

Psychology 182 (Spring 2007)
Advanced Qualitative Research Methods
(Ethnography and Action Research)

Instructor: Gina Langhout

Course Description:

This course focuses on students using ethnographic methods (researcher as participant observer) as a primary vehicle through which to examine interviewing methods, observational and action research. Students gain first hand experience with entry issues, data collection and analysis (e.g., thick description, theme interpretation, grounded theory), and writing up ethnographic research.

Course Objectives:

1. Learn about the ethics of qualitative research.
2. Learn about the scientific paradigms that use qualitative research.
3. Learn about different ways of understanding, approaching, and analyzing qualitative research.
4. Gain experience with gathering, analyzing, and writing up qualitative data.
5. Gain more experience with APA format, including how this format works with qualitative research.
6. Gain experience with writing a paper review.

Ground Rules:

1. Every person is to be respected.
2. Be on time to class.
3. Plagiarism, or using another's thoughts, words, or ideas without credit, will result in a failing grade for the assignment and likely for the entire course. Other's ideas must be credited. Exact quotes are to be in quotation marks and include the author name, date, and page number. If you are unsure about how to cite or what to cite, please see me and/or visit http://www.ucsc.edu/academics/academic_integrity/.
4. If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization from the Disability Resource Center (DRC) to me, during my office hours, within the first two weeks of the quarter. Contact DRC: 459-2089 V, 459-4806 TTY.
5. A late assignment will lose 5% each day that it is late. You always have the option to turn a paper in early if you have a conflict.

Required Readings:

Camic, P.M., Rhodes, J.E., & Yardley, L. (2003). *Qualitative research in psychology: Expanding perspectives in methodology and design*. Washington, DC: American Psychological Association.

Emerson, R.M., Fretz, R.I., & Shaw L.L. (1995). *Writing ethnographic fieldnotes*. Chicago: University of Chicago Press.

Wolf, M. (1992). *A thrice told tale: Feminism, postmodernism, and ethnographic responsibility*. Stanford: Stanford University Press.

Reading Packet: The articles are available on reserve at McHenry Library, on ERes (password is Psych182), and can be purchased at the Bay Tree Bookstore.

Requirements:

1. In class participation (15% of grade): Includes promptness to class, attending class, and contributions to class discussions of articles, ethnographies and thought papers. Completing the assigned readings for that day of class will be essential to participation in class discussions.

2. Thought papers (15% of grade): You will need to complete two thought papers reflecting on or raising important concepts from the course, based on the upcoming readings. Your thought paper should critically assess the upcoming readings, not provide a summary of them. If you submit your weekly paper for Tuesday’s class (based on that Tuesday’s readings), then I must receive it by no later than 11 am Monday. If you submit your weekly paper for Thursday (based on that Thursday’s readings), then I must receive it by 11 am on Wednesday. The papers can be submitted either by e-mail or in my mailbox (SocSci2, 2nd floor). I will read and provide comments on your thought paper, and we will use them for the basis of class discussion. Due dates are as follows:

<i>Last name begins with</i>	<i>Thought paper 1 due date</i>	<i>Thought paper 2 due date</i>
A-D	Wed, Apr 4	Mon, Apr 30
E-G	Mon, Apr 9	Wed, May 2
H-K	Wed, Apr 11	Mon, May 7
L-O	Mon, Apr 16	Wed, May 9
P-R	Wed, Apr 18	Mon, May 14
S-T	Mon, Apr 23	Wed, May 16
U-Z	Wed, Apr 25	Mon, May 21

3. Field notes (15% of grade): Over the course of the quarter, you will need to spend at least 10 hours conducting ethnographic work. You will turn in two sets of field notes, based on the schedule below. You should turn in at least 3 full pages of field notes each time you turn them in (you will have more field notes than what I see!).

<i>Group</i>	<i>Field note 1 due date</i>	<i>Field note 2 due date</i>
Groups 1 - 6	April 24	May 15
Groups 7 - 15	May 1	May 22

4. Group Project Presentation (15% of grade): Each group will have 20 minutes for their in-class presentation. You will have 10 minutes to present your group project, what you have learned, and the issues arising in writing your ethnography. You should only prepare 10 minutes of material¹ to ensure that you leave enough time for the class to respond to your presentation. You can use this as a time to get feedback before you turn in your final paper! Refer to the handout for more information.

5. Paper Review (10% of grade): Any paper that is published in a peer-reviewed journal must first undergo the peer-review process. You will review one another's papers to gain experience with writing a peer review. An added benefit is that your group will have student reviews to help you with your paper revisions.

6. Final Group Paper (30% of grade): A final APA style 15-page paper (approximate length) based on your ethnography will be due by **Tuesday, June 12 at 11 am**. This paper should be written like a research paper, and must be in APA format. Among other things, this means you will have a title page, abstract, introduction, methods, results, discussion (although it may make sense for you to combine results and discussion, based on how your paper shapes up), and references. The draft of your paper that is turned in for peer review will be calculated into this part of your grade.

Research Opportunities:

1. Live Oak Elementary School (LOES) Action Research Project – Students who work in this group will be teaching third through fifth grade Live Oak Elementary School student council students about action research. Specifically, this group will be supervised by my graduate student, Myra Margolin, to teach students the scientific method, social science methods, how to collect data, and help them brainstorm what they would like to research. These sessions will likely happen on Wednesdays during the LOES lunch period (roughly 12-1). If it does not happen on Wednesdays, it will happen on another day (probably not Fridays) during lunch (roughly 12-1). So, you must be available during the lunch hour to participate in this group! This project will provide opportunities to think about children as action researchers and collaborators - roles that are rarely filled by children in the U.S. This group will be engaged in some intensive work. For this reason, an additional 2 units of credit are available.

¹ I will cut you off if you go over 10 minutes, and this will be reflected in your grade. One of the skills you will practice in this assignment is being succinct! So, make sure your group practices the presentation a few times before you give it to the class.

2. Live Oak Family Resource Center (LOFRC) Mapping Project – Students who work in this group will be mapping the unincorporated area that is between Santa Cruz and Capitola, called Live Oak. This project will provide opportunities to think deeply about what we mean by community, and what needs to be present in a community to facilitate civic engagement, participation, and community voice. This will require collecting multiple forms of data, such as census data, neighborhood publications, city-wide comparisons, national surveys, organizational histories, documents, newspaper articles, etc. This group may be learning a program called “Geographic Information System,” or GIS. This group will be touching base with Jen Gray-O’Conner, a graduate student in sociology, who is working on a “State of the Community” report for the LOFRC. This group will report their results back in a meeting to be hosted by the LOFRC near the end of the quarter. The final paper will also go to the LOFRC. This group will be engaged in some intensive work. For this reason, an additional 2 units of credit are available.
3. LOFRC Community Narratives Project – This group will transcribe audio tapes from several LOFRC events and then content analyze the narratives that people tell about living in Live Oak. This project will provide an opportunity for students to think more critically about narratives, or stories, who tells what kinds of narratives, and how narrative can serve as a form of empowerment, or control over resources that affect one’s life. This group will report their results back to the LOFRC near the end of the quarter. The final paper will also go to the LOFRC.
4. UCSC Student Conceptualizations of Oppression, Social Justice, and Education – This group will be conducting focus groups with UCSC students as a pilot study designed to examine how students talk about oppression, social justice, and education. Do students talk differently depending on how they are positioned in society? This group will be working with Lola Fashoro, an undergraduate student that I am advising through the Faculty Mentors Program. Students will lead focus groups, transcribe data, analyze data, and write a group report making suggestions about conducting more focus groups on this topic in the future. This project will provide students with the opportunity to learn more about conducting focus groups and will provide a space for students to think deeply and critically about social justice, oppression, education, and our own campus.
5. Group research project that you design – In a group of 2-5 students, you may develop your own research project and submit the proposal for my approval. The project must include at least 10 hours of data collection. Your proposal should include the names of the 2-5 students who will participate in this project, the research question, and how you plan to answer that question (methods of data collection). The proposal should be no more than two pages in length.

Class Schedule:

Tu, A3: Introduction

Th, A5: Epistemological Issues

Turn in application to be considered for research opportunities 1-4!

Camic, P.M., Rhodes, J.E., & Yardley, L. (2003). Naming the stars: Integrating qualitative methods into psychological research. In P.M. Camic, J.E. Rhodes, & L. Yardley (Eds.). *Qualitative research in psychology: Expanding perspectives in methodology and design* (pp. 3-15). Washington, DC: American Psychological Association.

Eisner, E.W. (2003). On the art and science of qualitative research. In P.M. Camic, J.E. Rhodes, & L. Yardley (Eds.). *Qualitative research in psychology: Expanding perspectives in methodology and design* (pp. 17-29). Washington, DC: American Psychological Association.

Tu, A10: Epistemological Issues

McGrath, J.E., & Johnson, B.A. (2003). In P.M. Camic, J.E. Rhodes, & L. Yardley (Eds.). *Qualitative research in psychology: Expanding perspectives in methodology and design* (pp. 31-48). Washington, DC: American Psychological Association.

Marecek, J. (2003). Dancing through minefields: Toward a qualitative stance in psychology. In P.M. Camic, J.E. Rhodes, & L. Yardley (Eds.). *Qualitative research in psychology: Expanding perspectives in methodology and design* (pp. 49-69). Washington, DC: American Psychological Association.

Th, A12: Ethics

Project Proposal Due!

ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT – Sections 1 and 8 (excerpts provided in your reading packet). From <http://www.apa.org/ethics/code2002.html>

Paradis, E.K. (2000). Feminist and community psychology ethics in research with homeless women. *American Journal of Community Psychology*, 28, 839-858.

Tu, A17: Ethnography

Miller, P.J., Hengst, J.A., Wang, S. (2003). Ethnographic methods: Applications from developmental cultural psychology. In P.M. Camic, J.E. Rhodes, & L. Yardley (Eds.). *Qualitative research in psychology: Expanding perspectives in methodology and design* (pp. 219-239). Washington, DC: American Psychological Association.

Langhout, R.D. (2004). Reconceptualizing quantitative and qualitative methods: A case study dealing with place as an exemplar. *American Journal of Community Psychology*, 32, 229-244

Th, A19: Participatory Action Research

Fine, M. Torre, M.E., Boudin, K., Nowen, I., Clark, J., Hylton, D., Martinez, M., Missy, Roberts, R.A., Smart, P., & Upegui, D. (2003). Participatory action research: From within and beyond prison bars. In P.M. Camic, J.E. Rhodes, & L. Yardley (Eds.). *Qualitative research in psychology: Expanding perspectives in methodology and design* (pp. 173-198). Washington, DC: American Psychological Association.

McIntyre, A. (2006). Activist research and student agency in universities and urban communities. *Urban Education, 41*, 628-647.

Tu, A24: Focus groups/group methods

Field note due for groups 1-6!

Hughes, D., & DuMont, K. (1993). Using focus groups to facilitate culturally anchored research. *American Journal of Community Psychology, 21*, 775-806.

Foster-Fishman, P., Nowell, B., Deacon, Z., Nievar, M.A., & McCann, P. (2005). Using methods that matter: The impact of reflection, dialogue, and voice. *American Journal of Community Psychology, 36*, 275-291.

Th, A26: Ethnography, Voice, & Reflexivity

Emerson et al. – Chapters 1 & 2

Wolf – Chapters 1 & 2

Tu, M1: Ethnography, Voice, & Reflexivity

Field note due for groups 7-15!

Emerson et al. – Chapter 3

Wolf – Chapter 3

Th, M3: Ethnography, Voice, & Reflexivity

Emerson et al. – Chapter 4

Wolf – Chapter 4

Tu, M8: Ethnography, Voice, & Reflexivity

Emerson et al. – Chapter 5

Wolf – Chapter 5

Th, M10: Using Ethnography and Grounded Theory for Coding & Analysis

Emerson et al. – Chapter 6

Henwood, K., & Pidgeon, N. (2003). Grounded theory in psychological research. In P.M. Camic, J.E. Rhodes, & L. Yardley (Eds.). *Qualitative research in psychology: Expanding perspectives in methodology and design* (pp. 131-155). Washington, DC: American Psychological Association.

- Tu, M15: Using Narrative Analysis for Coding & Analysis: Example
Field note due for groups 1-6!
- Murray, M. (2003). Narrative psychology and narrative analysis. In P.M. Camic, J.E. Rhodes, & L. Yardley (Eds.). *Qualitative research in psychology: Expanding perspectives in methodology and design* (pp. 95-112). Washington, DC: American Psychological Association.
- Lykes, M.B. (1997). Activist participatory research among the Maya of Guatemala: Constructing meanings from situated knowledge. *Journal of Social Issues*, 53, 725-746.
- Th, M17: Using the *Listening Guide* for Coding, & Analysis; Example
 Gilligan, C. Spencer, R., Weinberg, M.K., & Bertsch, T. (2003). On the *Listening Guide*: A voice centered relational model. In P.M. Camic, J.E. Rhodes, & L. Yardley (Eds.). *Qualitative research in psychology: Expanding perspectives in methodology and design* (pp. 157-172). Washington, DC: American Psychological Association.
- Mikel Brown, L. (1997). Performing femininities: Listening to White working-class girls in rural Maine. *Journal of Social Issues*, 53, 683-701.
- Tu, M22: Writing an ethnography
Field note due for groups 1-6!
 Emerson et al. – Chapters 7 & 8
- Th, M24: Group projects workshop (Bring in your questions/concerns about your project. Use the group to help problem-solve!)
Group draft of final paper due!
- Tu, M29: Presentations from groups 1-5
- Th, M31: Presentations from groups 6-10
Peer reviews due!
- Tu, J5: Presentations from groups 11-15
- Mon, J11 Final group paper due! Turn in to me at my office or in my mailbox by 11 am.