue with your site observations and fieldnotes.

**December 4 (Week 14): Focus Groups**

- Readings:
  - Stewart, David W., Prem N. Shamdasani, and Dennis W. Rook. 2007. Selection from *Focus Groups*, 2<sup>nd</sup> 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.

- Wilkinson, Sue. 1999. "Focus Groups: A Feminist Method." *Psychology of Women Quarterly* 23 (2): 221-244.
- Varga, Christine, and Heather Brookes. 2008. "Factors Influencing Teen Mothers' Enrollment and Participation in Mother-to-Child HIV Transmission Services in Limpopo Province, South Africa." *Qualitative Health Research* 18(6): 786-802.
- Activity to do before this week's class:
  - *Memos*. Write up a one or more memos that summarizes a theme that has emerged in your data and describes data that illustrate that theme. Submit your memo(s) to Canvas.
- Written work due in class (in hard copy):
  - Short list of discussion questions pertaining to today's readings.
  - Brief status report of your fieldwork. (This can be on the same paper as your discussion questions.)
- Other announcements:
  - Continue with interviews: recruiting participants, conducting interviews, and writing up fieldnotes.
  - Continue with your site observations and fieldnotes.

**December 11 (Week 15): Discuss a New Ethnography**

- Reading:
  - [book] Amy Best's *Fast Food Kids*.
- Written work due in class (in hard copy):
  - Short list of comments and discussion questions pertaining to today's reading.
- Other announcements:
  - Continue writing memos.
  - Continue with interviews: recruiting participants, conducting interviews, and writing up fieldnotes.
  - Continue with your site observations and fieldnotes.

**December 18: Final paper and supporting materials due by 5:00pm to Canvas.**