SOCIOLOGY/NURSING 285A

QUALITATIVE/FIELD RESEARCH
University of California, San Francisco
FALL 2001
Tuesdays 1:00-4:00 P.M. N417-423

CO-FACULTY OF RECORD:
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APPROVAL FROM THE CHR IS PREREQUISITE FOR FALL ENROLLMENT

SOCIOLOGY/NURSING 285A
QUALITATIVE/FIELD RESEARCH
FALL, 2001

COURSE OVERVIEW:
Sept. 18 Qualitative Epistemologies and Methodologies, (Re)Introductions and (Re)Framings of Individual Projects
Sept. 25 Tools of the Trade I: Research Design, interviewing, and the Construction and Recording of Data
Oct. 2 Dilemmas of Qualitative Research: Ethics, Reciprocity, Power and Self
Oct. 9 Tools of the Trade II: Observing and Recording Data, Transcription, Coding, memoing, Pacing, Research Processes, Documentation
Oct. 16 Critical Perspectives: Race/Class/Gender Issues
Oct. 23 Approaches I: Interpretation/Phenomenology and Developing a Phenomenological Eye/Ear
Oct. 30 Approaches II: Grounded Theory
Nov. 6 Approaches III: Ethnography
Nov. 13 Approaches IV: Focus Groups
Nov. 20 Constructing the Evidence: Issues of Data and Meanings
Holidays Transition to The Winter Quarter
Jan. 2 Picking Up the Beat: Tales from the Field

REQUIRED READINGS:
Most of the readings are in the books designated below. There will also be a xeroxed REQUIRED READER for each quarter. One copy of all required readings will "live" in the UCSF Library Reserve Room or purchase.
The following books are REQUIRED for Fall and Winter Quarters and may be purchased at
the Millberry Union Bookstore (or in Reserve Room at UCSF Library):
Denzin, Norman and Yvonna Lincoln (Eds.) (2000). Handbook of Qualitative Research. Sage,
2nd edition. This is in hardback only at about $99.
Sensitive Pedagogy. Canada: Althouse Press of the University of Western Ontario.
And choose ONE of the following:
OR
RECOMMENDED READINGS:
There is an extended bibliography on relevant topics at the end of this syllabus as well as recommended readings listed for each session. You should also have received a long handout
titled Diversities in Qualitative/Interpretive Research and Analysis which has bibliography on the major different analytical/epistemological/interpretive approaches to/kinds of qualitative research. Selections from this will appear as required readings toward the end of 285A and at the beginning of 285B. Your best current resource is the HANDBOOK, just out with extensive current bibliographies and a resource you will want to have for future work.
We will also order some RECOMMENDED books from the Bookstore for Fall:
These books have also been put on the reserve list at the library.

COURSE REQUIREMENTS:
1. Completion of required readings and full participation in all class discussions integrating both the readings and your field work experiences, analysis and interpretations. Class participation will enter as part of the grade.
2. Attendance at UCSF Qualitative Research Colloquium seminars--TBA.
3. Submission of written exercises on field work technique. (see schedule, below). We will try to return your work the following week if at all possible.

ABSOLUTELY REQUIRED WORK:
Be sure to carefully read, code, annotate, think about and even write notes on your colleagues' memos and fieldnotes/interview materials BEFORE CLASS.

DUE DATE ITEM(S) DUE TO CAROLYN OR RUTH
SEPT. 18 Oral report in class on status of your project: entrée, statement of the problem, issues encountered in getting to this point
SEPT. 25 Written autobiography: Write your life story from your point of view. What you include or leave out is entirely up to you. 5 page limit (!), doublespaced.
OCT. 2 Memo on getting started: Notes and comments (3-5 pages, double spaced) on getting started and your current (re) formulation of your central question(s) of research interest. What have you learned to date about your project? About doing qualitative research? What are your strengths and weaknesses as an interviewer/observer? Note any current problems and any changes you plan to make in how you conduct your research.
OCT. 9 1) Memo on self, emotions, relations with others in field: All qualitative research raises issues of researcher's (& other's) identities, feelings about the project, the people, the site, the problem, etc. Discuss these, especially as related to your research topic, data gathering issues, how you might be constrained by these feelings, helped by them, or how in other ways they could affect your research. This is especially relevant if the topic is close to your own experience (3-5 pages double spaced).
AND
2) FIELDNOTES/INTERVIEWS I Typed, single spaced, with very wide left or right margin (4 inches), paragraphed, with pages & line numbers clearly indicated. Most computer programs will print with line numbers. Give Carolyn or Ruth entire interview with its fieldnotes at the front. Be sure to highlight or write a cover note delineating 5-7 pages of this interview on which you want detailed feedback. The pages can be from different parts of the interview or fieldnotes, and you can
designate lines, for example: From line 273-343; and from line 1047-1142.

A WRITTEN ASSIGNMENT FOR NEXT WEEK WILL BE DISTRIBUTED IN CLASS.

OCT. 16 Written assignment based on material provided in previous session
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OCT. 23 1) FIELDNOTES/INTERVIEWS II
Specifics above.

AND

2) Exercise on developing a phenomenological eye/ear
Materials distributed in class on Oct. 16th.

OCT. 30 1) FIELDNOTES/INTERVIEWS III
Specifics above.

AND

2) Exercise on grounded theory
Materials distributed in class on Oct. 23rd.

NOV. 6 1) Memo on early hunches, analytic/interpretive themes
(3-5 pages single spaced). For this session, bring a copy for each member of your small working group of 1) the memo and 2) 5 pages of fieldnotes or interview excerpt(s) carefully labeled with all identifying information removed.

AND

2) Memo on ethical issues
One page on perceived or potential ethical issues in your own research or fieldwork site or issues for your respondents/interviewees.

NOV. 13 NO NEW WORK DUE BUT BE ABSOLUTELY SURE TO READ, code and annotate the memos and 5 pages of fieldnotes/interview data from two of your colleagues in the small group BEFORE class. We will go around giving comments and feedback—be prepared. A WRITTEN ASSIGNMENT FOR NEXT WEEK WILL BE DISTRIBUTED IN CLASS.

NOV. 20 1) Written assignment based on materials handed out Nov. 13

AND

2) FIELDNOTES/INTERVIEWS IV
Specifics above.

NOV. 27 SUMMARY ANALYTIC/INTERPRETIVE MEMO
10-15 pages double spaced on a good printer. This should include: a) What you think are your major hunches and/or themes and/or basic social processes and/or maps and/or commonalities and distinctions within your data, going beyond the Nov. 6th memo; b) Indicators/Evidence in hand; your thoughts on the adequacy of your design and sample to address your problem; what are the partialities of your data? c) Esp. for grounded theory: How you will seek out ranges of variation; and what you should look for; Esp. for phenomenology: do you have paradigm cases and exemplars? describe briefly; d) Your data gathering and analysis/interpretation plans for Winter. Where possible and pertinent, make explicit connection between your work and the required readings.

JAN. 2 OPTIONAL CRITIQUE OF MONOGRAPH/ETHNOGRAPHY
To facilitate the transition to Winter Quarter where our emphasis will be on data analysis, interpretation, reflexivity and writing it up (the complications of representations), during the quarter break everyone is encouraged (but not required) to select one (field work account, phenomenological, grounded theory or narrative analysis, or ethnography) monograph to read. There is a list of possibles appended or one you find and have your group leader approve. It can be on the same or a similar topic to your own or be of a similar group or present some clear means for comparison with your own experiences in becoming a qualitative researcher.

At several points in Winter Quarter, we will discuss the accounts read, touching the following points that should be included in your critique:

a. Contrasts between the author's experiences and those of the student regarding (a) entree, (b) conduct of the work, (c) ethical issues.

b. Specific comments on how the account was analyzed/interpreted and presented. The goal here is to objectify ourselves as field workers/researchers whilst relating ourselves to these colleagues and to focus on analytic/interpretive processes.

*Make sure this is a critical review and not merely a summary.* State why you selected this; what you felt/thought/sensed re the method, approach and results. Discuss: Where is the author? How do they use voice and position themselves vis-a-vis the project? What do you see as the overall strengths and weaknesses?

**INTERESTING WEBSITES:**

- [www.socresonline.org.uk/socresonline/threads/femres/femres.html](http://www.socresonline.org.uk/socresonline/threads/femres/femres.html)

  On-line ethics course offered by NIH which meets their new requirements. The course takes 1-2 hours to complete, and you can exit and resume where you left off. The URL for the course is: [http://ohsr.od.nih.gov/cbt/](http://ohsr.od.nih.gov/cbt/)

- [Qualitative Health Research (Journal)](http://www.ualberta.ca/~qhr/)

- [Resources for Qualitative Researchers](http://www.ualberta.ca/~jnorris/qual.html)

- [The Qualitative Report](http://www.nova.edu/sss/QR/qualsres.html)

- [Site for ATLAS.ti computer program for qualitative research: www.atlasti.de](http://www.atlasti.de/)

- [An email list sponsored by CAQDAS (Computer Aided Qualitative Data Analysis S) features dialogues about the strengths and weaknesses of particular software packages (and other even more useful stuff). The list is called qual-software and is at:](http://www.mailbase.ac.uk/lists/qual-software/>

- [The url for a trial download of Nudist: http://www.scolari.co.uk/](http://www.scolari.co.uk/)

- [ETHNOG-L is a discussion list for members of the Ethnography Division of the National Communication Association and/or for anyone interested in ethnography in the communication](http://www.scolari.co.uk/)
To subscribe to this list, please send a message to:
LISTPROC@CSUS.EDU with the two-line message:
Subscribe ETHNOG-L <your first and last name>
For example, Jerry Jones would send the following two-line message to
LISTPROC@CSUS.EDU:
Subscribe ETHNOG-L Jerry Jones
The Office of Management and Budget (OMB) has completed its revision of a controversial data-sharing policy and will likely publish its Final Rule in the Federal Register tomorrow (10/6/99).
http://www.access.gpo.gov/su_docs/fedreg/frcont99.html
Community-Based Research http://www.Loka.org

SOCIOLOGY/NURSING 285-A QUALITATIVE/FIELD RESEARCH SYLLABUS FOR FALL 2001

Sept. 18 WEEK 1: QUALITATIVE EPISTEMOLOGIES AND METHODOLOGIES
Epistemological Issues and Assumptions
Phenomenological Interpretive Assumptions of Qualitative Work
History and Types of Qualitative Research
Contrasts Between Field Work and Other Methods
Defining a Problem
"This constant interplay of data gathering and analysis is at the heart of qualitative research. It is therefore difficult indeed to discuss coding, processing, analysis and writing without also discussing planning and data gathering, for in no other approach is the interrelatedness of all portions of the research act quite so obvious. . . all aspects of the research act are going on simultaneously." --Jacqueline P. Wiseman. 1974. "The Research Web," Urban Life and Culture 3(3):317-327.

REQUIRED READING:

THINK ABOUT THE FOLLOWING QUESTIONS:
Regarding Denzin and Lincoln reading: What would your project look like if it were being done in the 1st, 2nd, or 3rd moment?
Regarding Lincoln and Guba and Schwandt: Do you understand all the terms?
Remember, the only stupid question is an unasked one!!

RECOMMENDED READING:
See end of the syllabus. Also we strongly suggest you spend an hour in the UCSF Library in the next two weeks perusing the various required and recommended texts. You will get an overview/umbrella grasp of the field and recent developments that will serve you well.

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SEPT. 25 WEEK 2 TOOLS OF THE TRADE I: RESEARCH DESIGN REVISITED, INTERVIEWING & THE CONSTRUCTION OF DATA

The Construction of Experience and Data
The Focused Interview
Interviewing in Unanticipated Situations
The Interview as Interpretive/Analytic Occasion
Multiple Person Interviews
First Field Experiences

REQUIRED WORK AND READINGS:
Coursework Due: Written autobiography
In Class: Group Fieldwork and Data Gathering Adventure
In Working Groups: Do scheduling of small group members for turns at analysis.

REQUIRED READINGS:
Required Readings on Research Design:

Required Readings on Interviewing:

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**Recommended Readings on Design:**
Robert G. Burgess, In the Field, "Selection Strategies in Field Research," pp. 53-77; Ch. 6,
Oxford Univ. Press.

**Recommended Readings On Interviewing:**
Sage.
Spradley, James "Interviewing an Informant," The Ethnographic Interview, Step Two, p. 55,
Robert Bogdan, "Interviewing People Labeled Retarded," in William B. Shaffir, Robert A.

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OCT. 2 WEEK 3 ETHICS, RECIPROCITY, POWER & SELF IN/AND FIELD WORK RELATIONS
Definitions of Ethical Issues
Reciprocities and "the Other"
Ethical Issues as Analytic/Interpretive Occasions
Special Dilemmas in Health Care Settings
Gender Issues in Research
Taking and Organizing Notes and Observations
Self in Data Gathering
Field Work Relationships and Altered Selves
Gender, Class and Race as Influence/Structure
"The anthropologist is an instrument of cultural transmission that is necessarily flawed and biased. We cannot rid ourselves of the cultural self we bring with us into the field any more than we can disown the eyes, ears, skin through which we take in our intuitive perceptions about the new and strange world we have entered. Nonetheless..we struggle to do the best we can with the limited resources we have at hand--our ability to listen and observe carefully, empathetically, and compassionately." -- Nancy Scheper-Hughes.

REQUIRED WORK AND READINGS:
Coursework Due: 1) “Getting Started” Memo: be prepared to discuss in class

Required Readings:
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Codes of Ethics for (Qualitative) Research
Nursing and/or NIH --see recommended and Library reserve

RECOMMENDED READINGS:
Ethical Codes:

Ethics and Reciprocity
cowgirl
on the reproductive frontier. Feminist Studies, 23(2), 233-262.
Robert
Emerson, Ed., Contemporary Field Research Little Brown.
Vulnerable
Jeanne Kayser-Jones and Barbara Koenig. 1993. "Ethical Issues in Qualitative Work with
the
Aged." In J.F. Gubrium and Andrea Sankar (Eds.) Qualitative Research Methods in
Rosalie Hankey Wax, "Reciprocity in Field Work," in Richard Adams, Human
Organization
Research, p.90.
Becker, Howard S. 1970 (1967) "Whose Side Are We On?" In his Sociological Work:
Method and Substance. Transaction Press.
Judith Stacey, "Can There Be a Feminist Ethnography?" Women's Studies International
Form.
November 1987. Wheatley below is response.
Wheatley, Libby. 1994. "How Can We Engender Ethnographies with Feminist
Imaginations? A
Rejoinder to Judith Stacey." Presented at the PSA meetings.
15
Everett C. Hughes, "Who Studies Whom?" Human Organization, Vol. 33, No. 4, 1974,
pp.
327-33.
Donald P. Warwick, "Tea Room Trade: Means and Ends in Social Research," The
Hastings

**The Self and Emotional Dynamics in the Field:**
Sherryl Kleinman, "Field Workers' Feelings, What We Feel, Who We Are, How We
Analyze,"
Susan Krieger, "Beyond Subjectivity: The Use of the Self in Social Science." Qualitative
Brunswick, NJ: Rutgers University Press.
John M. Johnson, "Fusion of Thinking and Feeling in Field Research," in John M.
Johnson,
Arlene Kaplan Daniels, "Self-Deception and Self-Discovery in Fieldwork," Qualitative

**Fieldwork Relations:**

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OCT. 9 WEEK 4 TOOLS OF THE TRADE II: OBSERVING AND RECORDING DATA, TRANSCRIPTION, CODING, MEMOING, PACING, RESEARCH PROCESSES, AND DOCUMENTATION
Participating and Observing
Observing as Looking and Analyzing/Interpreting
The Co-construction of Experience and Data
Utilizing Unobtrusive Indicators
Being an Unobtrusive Observer
The Unanticipated Observation and Its Interpretation/Analysis
Looking at Time and Space
Recording Field Notes

**REQUIRED WORK AND READINGS:**

*Coursework Due:* 1) Memo On Self, Emotions and Relations with Others
2) Fieldnotes/Interviews I

**Required Readings on Observing and Recording Data, Transcription and Documentation of the Overall Research Process:**
Poland, Blake D. 1995. Transcription Quality as an Aspect of Rigor in Qualitative Research."
Required Readings on Coding, Generating Themes, and Memoing:

Recommended Readings:

Recommended Readings on Observation:

Recommended Readings on Recording Data:
Review Schatzman and Strauss, pp. 94-107.

OCT. 16 WEEK 5 CRITICAL APPROACHES - RACE, CLASS, CULTURE, GENDER.
Kinds of Critical Approaches from Marxist to Cultural Critique
Criticism and Bias Debates
“PC” versus “In the Data” versus “(In)Visibling”
Between Voice and Discourse

Coursework Due: Written assignment from previous week

Required Readings on Critical Approaches:

RECOMMENDED READINGS ON CRITICAL APPROACHES:
SEE HANDBOOK references.

OCT. 23 WEEK 6 APPROACHES 1 : INTERPRETATION, PHENOMENOLOGY AND DEVELOPING A PHENOMENOLOGICAL EYE
Interpretation versus Analysis
Phenomenological Approaches
Development of Story Lines
Narrative in Interpretive Phenomenology
Qualitative distinctions
"Phenomenology is the study of essences,' said Merleau-Ponty (1962, p. vii). But the word "essence" should not be mystified. By essence we do not mean some kind of mysterious entity or discovery, nor some ultimate core or residue of meaning. Rather, the term "essence" may be understood as a linguistic construction, a description of a phenomenon. A good description that constitutes the essence of something is construed so that the structure of a lived experience is revealed to us in such a fashion that we are now able to grasp the nature and significance of this experience in a hitherto unseen way...then the phenomenological inquiry is not unlike an artistic endeavor... (Max Van Manen, 1990. Researching Lived Experience: Human Science for an Action Sensitive Pedagogy. The Althouse Press of the University of Western Ontario, Canada, p. 39.

"After having been tucked in and before falling asleep, that is the time when the child’s soul breaks the fragile surface tension of shame, anxiety, frustration or guilt that tends to cover the small secrets of the day’s happenings. At bedtime Hans confides to his mom some of the things that he is able to keep inside during the day: how his friends had called him names at school; the low mark he received on the spelling test; that he almost got run over by his bike."


REQUIRED WORK AND READINGS:
Coursework Due: 1) Fieldnotes/Interviews II
2) Exercise on Developing a Phenomenological Eye

Required Readings on Phenomenology:


Appendix-- The Methodology of the Study, pp. 351-372.


Required Reading of Exemplar in Phenomenology:
CHOOSE ONE of the following (all in reader):


**RECOMMENDED READINGS ON PHENOMENOLOGY:**


**LENGTHY EXEMPLARS OF INTERPRETIVE PHENOMENOLOGY:**


OCT. 30 WEEK 7: APPROACHES II: GROUNDED THEORY & ROOTS IN SYMBOLIC INTERACTION.
Evolving Foci in the Field
Coding and Documenting Codes
Focusing, Pinpointing
Provocative Questions
Negative Cases versus Range of Variation
Theoretical, Methodological and other Memos
“Sociology of all kinds typically answers the ‘what’ question by indicating relationships between variables but infrequently demonstrates the processes which, in fact, connect those variables, the answers to the ‘how’ questions.” Peter Hall, “A symbolic interactionist analysis of politics,” in Andrew Effrat (ed.) Perspectives in Political Sociology. New York: Bobbs Merrill), p.72.

REQUIRED WORK AND READINGS:
Coursework Due: Fieldnotes/Interview III

Required Readings on Symbolic Interaction:

Required Readings on GT:

**Required Reading: Exemplar of GT (pick one)**

**RECOMMENDED READINGS ON GROUNDED THEORY:**
Barnes, Donnelle. 1996. An analysis of the Grounded Theory Method and the Concept of
Culture. Qualitative Health Research 6(3):429-441.
Nursing Research. 45(2), 122-124.

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RECOMMENDED EXEMPLARS OF GROUNDED THEORY
Read the introduction and select 1 or two articles to read based on scanning the commentary
provided by the editors at the beginning of every article.
Brown, M.A. & Stetz, K. The labor of caregiving: A theoretical model of caregiving during
potentially fatal illness. Qualitative Health Research, 9(2), 182-197.
caregiving experiences. Journal of Palliative Care, 14(2), 14-22.
Kearney, Margaret H., Sheigla Murphy, Katherine Irwin, and Marsha Rosenbaum. 1995.
"Salvaging Self: A Grounded Theory of Pregnancy on Crack Cocaine." Nursing Research
44(4):208-213.
Kearney, Margaret H., Sheigla Murphy and Marsha Rosenbaum. 1994. "Mothering on Crack
Brown, Marie Annette and Gail Powell Cope. 1993. Themes of Loss and Dying in Caring for a
Family Member with AIDS. Research in Nursing and Health 16: 179-91.

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NOV. 6 WEEK 8: APPROACHES III: OLD AND NEW ETHNOGRAPHIES
The Anthropological Imagination
Emic vs. Etic
Culture as Concept
Postmodern Ethnographies

REQUIRED WORK AND READINGS:
Coursework Due: Memos on: 1) Early hunches/themes & 2) Ethical issues
Required Readings on Ethnographic Approaches and Analysis:
Technoscience Perspectives. NY: Routledge.

**Required Exemplars of Ethnography:**

**RECOMMENDED READINGS: Ethnography**

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****MAJOR REVIEW ESSAY---major bibliography---in Library on Reserve in Recommended Box

**Extended Case Method/Theory Testing:**
Eliasoph, Nina and Paul Lichterman. 1999. “‘We Begin with our Favorite Theory’: Reconstructing the Extended Case Method.” Social Theory 17(2):228-234.

**Institutional Ethnography:**
Campbell, Marie and Ann Monicom (Eds.) 1995. Knowledge, Experience and Ruling: Studies
in the Social Organization of Knowledge. Toronto, CAN: Univ. of Toronto Press.
Toronto,
CAN: Univ. of Toronto Press.

**General Ethnography:**
Smith, Carolyn D. and William Kornblum (Eds). 1996. In the Field: Readings on the
Field
Research Experience. 2nd edit. Westport, CT: Praeger.
London
and NY: Routledge.
New
York: Routledge.
Press.
Pp.
103-121 in Robert F. Goodman and Walter R. Fisher (eds.) Rethinking Knowledge:
234-235.
Peter McLaren. 1991. "Field Relations and the Discourse of the Other: Collaboration in
Our
Own Ruin." Pp. 149-163 in William B. Shaffir and Robert A. Stebbins (eds.)

**NOV.13 WK. 9: FOCUS GROUPS**

**TOPICS**
What is a "focus group"
Conceptual uses
Operational issues
If you call a group together to hear "interaction", then how do you analyze and/or
interpret
"interaction"

**Coursework Due**—Bring coded and annotated fieldnotes from two colleagues to discuss

**Written assignment for next week will be distributed in class**

**REQUIRED READINGS**
Ferguson, Ann A. 199 . Bad boys: Public schools in the making of black masculinity.
Ann

*Review pp. 11-17 in particular ‘Learning from Kids’.*
Press, Andrea & Elizabeth Cole. 1999. “Introduction” (pp. 1-24) and “The Ethnographic
Focus Group” (pp. 143-163) in their Speaking of Abortion: Television and Authority in

RECOMMENDED READINGS AND WEBSITE
www.bc.edu/bc_org/avp/csom/cwf/newsletter/archives/winter99/boundary.html


29 NOV. 20 WEEK 10 Happy Thanksgiving  
CONSTRUCTING EVIDENCE: ISSUES OF DATA & MEANINGS
Respondent "Truth" Telling  
"Fact" vs. Fancy  
Rationales in Data  
Which Perspective? Whose Perspective?  
"It is no linguistic accident that 'building,' 'construction,' 'work,' designate both a process and its finished product. Without the meaning of the verb, the noun remained blank." John Dewey, Art As Experience. 1934, p. 51 (quoted in Strauss and Corbin 1990:259).  
"Privately gathered, nonexperimental evidence forms the basis of social scientific and historical generalization in a number of contexts and does not, I would suggest, invalidate such generalization. All evidence has problematic features; one can do more than specify what these are in any particular case." -- Nancy Chodorow, "Reply," Signs, Vol. 6, No. 3, Spring 1981, pp. 105-115.
"Arrogance in Research: Four varieties of arrogance were identified. The first was the arrogance of positivist research wherein the researcher makes all the decisions about the conditions of the research and decides upon the nature of the intervention for the clients. A second form of arrogance is to be found in researchers who refuse to discuss their procedures and paradigms but just want to "get on with it," that is, the self-satisfied.

The arrogance of deciding that other people need empowering and are not already powerful was the third form identified....the example was offered that teachers are, in fact, very powerful. Fourthly, there is the arrogance of not asking where we need critical perspectives to liberate our own thinking, of not asking those we study to help us become liberated." Marion Lundy Dobbert, "Discussion on Methodology," ch. 23 in E.G. Guba (Ed.) The Paradigm Dialogue. Newbury Park: Sage.

**REQUIRED WORK AND READINGS:**

**Coursework Due:** 1) Written work assigned previous week; 2) Fieldnotes/Interviews IV

**Required Readings:**


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**RECOMMENDED READINGS on CONSTRUCTING THE EVIDENCE:**


Joanne Hall and Patricia Stevens. 1991. Rigor in Feminist Research." Advances in Nursing
John P. Dean and William Foote Whyte, "How Do You Know if the Informant Is Telling the Truth?" in McCall and Simmons, Issues in Participant Observation, Addison-Wesley, 1969, pp. 105-115.
Leonard Schatzman and Strauss, Ch. 7 "Strategies for Analyzing."

*****END OF QUARTER WORK:
DUE Nov. 27: Summary Analytic/Interpretive Memo
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HOLIDAY BREAK READINGS AND TASKS: TRANSITION TO WINTER QUARTER
Everyone in the field should make at least one visit to your site over the quarter break. Sites can get "cold" easily. Go to holiday parties at your site, bring goodie for all. Avoid individual gifts unless part of a planned exchange. If you are interviewing at one particular site, try to be part of it during holidays too, if you can do so without intruding (drop by).

Wed. JAN. 3, 2002 WEEK 1: PICKING UP THE BEAT: TALES FROM THE FIELD

OPTIONAL COURSEWORK DUE: Critique of Monograph/Ethnography See assignments for details.

REQUIRED READINGS

QUALITATIVE / FIELD RESEARCH BIBLIOGRAPHIES
This is intended as illustrative rather than exhaustive. For more current bibliographies, see the most recent works listed and handout on Approaches to Qualitative Research.

BASIC WORKS ON DOING ETHNOGRAPHIC RESEARCH
Agar, Michael H. The Professional Stranger, An Introduction to Ethnography, Chapter 1, "The
Berger, Peter and Thomas Luckmann, "The Foundation of Knowledge in Everyday Life,"
Clough, Patricia Ticineto. 1992. The End(s) of Ethnography: From Realism to Social Criticism.
Wax, Rosalie "Theoretical Presuppositions of Field Work," Ch. I, Doing Field Work. Chicago:
WORK ON INTERPRETIVE PROBLEMATICAS / EPISTEMOLOGIES / DILEMMAS


Marcus George E. and Michael M. J. Fischer, Anthropology as Cultural Critique, Chicago, 1986, esp. Ch. 2, "Ethnography and Interpretive Anthropology."


Turner, Victor W. and Edward M. Bruner, The Anthropology of Experience. Urbana:

**RECENT WORKS ON INTERACTIONISM AS INTERPRETIVE PERSPECTIVE**
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**CLASSIC ETHNOGRAPHIES IN MEDICAL SOCIOLOGY & MEDICAL ANTHROPOLOGY**
Many of these are in the UCSF Library.

**Health Care Professionals**
Charles Bosk, Forgive and Remember, University of Chicago.
Marcia Millman, The Unkindest Cut.
Terry Mizrahi, Getting Rid of Patients.

**Settings**
transplant medicine: Renee Fox, Experiment Perilous;, Renee Fox, Spare Parts
Laud Humphreys, Tearoom Trade, Impersonal Sex in Public Places, Aldine, 1970.
Julius Roth, Timetables. (TB Hospital)
Linda Light and Nancy Kleiber, Caring for Ourselves, An Alternative Structure for Health Care, School of Nursing, UBC Vancouver, Canada, 1978.

**Particular Groups/Non-Medical and Medical**
***highly recommended*** Lather, Patti and Chris Smithies. 1997. Troubling the Angels:
Carolyn Ellis, Fisherfolk.
Gay Becker, Growing Old in Silence, UC Press.
Margaret Clark, Health in the Mexican-American Culture, UC Press.
Fred Davis, Passage Through Crisis. (children with polio)
Sue Estroff, Making It Crazy, An Ethnography of Psychiatric Clients In an American Community. UC Press, 1981.
Arlie Hochschild, The Unexpected Community. (Nursing homes)
Virgene Kaiser-Jones, Old, Alone and Neglected, UC Press. (Nursing homes)
John Marshall, Boiling Energy, Healing Among the Kalahari Kung.
Nancy Scheper-Hughes, Saints, Sinners and Schizophrenics, UC Press.
Jacqueline Wiseman, Stations of the Lost. (alcoholics)
Jean Tubridy, The Irish Cheshire Homes, A Study of Residential Care for the Disabled.
Barbara Meyerhoff, Remember Our Days.

**LISTING OF WHAT ARE CONSIDERED "NEW" ETHOGRAPHIES--CONSTRUCTED AFTER OR CONSTITUTIVE OF THE POSTMODERN TURN**

Taussig, Michael. 1987. Shamanism, Colonialism and the Wild Man: A Study in Terror and
Healing. U. of Chicago press.

EDITED VOLUMES

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