

**FIELD METHODS 11 A.M.
FALL 2014**

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You are responsible for everything in this syllabus, the text, articles, the registration handbook, and material covered in lecture. Save all your work until your final grade has been recorded.

COURSE DESCRIPTION

This course is designed to provide you with the guidance and tools to conduct original field research on a topic of your choice. Most social science research strives to be objective and often requires that the researcher never interact directly with the participants. This type of research is referred to as quantitative. In contrast, field research or ethnography embeds the researcher in the social phenomena of interest as the researcher observes and, may or may not, interacts directly with the participants. The goal of ethnography is to provide the subjective meaning and experience of the participants, not the researcher's interpretation of the participants' lives. This makes for a fundamentally different research experience and findings. Field research stands out as a research method because of the close relationship between the researcher and the participant. Field research is one type of qualitative methodology.

UNIVERSITY POLICIES

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 that constitutes academic dishonesty, fabrication, lying, bribery, and threatening or intimidating behavior. All incidents of academic misconduct shall be reported to the Honor Code Council and those students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member involved and non-academic sanctions given by the Honor Code Council (including but not limited to university probation, suspension, or expulsion). Please refer to www.colorado.edu/honorcode to view the specific guidelines. If you have any questions related to this policy, contact the Honor Code Council at honor@colorado.edu. **Honor code violations will result in a 0 for the assignment at a minimum and may also result in failing this course, probation, or expulsion.**

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to disciplinary measures. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion, and to set reasonable limits on

the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, nationalities, culture, religion, politics, sexual orientation, gender, and gender variance.

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. See policies at <http://www.colorado.edu/policies/classbehavior.html>

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).¹ 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,² age, disability, creed, religion, sexual orientation, gender identity, gender expression,³ or veteran status. See full details at <http://www.colorado.edu/policies/discrimination-and-harassment-policy-and-procedures>

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 exams, assignments or required attendance. In this class, you should notify me at least two weeks ahead of time to request special accommodation if you have a conflict. See full details at http://www.colorado.edu/policies/fac_relig.html.

Students with Disabilities

If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities (Contact: 303-492-8671, Willard 322, www.colorado.edu/disabilityservices).

REQUIRED READINGS

Hennink, Monique, Inge Hutter, and Ajay Bailey. 2011. *Qualitative Research Methods*. Los Angeles, CA: Sage.

Lois, Jennifer. 2003. *Heroic Efforts: The Emotional Culture of Search and Rescue Volunteers*. New York: New York University Press.

Other readings will be made available throughout the semester on D2L.

COURSE REQUIREMENTS

1. **This course is labor-intensive.** You will spend a lot of time outside of the classroom in your field setting. I expect you to spend at least eight hours a week in your setting and an additional two hours writing your field notes.
2. Readings for the day need to be completed *before* the class meeting. Class activities and discussions will primarily draw from the assigned readings.
3. This class will be taught as a quasi-seminar and workshop. Therefore, talking, working, and thinking with others are an important part of this class. In order for discussions to take place, you will be required to share your experiences and questions. I will encourage all students to express opinions, critiques, and thoughts about others' comments and experiences. Remember, that we will be discussing the ideas, philosophies, and methodologies of field research, not each other.
4. **All assignments must be turned in on time. I deduct 10% of the assignment grade every class it is late. Late assignments will only be accepted within two class meetings of its original due date.**
5. Assignments: You will be able to get each assignment from the D2L page (Writing Assignments).
Each assignment is worth 10 points.....3 x 10 = 30 points.
6. In-class exercises: You may be put into small groups during class to discuss the material or individually tackle a task. You will write a summary of these exercises and submit to me. **These will be unannounced and you cannot turn one in if you were not in class.**
Each exercise is worth 5 points.....5 x 5=25 points.
7. Paper Sections: A full draft of your section is due on the day when we will be editing one another's papers. A deduction of 10% will occur if you do not have a full draft or miss class for this class. Each section will be due at the beginning of the class.
Each assignment is worth 50 points.....3 x 50 = 150 points.
8. Final Presentation: The final part of the class is a defense of your project, analysis, and conclusions. Attendance is required, each day you miss 10% deduction will be imposed.
Final presentation..... 10 points.

Save all graded work for this course. If you do not have the original graded copy of you work, challenging your grade successfully will not be considered.

TENTATIVE COURSE SCHEDULE

WEEK 1

T 1/14 Course Introduction
Th 1/16 Course Introduction & Writing

WEEK 2

T 1/21 Epistemology and Qualitative Research: Text 1 & 2
Th 1/23 Starting Where You Are: Text 3

WEEK 3

T 1/28 Library Research Tutorial (place – Norlin E260A/B)
Th 1/30 Getting In and Evaluating Sites

WEEK 4

T 2/4 Evaluating Sites Analysis
Th 2/6 Getting Along & Logging Field Notes: Text 5 & 8
Decision on Research Project

WEEK 5

T 2/11 Interviewing: Text 6 & Articles: Weiss “Preparation for Interviewing” and “Issues in Interviewing”
Th 2/13 Research Ethics & Issues in the Field: Text 4
Assignment I & CITI Certificate

WEEK 6

T 2/18 Reflexivity & Positionality: Article: England “Getting Personal”
Th 2/20 Six Words: Article “Nuts, Schiz, Psycho”
Assignment II

WEEK 7

T 2/25 **Draft Introduction/ Lit Review**
Th 2/27 Lois Intro – 3

WEEK 8

T 3/4 Lois 4 – 8
Final Introduction/Lit Review
Th 3/6 *Sidewalk*

WEEK 9

T 3/11 *Sidewalk: R&R 8*
Th 3/13 Field Day

WEEK 10

T 3/18 Field Day Analysis: **Assignment III**

Th 3/20 Field Day Analysis

SPRING BREAK

WEEK 11

T 4/1 Thinking Topics

Th 4/3 **Draft Methods**

WEEK 12

T 4/8 Asking Questions

Final Methods

Th 4/10 Coding: Text 9 & 10

WEEK 13

T 4/15 Coding

Th 4/17 Analysis

WEEK 14

T 4/22 Analysis: Text 11

Th 4/24 **Draft Data Analysis & Conclusion**

WEEK 15

T 4/29 Individual Defense: **Final Data Analysis & Conclusion**

Th 5/1 Individual Defense

Final Monday, May 5 4:30 – 7 P.M.
Individual Defense