

QUALITATIVE RESEARCH METHODS  
SOAN 200 (Spring 2002)

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Appalachia

Hours: Mon 10:00-  
12:00

Wed 1:30-3:30, Fri  
10:30-12:30(or by  
appt.)

**Course Description:**

This course is designed to familiarize you with the methodological tools used by anthropologists and sociologists to study and analyze social phenomena. We'll look not only at the strategies anthropologists have used to investigate such broad, subjective things like culture, gender, power; we'll also think about how these methods are based in certain assumptions about how we know what we know. In other words, how does a place or group of people become a fieldsite? What is the difference between fieldnotes and diaries? Can a researcher ever be completely objective? What are the implications of who we are to how and what we study? What is the difference between data and theory?

The focus of the course will be on ethnographic fieldwork and writing—the two processes that are essential to anthropological research. Through numerous in-class exercises, readings, short field assignments, and a final ethnographic project we discuss and practice the following methods and issues among others: participant observation, interview, data analysis, and representation. Through these exercises we will think critically about the mechanics, ethics, and politics of ethnography, including the role of the researcher within it. For this process, we will review a selective history of anthropological methods to see how the means and ends of ethnographic fieldwork have changed over time. Furthermore, you will research and write your own ethnography as a way of practicing and demonstrating your mastery of the methods we've studied.

**Required Texts:**

Bernard, H. Russell. 2002. *Research Methods in Anthropology: Qualitative and Quantative Approaches*. 3rd Ed. Walnut Creek, CA: Altamira Press.

Bourgois, Phillipe. 1995. *In Search of Respect: Selling Crack in El Barrio*. Cambridge: Cambridge University Press.

Rabinow, Paul. 1977. *Reflections on Fieldwork in Morocco*. Berkeley: University of California Press.

Stocking, George W. Jr., ed. 1983. *Observers Observed: Essays on Ethnographic Fieldwork*. History of Anthropology, Vol 1. Madison:

University of Wisconsin Press.

Wolf, Margery. 1992. *A Thrice-Told Tale: Feminism, Postmodernism, and Ethnographic Responsibility*. Stanford, CA: Stanford University Press.

A collection of journal articles and other readings will be posted on L&C online reserves. These readings are marked "R" on the assignment schedule, below.

### **Assignments and Grading:**

Class Participation 15%  
Short Field Assignments (total) 25%  
Midterm 20%  
Project Proposal and Bibliography 10%  
Project Field Journal 10%  
Final Ethnography 20%

**Participation:** We will be doing many in-class exercises requiring consistent and active daily participation (in other words, this is not just an attendance grade, but rather one based on your active input in the class). As part of this participation, you will be asked to bring discussion questions for the reading assignment for one class. Even on the days that you are not presenting questions, you should come to class ready to discuss the day's assignment. Furthermore, you will give a short class presentation on your final ethnographic project.

**Field Assignments:** These will be small exercises to be performed outside of class. You will receive plus, check, or minus on these assignments, the average of which will constitute your total grade for this section.

**Midterm:** The midterm will be an in-class exam consisting of essay questions. It will test your knowledge on the readings and lectures.

**Project Proposal and Bibliography:** You will submit a 3-page (double-spaced) proposal outlining the details of your proposed final ethnographic project (i.e., problem, site, anticipated research methods). This proposal must be accompanied by an annotated bibliography of at least 5 (non-Web) sources that are relevant to your project. This proposal will be graded on the research design and the bibliographic research conducted. DUE: TUESDAY, MARCH 5, in class

**Fieldnote Journal:** For the duration of your final ethnographic project, you must keep a fieldnote journal. This journal should contain both the data you have collected as well as a reflexive narration of the process.

**Final Ethnographic Project:** This will be a 15-page ethnography. I will give you a separate hand-out explaining the exact project requirements and write-up specifications. DUE: MONDAY, MAY 6.

NOTE: Unless otherwise noted, all written assignments must comply with the following guidelines:

Double-spaced, one-inch margins  
No double return between paragraphs  
Page numbers and name header on all pages  
Correct citations (AE style) and bibliography  
Proofread and spell-checked  
Stapled

**Schedule of Assignments:**

Designating "Fields" and Fielding Issues

T 1/22 Introduction  
TH 1/24 Bernard. Chpt. 2. [27-64]

Methodological Histories

T 1/29 Stocking. The Ethnographer's Magic (in Observers) [70-120]  
TH 1/31 Malinowski. Argonauts of the Western Pacific. "Introduction." [1-25] R  
Evans-Pritchard. Witchcraft, Oracles and Magic Among the Azande.  
"Appendix IV" [240-54] R

T 2/5 Clifford. "Power and Dialogue in Ethnography" (in Observers) [121-56]  
Fabian. Time and the Emerging Other. R  
TH 2/7 Boas. "General Anthropology." R  
Geertz. "Notes on a Balinese Cockfight" [412-453] R

Research Design and Ethics

T 2/12 Bernard. Chpt.3. [65-90]  
AAA and ASA ethics statements R  
TH 2/14 Bernard. Chpt. 6. [105-40]

T 2/19 Bernard. Chpt. 4. [91-104]  
Library Session with Elaine Gass  
TH 2/21 Larcom. "Following Deacon" (in Observers) [175-195]  
Powdermaker. Stranger and Friend. Hollywood Intro and the  
Sociological Side. [209-24] R

On Fieldwork

T 2/26 Bernard. Chpt. 15. [390-426]  
Pratt. Fieldwork in Common Places. [27-50]

TH 2/28 Clifford. Spatial Practices: Fieldwork, Travel. R

T 3/5 Bourgois. Intro & Chpt 1 [1-47] Project Proposals Due

TH 3/7 Bernard. Chpt. 14. [365-89]

T 3/12 In-Class Midterm

TH 3/14 Bourgois. Chpt 3 & 6. [77-113, 213-58]

T 3/19 Bernard. Chpt 9. [203-39]

Nader. Up the Anthropologist. R

TH 3/21 Bell. Yes, Virginia. There is a Feminist Ethnography. R

T 3/26 SPRING BREAK

TH 3/28 SPRING BREAK

The Politics of Reflexivity and Representation

T 4/2 Malinowski. Diary excerpts. R

Fabian. Time and Writing the Other. R

TH 4/4 Rosaldo. Grief and the Headhunters Rage. R

Oglesby. Myrna Mack. R

T 4/9 Rabinow. Reflections on Fieldwork. [1-30]

TH 4/11 Rabinow. Reflections on Fieldwork. [31-167]

T 4/16 Wolf. A Thrice-Told Tale. [1-60]

TH 4/18 Wolf. A Thrice-Told Tale. [61-139]

T 4/23 Ghosh. The Imam and the Indian. R

TH 4/25 Scheper-Hughes. (M)other Love. R

T 4/30 Wrap-up

Statement on Academic Integrity:

All students in this class are required to adhere to the Lewis & Clark academic integrity policy (refer to the Pathfinder for full policy description). You should be especially conscious of the following rules regarding your class projects:

"Acts of academic dishonesty involve the use of attempted use of any method or technique enabling a student to misrepresent the quality or integrity of his/her academic work.

Academic dishonesty with respect to written or other types of assignments includes but is not limited to: Failure to acknowledge the ideas or words of another that have consciously been taken from a source, published or unpublished; placing one's name on papers, reports or other documents that are the work of another individual, whether published or unpublished; flagrant misuse of the assistance provided by another in the process of completing academic work; submission of the same paper or project for separate courses

without prior authorization by faculty members; fabrication or alteration of data; or knowingly facilitating the academic dishonesty of another. Academic dishonesty with respect to intellectual property includes but is not limited to theft, alteration, or destruction of the academic work of other members of the community, or of the educational resources, materials, or official documents of the college.

Students with Disabilities:

All students requiring special accommodations/conditions due to documented disabilities should contact Dale Holloway at the Student Support Services (ext 7175). After she has interviewed you, we can make any special arrangements necessary to facilitate your participation in the class.