**Center for Ethnographic Research Summer Workshop in Qualitative Research Methods**

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Seminars: Tuesday/Thursday 1pm-4:30pm       Office Hours: Jocyl-D100, Tu 10am-12:40 pm

Location: Wildavsky Room, ISSI              Andrea- C318, Th 10am-12:40 pm

2538 Channing Way, Berkeley                                                           Sign up in class

**Introduction**: This 5-week curriculum in qualitative methods is designed as a workshop rather than a course – more along the lines of an advanced studio seminar in writing, arts, and design schools rather than the traditional social science module. It is a practicum in which you will be learning by doing and by participating in the projects of your colleagues. It is our aim that, by the end of the 6-week workshop, you will each have an intellectual understanding of the key genres of ethnographic and interview methods and practical experience in qualitative fieldwork. We intend to provide a venue in which you may develop your ability to discern and justify the application of various methodological approaches to tackling social scientific questions. You will accomplish this through close readings of texts, writing exercises, active participation in seminar discussions, practicing qualitative fieldwork, and sharing your research experiences in a workshop setting.

**Workshop Mechanics**: The workshop is comprised of three components: (a) fieldwork exercises; (b) the development of an individual research proposal, graduate school statement of purpose, or analytic memo pertaining to a research literature; and (c) seminar meetings. It is our hope that each component mutually reinforces and informs the others.

*Fieldwork Exercises*: You will practice field exercises in participant observation, interviews, and data analysis outside of class. Although you may complete these assignments alone, in pairs, or small groups, they will all occur around a shared research theme that we will collectively decide during the first week. Practicing observation, field-notation, interviewing techniques, and qualitative analysis around a single theme will allow us to compare and contrast our data and interpretations. We can discuss the pitfalls, challenges, and successes of the particular terrain of research, and perhaps most interestingly grasp how differences such as the race, gender, age, fashion, personality, and backgrounds of the researchers affects the collection and interpretation of qualitative data.

Working with a collective research theme will allow us to draw useful comparisons that would be unavailable if each participant were to practice research exercises on their own questions and sites. Furthermore, the wealth of field-notes and transcripts collected through this collective ethnography will allow each of you to practice coding and analysis on a wider data-set than would be feasible for a single individual in the time we will be working together. The weekly research exercises in observations, interviews, and analysis, will build on each other. For instance, interview questions can be based on the discoveries and blind spots of our participant observation. You will learn how to “interview ethnographically” and recognize the unique data gained using each method. Finally, our analysis and coding exercises will make use of both data sets and culminate in synthetic analytic memos.

*Individual Research Proposal/Analytic Memos*: Each workshop participant will develop her own individual research proposal in three phases over the 6-week period. Beginning with a research question at our first meeting, you will build in sections on case selection and methods (participant observation and/or interviewing). The submission of each section will parallel the readings and exercises of each method in the workshop. Writing your proposal alongside the readings and exercises will give you the tools to choose the best methods for your question, to justify those choices through examples in the scholarship, and to make realistic and informed decisions about gathering data. You will create a short “state of knowledge” or literature review.

The proposal should be tailored to your own needs. For those preparing a senior thesis or research paper this might be a full 10-20 page methods section. For those pursuing an academic career, this may be 1-5 page statement of purpose or fellowship application. Students will present and get feedback on their individual research project proposals from workshop members at least twice and will work closely with the mentors on revising and refining their proposals. Since some participants may have already begun data collection, an alternative project is a preliminary analysis of empirical materials. This will be an analytic memo designed to prepare the researcher for the next round of fieldwork, rather than a final analysis.

*Seminar Meetings*: Our twice-weekly seminar meetings will be dedicated to group discussions of the assigned texts, conversations with special guests experienced in qualitative methods, and activities to advance your individual research projects. We will read a handful of classic interview and ethnographic articles/chapters as well as some of the latest research in the field. We will also discuss the practice of “doing” research and reflect on the backstage realities, challenges, and ethical issues of practicing qualitative methods.

Your performance in seminar is partly dependent on the completion of brief **writing responses**. **Due at midnight the night before seminar via Google Drive**, these open-ended assignments will provide you with an opportunity to synthesize key themes from the readings, construct criticisms, and/or pose any questions. Responses should be about 250 words.

**Office hours**: This workshop is a great opportunity for you to get one-on-one advice from mentors who have extensive experience conducting field research. We expect that you will take advantage of our office hours. We encourage you to meet with each of us at least once for a twenty-minute period to discuss your individual research proposals, ongoing research, questions about graduate education, personal statements, or professional development and careers. You are also welcome (and encouraged!) to meet with us in small groups to discuss shared issues.

**MODULE 1: GETTING STARTED**

**Tuesday, May 22nd**

Syllabus overview & Google drive

DELIVERABLE (bring to workshop)

* Research question

READINGS

* UC Berkeley Committee for the Protection of Human Subjects Non-Exempt Form (Skim)
* Adam Pzreworski and Frank Salomon. 1998. “On The Art of Writing Proposals.” Social Science Research Council (Skim)

**Thursday, May 24th**

DELIVERABLE (due midnight May 23rd on google drive)

* Revised 25-word research question
* 250-word reading response

READINGS

* Mario Small. 2009. “How Many Cases Do I need?” *Ethnography*.
* Wanda Pillow. 2010. “Confession, Catharsis, or Cure? Rethinking the Use of Reflexivity as Methodological Power in Qualitative Research.” *International Journal of Qualitative Studies in Education*.
* Nancy Scheper-Hughes. 2000. “Ire in Ireland.” *Ethnography* 1(1): 117-140.

**MODULE 2: INTERVIEWING**

**Tuesday, May 29th (social to follow)**

GUEST: Ann Laudati

DELIVERABLE (due midnight May 28th on google drive folder)

* 1-2 page outline of final project: 1) research question, 2) some relevant citations (i.e., scholarship to engage with through your research), and 3) intended method. All of this is subject to change.
* 250-word reading response
* One question for Ann Laudati

READINGS

* John Johnson. 2002. “In-Depth Interviewing” in *Handbook of Interview Research: Context and Method*.
* Jerolmack and Khan. 2014. “Talk is Cheap: Ethnography and the Attitudinal Fallacy.” *Sociological Methods and Research.*
* Michele Lamont and Ann Swidler. 2014. “Methodological Pluralism and the Possibilities and Limits of Interviewing.” *Qualitative Sociology*.
* Laudati, TBA

**Thursday, May 31st**

GUEST: Harpreet Zoglauer

DELIVERABLE (due midnight May 30th on google drive)

* Propose a brief interview study to conduct over the weekend with one respondent in-person. What questions will you ask? Where will you conduct the interview? How will you record the interview? (no more than one page)
* 250-word reading response
* One question for Harpreet Zoglauer

READINGS

* Robert Mikecz. 2012. “Interviewing Elites: Addressing Methodological Issues.” *Qualitative Inquiry*.
* Jacqueline Nassy Brown. 2005. *Dropping Anchor, Setting Sail* (Chapters 1 and 9)
* Robert C. Bogdan and Sari Knopp Biklen. 1982. *Qualitative Research for Education: An Introduction to Theory and Methods*. Chapter 3: Interviewing and triangulation sections, 103-116.
* Harpreet Zoglauer. 2014. “No Man’s Land? Exclusion in the Borderbelt of Pujab.” In *Mapping Social Exclusion in India* (ed. Paramjit S. Judge), 198-216.

**MODULE 3: DATA ANALYSIS**

**Tuesday, June 5th**

GUEST: Martín Sánchez-Jankowski

DELIVERABLE (due on google drive by midnight June 4th)

* Conduct an interview (approx. 30 minutes):
	+ Find someone to interview and record the interview (if participant agrees to recording)
	+ After the interview, write a stream-of-consciousness abstract
	+ Transcribe selected questions and responses from the interview (about 10 minutes of recorded time)
	+ Upload interview transcript and abstract to google drive by midnight June 4th
	+ Bring hard copies of both to workshop
* 250-word reading response.
* One question for Martín Sánchez-Jankowski

READINGS

* Martín Sánchez-Jankowski. *Burning Dislike: Ethnic Violence in High Schools*. (Chapter 1 and Appendix).
* Johnny Saldana. 2009. “An Introduction to Codes and Coding.” Chapter 1 in *The Coding Manual For Qualitative Researchers*.
* Emerson et al. 2011. “Processing Fieldnotes: Coding and Memoing.” Chapter 6 in *Writing Ethnographic Fieldnotes.*

**Thursday, June 7th (social to follow)**

GUEST: Michael Singh

DELIVERABLE (due on google drive by midnight June 6th)

* Build a code for your interview using the skills developed in the last class. After using it to analyze your interview transcript, re-write the interview abstract. Bring the code and the abstract to class along with a brief analytical memo that compares your last abstract to the new one. How does analysis with the code confirm, extend, challenge, or contradict your previous analysis? Your analytic memo should be 250 words or less.
* Propose a field site to visit and observe over the weekend
* 250-word reading response
* One question for Michael Singh

READINGS

* Emerson et al. 2011. “Fieldnotes in Ethnographic Research.” Chapter 1 in *Writing Ethnographic Fieldnotes*.
* Emerson et al. 2011. “In the Field: Participating, Observing, and Jotting Notes.” Chapter 2 in *Writing Ethnographic Fieldnotes*.
* Victor Rios. 2011. *Punished: Policing the Lives of Black and Latino Boys*. (Chapter 1 and Appendix).
* Michael Singh. 2018. “Role Models Without Guarantees: Corrective Representations and the Cultural Politics of a Latino Male Teacher in the Borderlands.” *Race Ethnicity and Education*

**MODULE 4: PARTICIPANT OBSERVATION**

**Tuesday, June 12th**

GUEST: Mira Fey

DELIVERABLE

* Bring rough fieldnotes from your site visit to class (no need to submit to google drive)
* 250-word reading response (due midnight June 11th on google drive)
* One question for Mira Fey

READINGS

* Matthew Desmond. 2016. “Prologue: Cold City” and “About This Project” in *Evicted: Poverty and Profit in the American City*.
* Michael Walker. 2016. “Race Making in Penal Institution.” *American Journal of Sociology*.
* Matthew Desmond. 2014. “Relational Ethnography.” *Theory and Society*. (skim)
* Mira Fey. TBD.

**Thursday, June 14th (social to follow)**

GUEST: Kenly Brown

DELIVERABLE (due midnight June 13th on google drive)

* Using your fieldnotes, write an “ethnographic scene” that includes description and analysis. 1-2 pages.
* 250 word memo
* One question for Kenly Brown

READINGS

* Emerson et. al. 2011. “Writing up Fieldnotes I: From Field to Desk” and “Writing up Fieldnotes II: Creating Scenes on the Page.” Chapters 3 and 4 in *Writing Ethnographic Fieldnotes*.
* Khiara M. Bridges. 2011. *Reproducing Race: An Ethnography of Pregnancy as a site of Racialization*. (Introduction and Chapter 6)
* Michael Watts. 2001. “The Holy Grail: In Pursuit of the Dissertation Proposal.” (Skim)
* Kenly Brown. TBD

**MODULE 5: RESEARCH DESIGN AND WRITING QUALITATIVE RESEARCH**

**Tuesday, June 19th: Peer Review & Discussion**

DELIVERABLE (due midnight **Saturday, June 16th** on google drive - *NOTE THE EARLY DEADLINE TO ALLOW FOR READING TIME!*)

* Full draft of your proposal
* Be prepared to present and discuss your proposal.

READINGS

* Your colleagues’ proposals, available on google drive

**Thursday, June 21st**

DELIVERABLE

* 250-word reading response

READING

* Emerson, et al. 2011. “Writing an Ethnography.” Chapter 7 in *Writing Ethnographic Fieldnotes.*
* Steven Gregory. 2014. *The Devil in the Mirror*. (Chapters 4 and 5)

**Friday, June 22nd**

* *FINAL PROPOSAL DUE ON GOOGLE DRIVE AT MIDNIGHT*