

Sociology 6121: QUALITATIVE METHODS

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Graduate Seminar

Fall Semester 2015
Wednesdays 3:00-5:30 in CLUB 10

COURSE DESCRIPTION

This course is designed to introduce you to the logic and 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 as well as 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 within the context of a project of your choosing. Each week, we will typically spend the first half of class discussing the readings assigned for that week and the second 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, and the third addresses qualitative data analysis and writing.

Acknowledgements: This syllabus borrows substantially from the one that 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 the appropriate dropbox on D2L 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, although the length is less important than the content and coherence. Your final paper is due by 5:00pm on December 16 to the dropbox on D2L 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 (formally using 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.
 - 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).

Additionally, your final paper must be accompanied by a folder that includes at least four sets of observation fieldnotes from this semester and at least two sets of interview fieldnotes from this semester.

Your written assignments should be professionally composed, coherently organized, proofread, typed in 12-point Times New Roman 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). Your end-of-text references list should be formatted according to the guidelines of the American Sociological Association, which I have posted to D2L. 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. 1995. *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.

Weiss, Robert S. 1994. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: The Free Press.

Goffman, Alice. 2014. *On the Run: Fugitive Life in an American City*. University of Chicago Press.

All other readings will be available as downloadable material through the "Content" link of this course's D2L website. Because D2L occasionally has 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 D2L, 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 to me a letter from Disability Services in a timely manner so that we can figure out how to address your needs. Disability Services determines accommodations based on documented disabilities. Their contact information is 303-492-8671 and dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (<http://disabilityservices.colorado.edu/>) and discuss your needs with me.

CU-Boulder Honor Code: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://honorcode.colorado.edu>

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.

Discrimination and harassment: The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/dh/>

Respectful classroom environment: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status,

sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. 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.

Observance of religious holidays: Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled examinations, assignments, or required attendance. In this class, I will make every effort to accommodate all students who have such conflicts with scheduled assignments or attending class; students must notify me of such absences by the second week of the semester.

OUTLINE OF READINGS AND ASSIGNMENTS

August 26 (Week 1): Course Organization and Introductions

- Required readings: Students who have taken the Sociology Department's "Logics of Qualitative Inquiry" graduate seminar will have already read these. Other students should read them as preparation for this course:
 - Becker, Howard S. 1996. "The Epistemology of Qualitative Research." Pp. 53-70 in *Ethnography and Human Development: Context and Meaning in Social Inquiry*, ed. Richard Jessor, Anne Colby, and Richard A Shweder. Chicago: University of Chicago Press.
 - [book] Charmaz, Kathy. "Grounded Theory." From *Contemporary Field Research* (pp. 335-352).
 - Mahoney, James and Gary Goertz. 2006. "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research." *Political Analysis* 14: 227-249.
 - 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.
- Additional suggested readings (not on Logics of Qual Inquiry syllabus):
 - Ragin, Charles C., and Lisa M. Amorgoso. 2011. *Constructing Social Research* (2nd Ed.). Los Angeles: Sage. (See especially Chs. 2, 3, 5, 6, and 7).

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

- Readings:
 - [book] Lofland et al. *Analyzing Social Settings*. Chapters 1 and 2.
 - [book] Katz, Jack. "Ethnography's Warrants." From *Contemporary Field Research*, pp. 361-382.
 - 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.
 - 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.
- Activity to do before this week's class:
 - *Fieldwork proposal*. In a short essay (approximately 2 pp.), 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 the dropbox on D2L.
- Written work due in class (in hard copy):
 - Short list of discussion questions pertaining to today's readings.

September 9 (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.
 - Luna, Jessie. 2015. "The Paradox of Ease: Bodies, Boundaries, and Distinction in Contemporary America." Unpublished manuscript.
- Written work due in class (in hard copy):
 - Short list of discussion questions pertaining to today's readings, including at least one to pose to Jessie Luna about her paper.

September 16 (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. In class, we will discuss and compare your experiences and reflections. 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 23 (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 the dropbox on D2L.
- 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.)

September 30 (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.
 - [book] Kondo, Dorrine K. "How the Problem of 'Crafting Selves' Emerged" in *Contemporary Field Research*, pp. 188-202.
 - [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.
- 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 7 (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.
 - Fine, Gary Alan. 1993. "Ten Lies of Ethnography: Moral Dilemmas in Field Research." *Journal of Contemporary Ethnography* 22(3): 267-294.
 - Murphy, Elizabeth and Robert Dingwall. 2001. "The Ethics of Ethnography." Pp. 339-351 in *The Handbook of Ethnography*, ed. Paul Atkinson, et al. Thousand Oaks, CA: Sage.
 - Tolich, Martin. 2004. "Internal Confidentiality: When Confidentiality Assurances Fail Relational Informants." *Qualitative Sociology* 27(1): 101-106.
 - Code of Ethics: American Sociological Association. <http://www.asanet.org/about/ethics.cfm>
- 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 14 (Week 8): Ethical Issues and the IRB II

- Readings:
 - 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.
 - 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.

- [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*.
- Activity to do before this week's class:
 - Take CITI training, and print out completion report.
- Written work due in class (in hard copy):
 - CITI training completion report.
 - Questions for the IRB representative who will visit us in class today.
 - Short list of discussion questions pertaining to today's readings (Babbie, Ellis, and Leo). (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 21 (Week 9): Interviewing I

- Reading:
 - [book] Weiss. *Learning from Strangers*. Chapters 1, 2, and 3.
 - [book] Lofland et al. *Analyzing Social Settings*. Selections from Chapter 5: pp. 99-108.
 - Rubin, Herbert J., and Irene S. Rubin. 2005. "Conversational Partnerships." Pp. 79-107 in *Qualitative Interviewing: The Art of Hearing Data*, Second Edition. Thousand Oaks: Sage.
- Activity to do 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 your project sometime in the next two weeks, why you have chosen them, and what you want to learn. Also note the mechanism through which you will contact them (phone? email? poster?), briefly explain why that is an appropriate mechanism, and describe how you will present yourself and solicit their participation. 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 the dropbox on D2L, 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 28 (Week 10): Interviewing II

- Readings:
 - [book] Weiss. *Learning from Strangers*. Chapters 4 and 5, and Appendices A, B, and C.
 - Hermanowicz, Joseph. 2002. "The Great Interview: 25 Strategies for Studying People in Bed." *Qualitative Sociology*. 25(4): 479-499.
 - Rubin, Herbert J., and Irene S. Rubin. 2005. "The Responsive Interview as an Extended Conversation." Pp. 108-128 in *Qualitative Interviewing: The Art of Hearing Data*, Second Edition. Thousand Oaks: Sage.
- 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 4 (Week 11): Go-Alongs and Participatory Action Research

- Readings:
 - On go-alongs:
 - 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.
 - On participatory action research:
 - Heyman, Josiah. 2011. "An Academic in an Activist Coalition: Recognizing and Bridging Role Conflicts." *Annals of Anthropological Practice* 35: 136-153.
 - Harrison, Jill Lindsey. 2011. "Parsing 'Participation' in Action Research: Navigating the Challenges of Lay Involvement in Technically Complex Participatory Science Projects." *Society and Natural Resources* 24(7): 702-716.
- 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, and transcribing at least one interview.
 - Continue with your site observations and fieldnotes.

November 11 (Week 12): 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.
 - 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:
 - *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 will be able to read them weeks and months from now. Submit your fieldnotes to the dropbox on D2L.
- 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, and transcribing at least one interview.
 - Continue with your site observations and fieldnotes.

November 18 (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.
- 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.)
 - Optional: Examples of documents or visual media you might use in your own research project.
- Other announcements:
 - Continue with interviews: recruiting participants, conducting interviews, writing up fieldnotes, and transcribing at least one interview.
 - Continue with your site observations and fieldnotes.

December 2 (Week 14): 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.
 - [book] Weiss. *Learning from Strangers*. Chapter 6.
 - Koelsch, Lori E. 2013. Reconceptualizing the member check interview. *International Journal of Qualitative Methods* 12: 168-179.
- Written work due in class (in hard copy):
 - Short list of discussion questions pertaining to today's readings.

December 9 (Week 15): Discuss a Controversial New Ethnography

- Reading:
 - [book] Goffman's *On the Run*.
 - Two critiques, to be assigned.
- Written work due in class (in hard copy):
 - Short list of discussion questions pertaining to today's readings.

December 16: Final paper and supporting materials due by 5:00pm to the dropbox on D2L.