

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

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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.

Hammersley, Martyn and Paul Atkinson (1995). *Ethnography: Principles in Practice*. Second

Edition. London and New York: Routledge.

Strauss, Anselm and Juliet Corbin (1998). *Basics of Qualitative Research: Grounded Theory*

Procedures and Techniques. Newbury Park, CA: Sage, 2nd edition.

van Manen, Max (1990). *Researching Lived Experience: Human Science for an Action Sensitive Pedagogy*. Canada: Althouse Press of the University of Western Ontario.

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And choose ONE of the following:

Rosaldo, Renato (1989). *Culture and Truth: The Remaking of Social Analysis*. Boston: Beacon.

OR

Wolf, Marjorie (1992). *A Thrice-Told Tale: Feminism, Postmodernism and Ethnographic Responsibility*. Stanford: Stanford University Press. OR

Frank, Arthur W. (1995). *The Wounded Storyteller: Body, Illness, and Ethics*. Chicago: University of Chicago Press.

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:

Strauss, Anselm (1987). *Qualitative Analysis for Social Scientists*. Cambridge: Cambridge

University Press.

Riessman, Catherine Kohler (1993). *Narrative Analysis*. Newbury Park: Sage.

Benner, Patricia (Ed.) (1994). *Interpretive Phenomenology: Embodiment, Caring and Ethics in*

Health and Nursing. Newbury Park: Sage.

Packer, Martin J. and Richard B. Addison (Eds.) (1989). *Entering the Circle: Hermeneutic*

Investigations in Psychology. Albany, NY: SUNY Press.

Strauss, Anselm and Juliet Corbin (Eds.) (1997). Grounded Theory in Practice [a reader of GT studies]. Newbury Park: Sage.

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'

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memos and fieldnotes/interview materials BEFORE CLASS.

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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 covernote 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

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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

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/>

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Qualitative Health Research (Journal) <http://www.ualberta.ca/~qhr/>

Resources for Qualitative Researchers <http://www.ualberta.ca/~jrnorris/qual.html>

The Qualitative Report <http://www.nova.edu/ssss/QR/qualres.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/>

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

discipline. >To subscribe to this list, please send a message to:
LISTPROC@CSUS.EDU <<mailto:LISTPROC@CSUS.EDU>>
with the two-line message:

Subscribe ETHNOG-L <your first and last name>
end

For example, Jerry Jones would send the following two-line message to
LISTPROC@CSUS.EDU: <<mailto:LISTPROC@CSUS.EDU:>>
Subscribe ETHNOG-L Jerry Jones
end

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> <<http://www.loka.org/>>
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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:

Denzin, Norman and Yvonna Lincoln (2000). "Preface" and "Introduction: The Discipline and

Practice Qualitative Research," *Handbook*, 2nd ed. pp. ix-36.

Lincoln, Yvonna and Egon Guba (2000). "Paradigmatic Controversies, Contradictions, and

Emerging Confluences in Qualitative Research," *Handbook*, 2nd ed. pp. 156-188.

Schwandt, Thomas (2000). "Three Epistemological Strategies for Qualitative Inquiry: Interpretivism, Hermeneutics, & Social Constructionism." *Handbook*, 2nd ed. pp. 189-214.

Becker, Howard S. (1986). "Terrorized by the Literature." In Becker, H.S., *Writing for Social*

Scientists. Chicago: Univ. of Chicago Press.

Review Handout: Diversities in Qualitative/Interpretive Research and Analysis (Clarke & Olesen, 1994, UCSF).

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:

Morse, Janice M. 1991. "Strategies for Sampling." In Morse (ed.) *Qualitative Nursing Research*. Newbury Park: Sage, pp. 127-45.

Hammersley, Martyn and Paul Atkinson. 1995. *Ethnography: Principles and Practices*. 2nd ed.

London: Tavistock, 1-54, esp. *Research Design: Problems, Cases & Samples*, pp. 23-53.

Janesick, Valerie J. 2000. "The Choreography of Qualitative Research Design: Minuets, Improvisations and Crystallizations." *Handbook*, 2nd ed., pp. 379-400.

Required Readings on Interviewing:

Denzin, Norman and Yvonna Lincoln. 2000. *Handbook*, 2nd edit., pp. 632-644.

Fontana, Andrea and James Frey, 2000. "The Interview: From Structured Questions to Negotiated Texts." *Handbook*, 2nd ed. pp. 645-672.

Hammersley, Martyn and Paul Atkinson. 1995. *Ethnography: Principles in Practice*. London:

Tavistock. Ch. 5, "Insider Accounts: Listening and Asking Questions," pp. 124-15.

Mishler, Elliot G. (1986). Joint construction of meaning. In *Research interviewing: Context and*

narrative. Cambridge: Harvard University Press.

Devault, Marjorie L. (1990). Talking and listening from women's standpoint: Feminist strategies for interviewing and analysis. *Social Problems*, 37(1), 96-116.

Daniels, Arlene K. (1999). Standing on the threshold and tripping: Awkwardness in becoming a field-worker. In Glassner, B. and Herta, R. (Eds.), *Qualitative Sociology in Everyday Life*. Thousand Oaks, CA: Sage.

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Recommended Readings on Design:

Sandelowski, Margarete. 1995. "Sample Size in Qualitative Research." *Research in Nursing and Health* 18(2):179-183.

Miller, William I. and Benjamin Crabtree. 2000. "Clinical Research." *Handbook*, 2nd ed. pp. 607-630.

Olesen, Virginia. 2000. "Feminisms and Qualitative Research at and into the Millenium." *Handbook*, 2nd ed., pp. 215-256.

Wax, Rosalie. 1971. *Doing Fieldwork: Warnings and Advice*. Chicago.

Olesen, Virginia and Elvi Whittaker, "Making a Livable World, Problems of Data Collection,"

Ch. II, *The Silent Dialogue*. San Francisco: Jossey-Bass, Inc., 1968.

Robert G. Burgess, *In the Field*, "Selection Strategies in Field Research," pp. 53-77; Ch. 6,

"Methods of Field Research 3: Using Personal Documents," pp. 123-142, and Ch. 7,

"Multiple Strategies in Field Research," pp. 143-165.

Catherine Marshall and Gretchen B. Rossman, *Designing Qualitative Research*. Sage, 1989.

Denzin, Norman. 1989. *Interpretive Interactionism*. Newbury Park: Sage. Chapter 1 "The Interpretive Point of View," pp. 7-35.

Mills, C. Wright. 1959. "On Intellectual Craftsmanship." In his *The Sociological Imagination*.

Oxford Univ. Press.

Recommended Readings On Interviewing:

Kvale, Steiner. 1996. *InterViews: An Introduction to Qualitative Research Interviewing*. Thousand Oaks, CA: Sage. Esp. pp. 144-153.

Rubin, Herbert, and Irene Rubin. 1995. *Qualitative Interviewing: The Art of Hearing Data*.

Sage.

Holstein, James and Jaber Gubrium. 1995. *The Active Interview*. Thousand Oaks, CA: Sage.

McCracken, Grant. 1988. *The Long Interview*. Newbury Park: Sage.

Finch, Janet. 1984. "'It's Great to Have Someone to Talk To': The Ethics and Politics of Interviewing Women," in Colin Bell and Helen Roberts (eds.), *Social Researching: Politics, Problems, Practice*, Routledge, pp. 70-87.

Laslett, Barbara and Rhona Rapoport. 1975. "Collaborative Interviewing and Interactive Research." *Journal of Marriage and the Family*.

Schatzman and Strauss, "Strategies for Listening," pp. 67-94.
 Spradley, James "Interviewing an Informant," *The Ethnographic Interview*, Step Two, p. 55,
 and "Asking Contrast Questions," Step Nine, p. 155.
 Robert G. Burgess, *In the Field*, Ch. 5, "Methods of Field Research 2: Interviews As Conversations," pp. 101-122.
 Robert Bogdan, "Interviewing People Labeled Retarded," in William B. Shaffir, Robert A.
 Stebbins, Allan Turowetz, *Fieldwork Experience*. New York: St. Martin's, 1980.
 Howard S. Becker and Blanche Geer, "Participant Observation and Interviewing: A
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 Comparison," pp. 322-341 in George J. McCall and J. L. Simmons, *Issues in Participant Observation*. Reading, MA: Addison-Wesley, 1969.
 Lewis Anthony Dexter, esp. "Toward a Transitional Theory of Interviewing: Self-Assessment in
 the Interview Process," Ch. VI, *Elite and Specialized Interviewing*. Evanston: Northwestern University Press, 1970.
 Stack, Carol B. "Appendix B, Outline of Interview Topics," *All Our Kin*. New York: Harper
 and Row, 1974.
 Schatzman, Leonard and Anselm Strauss, *Field Research*. Englewood Cliffs, NJ: Prentice-
 Hall, 1973, especially Ch. V, "Strategy for Listening."
 W. F. Whyte, "Interviewing in Field Research," in R. N. Adams and J. J. Preiss, Eds. *Human
 Organization Research*.

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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,
Death Without Weeping, The Violence of Everyday Life in Brazil. Berkeley: University of California Press,
 1992, p. 28.

REQUIRED WORK AND READINGS:

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

Required Readings:

- Fine, Michelle, Lois Weiss, Susan Weseen, and Loonmun Wong. 2000. “For Whom? Qualitative Research, Representations, and Social Responsibilities.” Handbook, 2nd ed. pp. 107-132.
- Frank, Arthur W. (2001). Can we research suffering? *Qualitative Health Research*, 11(3), 353-362.
- Christians, Clifford G. 2000. " Ethics and Politics in Qualitative Research," Handbook, 2nd ed. pp. 136-155, starting with “Value Neutrality in Max Weber.”
- Lipson, Julienne G. 1991. "The Use of Self in Ethnographic Research." Pp. 73-89 in Janice M. Morse, Ed., *Qualitative Nursing Research*. Newbury Park, CA: Sage.
- Kleinman, Sheryl, Martha Copp, and Karla Henderson. 1997. *Qualitatively Different: Teaching Field Work to Graduate Students*. *Journal of Contemporary Ethnography* 25(4):469-99.
- Hammersley, Martyn and Paul Atkinson (1995). "Field Relations.” In *Ethnography, Principles in Practice* (Ch. 4, pp. 80-123). London: Tavistock.
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- Scherzer, Teresa (1998). *Activist research: The ethical contract*. Paper presented at the Society for the Study of Social Problems 48th Annual Meeting, San Francisco, CA, August.
- AAAS Report on Ethical and Legal Aspects of Human Subjects Research on the Internet. June 10-11, 1999. Washington, DC. See websites in reader.

Codes of Ethics for (Qualitative) Research

American Sociological Association. Code of Ethics. 1996 version.

Nursing and/or NIH --see recommended and Library reserve

RECOMMENDED READINGS:

Ethical Codes:

Silva, Mary (1995). *Ethical guidelines in the conduct, dissemination and implementation of nursing research*. Washington, DC: American Nurses Publishing.

Silva, Mary (1995). *Annotated bibliography for ethical guidelines*. Washington, DC: American Nurses Publishing.

Ethics and Reciprocity

Wong, L. Mun. 1998. The Ethics of Rapport: Institutional Safeguards, Resistance, and Betrayal. *Qualitative Inquiry* 4(2):178-199.

Adler, Patti and Peter Adler. 1994. "Observational Techniques," Handbook, 1st edit., pp. 387-389 (exerpt) OR *Collecting* pp. 100-105.

Casper, Monica J. 1997. Feminist politics and fetal surgery: Adventures of a research cowgirl on the reproductive frontier. *Feminist Studies*, 23(2), 233-262.

John Van Maanen. 1983. "The Moral Fix: On the Ethics of Fieldwork." Pp. 269-87 in Robert Emerson, Ed., *Contemporary Field Research* Little Brown.

Demi, Alice S. and Nancy A. Warren. 1995. "Issues in Conducting Research with Vulnerable Families." *Western Journal of Nursing Research* 17(2):188-202.

Secundy, Marian Gray. 1995. Ethical Issues in Research. Pp. 228-238 in Diane L. Adams (Ed.) *Health Issues for Women of Color*. Thousand Oaks, CA: Sage.

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 Aging*. Newbury Park: Sage.

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.

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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 Center Studies*, Vol. 1, 1973. pp. 27-38.

The Self and Emotional Dynamics in the Field:

Sherryl Kleinman, "Field Workers' Feelings, What We Feel, Who We Are, How We Analyze," in William B. Shaffier and Robert A. Stebbins, Eds., *Experiencing Fieldwork*, Sage, 1991, pp. 184-195.

Susan Krieger, "Beyond Subjectivity: The Use of the Self in Social Science." *Qualitative Sociology*. Vol. 8, No. 4, Winter, 1985, pp. 309-324.

Susan Krieger, 1991. *Social Science and the Self: Personal Essays on an Art Form*. New Brunswick, NJ: Rutgers University Press.

John M. Johnson, "Fusion of Thinking and Feeling in Field Research," in John M. Johnson, *Doing Field Research*. The Free Press, 1975, pp. 145-177.

Arlene Kaplan Daniels, "Self-Deception and Self-Discovery in Fieldwork," *Qualitative*

Sociology, Vol. 6, No. 3, Fall, 1983, pp. 195-214.
Cannon, Sue. 1989. "Social Research in Stressful Settings: Difficulties for Sociologists Studying the Treatment of Breast Cancer." *Sociology of Health and Illness* 11(1):62-77.
Clifford Geertz, "From the Native's Point of View: On the Nature of Anthropological Understanding," in Paul Rabinow and William M. Sullivan, *Interpretive Social Science*. Berkeley: University of California Press, 1979.
Alfred Schutz, "The Stranger," in Arvid Broderson, Ed., *Collected Papers, Vol. II, Studies in Social Theory*. The Hague: Martinus Nijhoff, 1964.

Fieldwork Relations:

Field, Peggy Ann. 1991. "Doing Fieldwork in Your Own Culture." In Janice Morse (Ed.) *Qualitative Research in Nursing*. Newbury Park: Sage, pp. 91-104.
Thorne, Sally E. 1991. "Methodological Orthodoxy in Qualitative Nursing Research: Analysis of the Issues." *Qualitative Health Research* 1(2):178-99.
Gubrium, Jaber. 1991. "Recognizing and Analyzing Local Cultures." In Shaffir, William and Robert Stebbins. 1991. *Experiencing Fieldwork*. Newbury Park, Sage.

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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:

Hammersley, Martyn and Paul Atkinson. 1995. *Ethnography: Principles in Practice*. London: Tavistock. "Recording and Organizing Data," pp. 175-204.
Angrosino, Michael and Kimberly Mays de Perez. 2000. "Rethinking Observation: From Method to Context." *Handbook*, 2nd ed. pp. 673-702.
Emerson, Robert, Rachel I. Fretz and Linda L. Shaw. 1996. *Writing Ethnographic Fieldnotes*. Chicago: U. of Chicago Press, pp. 26-38.
Poland, Blake D. 1995. "Transcription Quality as an Aspect of Rigor in Qualitative Research."

Qualitative Inquiry 1(3):290-310.

Required Readings on Coding, Generating Themes, and Memoing:

Hammersley, Martyn and Paul Atkinson. 1995. *Ethnography: Principles in Practice*. London:

Tavistock, 2nd edit., pp. 205-238.

Strauss, Anselm. 1987. Pp. 22-39, 19-22, 110-112 in his *Qualitative Analysis for Social Scientists*. Cambridge: Cambridge University Press.

van Manen, Max. 1990. Ch. 4. "Hermeneutic Phenomenological Reflection," in his *Researching*

Lived Experience: Human Science for an Action Sensitive Pedagogy. Canada: Althouse Press of the University of Western Ontario.--read only excerpts: pp. 77-80, 86-96.

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RECOMMENDED READINGS:

Becker, Howard S. (1998). *Tricks of the trade: How to think about your research while you're*

doing it. Chicago: University of Chicago Press.

Recommended Readings on Observation:

Adler, Patricia and Peter Adler, 1994. "Observational Techniques," *Handbook 1st ed.* pp. 377-382.

Robert G. Burgess, *In the Field*, "Recording Field Data," pp. 166-176.

David A. Karp, "Observing Behavior in Public Places: Problems and Strategies," in William B.

Shaffir, R. Stebbins, A. Turowetz, Eds. *Fieldwork Experience*. New York: St. Martins.

Leonard Schatzman and Anselm Strauss, "Strategy for Watching," Ch. 4, *Field Research*. Englewood Cliffs, NJ: Prentice Hall.

Joseph A. Kotarba, "Discovering Amorphous Social Experience: The Case of Chronic Pain,"

in William Shaffir, Robert Stebbins and Allan Turowetz, *Fieldwork Experience*. New York: St. Martin's Press, 1980, pp. 57-67.

Laud Humphreys, "Public Settings for 'Private' Encounters," Ch. 1, *Tea Room Trade*. Chicago:

Aldine, pp. 1-15.

Recommended Readings on Recording Data:

Packer, Martin J. 1989. *Tracing the Hermeneutic Circle: Articulating an Ontical Study of Moral*

Conflict. Pp. 95-117 in *Entering the Circle: Hermeneutic Investigations in Psychology*, ed. by Packer and Addison. Albany, NY: SUNY Press.

Huberman and Miles. 1994. *Data Management and Analysis Techniques*. *Handbook 1st edit.*

pp. 428-432 (excerpt) or *Collecting* 179-184.

Blanche Geer, "First Days in the Field," in George J. McCall and J.L. Simmons, Eds., *Issues in*

Participant Observation. Addison Wesley, 1969, pp. 144-163.

Review Schatzman and Strauss, pp. 94-107.

Jean E. Jackson, 1995. 'Deja Entendu': The Liminal Qualities of Anthropological Fieldnotes.

Pp. 36-78 in John van Maanen (Ed.) *Representation in Ethnography*. Sage.

Finch, Janet and Jennifer Mason. 1990. "Decision-Taking in the Fieldwork Process: Theoretical

Sampling and Collaborative Working." In Robert G. Burgess (Ed.) *Studies in Qualitative Methodology Vol. 2: Reflections on Field Experience*, pp. 25-50.

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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:

Kinchelow, Joe and Peter McLaren. 2000. "Rethinking Critical Theory and Qualitative Research," *Handbook 2nd ed.* pp. 279-314.

Patricia Hill Collins, 1986. "Learning From the Outsider Within." *Social Problems* 33:514-532.

Ladson-Billings, Gloria. 2000. *Racialized Discourses and Ethnic Epistemologies*. Pp. 257-278

in *Handbook 2nd ed.*

Frow, John and Meaghan Morris. 2000. *Cultural Studies*. Pp. 315-346 in *Handbook 2nd ed.*

Gamson, Joshua. 2000. *Sexualities, Queer Theory and Qualitative Research*. Pp. 347-365 in

Handbook, 2nd ed.

Riessman, Catherine Kohler. 1987. "When Gender is Not Enough: Women Interviewing Women." *Gender and Society* 1(2):172-207.

RECOMMENDED READINGS ON CRITICAL APPROACHES:

Twine, France Winddance and Janathan Warren. 2000. *Racing Research, Researching Race:*

Methodological Dilemmas in Critical Race Studies. NY: NYU Press.

Burawoy, Michael et al. 1991. *Ethnography Unbound: Power and Resistance in the Modern*

Metropolis. Berkeley: University of California Press.

SEE HANDBOOK references.

19

OCT. 23 WEEK 6 APPROACHES I : 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 Maanen, 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."

Max van Manen (1996). *Childhood Secrets, Intimacy, Privacy and the Self Reconsidered*,. New York: Teachers College Press, p. 1

REQUIRED WORK AND READINGS:

Coursework Due: 1) Fieldnotes/Interviews II

2) Exercise on Developing a Phenomenological Eye

Required Readings on Phenomenology:

Benner, Patricia. 1994. "The tradition and skill of interpretive phenomenology in studying health, illness and caring practices." Pp. 99-128 in Benner, P. (Ed.) *Interpretive Phenomenology: Embodiment, Caring and Ethics in Health and Nursing*. Newbury Park: Sage.

Benner, P. Tanner, C. & Chesla, C. 1996. *Expertise in Nursing Practice*, New York: Springer.

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

Gubrium, Jaber F. & Holstein, James A. 2000. "Analyzing Interpretive Practice." *Handbook*

2nd edition. Pp. 487-508.

Chesla, Catherine. 1995. *Hermeneutic phenomenology: An approach to understanding families*.

Journal of Family Nursing 1(1), 63-78.

Leonard, V. 1994. "A Heideggerian phenomenologic perspective on the concept of a person."

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Pp. 43-64 in P. Benner (Ed.), *Interpretive Phenomenology*. Newbury Park: Sage.

van Manen, Max (1990). *Researching Lived Experience, Human Science for an Action Sensitive Pedagogy*. Ann Arbor, MI: Althouse Press. Chapter 1, pp. 1-34.

Required Reading of Exemplar in Phenomenology:

CHOOSE ONE of the following (all in reader):

Malone, Ruth E. (2000). Dimensions of vulnerability in emergency nurses' narratives. *Advances in Nursing Science*, 23(1), 1-11. **OR**

Malone, Ruth E. (1998). Whither the almshouse? Overutilization and the role of the emergency

department. *Journal of Health Politics, Policy and Law*, 23(5), 795-832. **OR**

SmithBattle, L., Drake, M. A., & Diekemper, M. 1997. "The responsive use of self in community health nursing practice." *Advances in Nursing Science*, 20(2), 75-89.

RECOMMENDED READINGS ON PHENOMENOLOGY:

Benner, P. (1994.) The role of articulation in understanding practice and experience as sources

of knowledge in clinical nursing. (pp. 136-155). In J. Tully and D. M. Weinstock (Eds.) *Philosophy in an Age of Pluralism*. Cambridge University Press.

Benner, P. (Ed.), *Interpretive Phenomenology, Embodiment, Caring and Ethics in Health and*

Illness. Newbury Park: Sage. Entire book but especially chapters 1, 2, 8-14 and exemplars.

Dreyfus, H. L. (1984). Holism and hermeneutics. (pp. 227-247). In R. Hollinger (Ed.) *Hermeneutics and Praxis*. Notre Dame, IN: Notre-Dame University Press.

Malone, R. (1993). The ethics of exclusion and the myth of control. *Journal of Emergency*

Nursing. 19(2), 33

Packer, M. & Addison, R. (1989). *Entering the Circle, Hermeneutic Investigation in Psychology*. New York: SUNY Press. Whole book, especially Introduction, Chapters 1, 3 and 12.

SmithBattle, L; Diekemper, D Drake, MA (1999) Articulating the culture and tradition of community health nursing. *Public-Health-Nursing* 16(3): 215-22

SmithBattle, L. (1994). "Beyond Normalizing: The Role of Narrative in Understanding Teenage

Mothers' Transition to Parenting." Pp. 141-166 in P. Benner (Ed.) *Interpretive Phenomenology: Embodiment, Caring & Ethics in Health & Nursing*. Newbury Park: Sage.

SmithBattle-L; Leonard-VW (1998). Adolescent mothers four years later: narratives of the self

and visions of the future. *Advances-in-Nursing-Science* 20(3): 36-49

Palmer, Richard. 1969. *Hermeneutics: Interpretive Theory in Schleiermacher, Dilthey, Heidegger*

and Gadamer. Evanston, IL: Northwestern University Press.

LENGTHY EXEMPLARS OF INTERPRETIVE PHENOMENOLOGY:

Kesselring, A. 1990 *The experienced body: When taken-for-grantedness fails*. Doctoral diss.

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UCSF.

Leonard, V. W. (1993). *Stress and coping in the transition to parenthood of first-time mothers*

with career commitments, an interpretive study. Doctoral diss. UCSF.

Malone, R.E. 1995. *The almshouse revisited: Heavy users of emergency services*. Doct. diss.

UCSF.

Rubin, J. (1984). *Too much of nothing: Modern culture, the self and salvation in Kierkegaard's*

thought. Unpublished doctoral dissertation, University of California, Berkeley.

- Schilder, E. J. (1986). The use of physical restraints in an acute care medical ward. Doctoral diss. UCSF.
- van Manen, M. (1996). *Childhood Secrets, Intimacy, Privacy and the Self Reconsidered*. New York: Teachers College Press
- Weiss, S. M. (1996). Possibility or despair: Biographies of aging. Doctoral dissertation, University of California, San Francisco.
- Wrubel, J. W. (1985). Personal meanings and coping processes: A hermeneutical study of personal background meanings and interpersonal concerns and their relation to stress appraisals and coping. Doctoral dissertation, University of California, San Francisco.

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.

“I sought to discover multiple and varied relationships between and among concepts rather than attempting to prove a linear causation hypothesis between two. Such an approach is designed to yield ‘molecular’ rather than theoretical models.” Holly Wilson, *Infr-Controlling: Social Order Under Conditions of Freedom in an Anti-Psychiatric Community*. (Doctoral dissertation, University of California, Berkeley, 1974) 1974, p.45.

REQUIRED WORK AND READINGS:

Coursework Due: Fieldnotes/Interview III

Required Readings on Symbolic Interaction:

Blumer, Herbert. 1972. “Sociological Analysis and the ‘Variable’,” pp. 92-102 in J. Manis &

B. Meltzer (eds.) *Symbolic Interaction*. Boston: Allyn and Bacon.

Blumer, Herbert. 1972. “Society as Symbolic Interaction,” pp. 145-154 in J. Manis & B. Meltzer (eds.) *Symbolic Interaction*. Boston: Allyn and Bacon.

Hall, Peter. 1994. “Interactionism and the Study of Social Organization,” pp.286-308 in N.

Herman and L. Reynolds (eds.) *Symbolic Interaction: An Introduction to Social Psychology*. New York: General Hall.

Required Readings on GT:

Strauss, Anselm and Juliet Corbin. 1994. "Grounded Theory Methodology: An Overview,"

Handbook, 1st edit., pp. 273-285.

Charmaz, Kathy. 2000. "Grounded Theory: Objectivist and Constructivist Methods." Handbook, 2nd ed., Pp. 509-536.

Strauss, Anselm. 1987. Codes and coding. In Strauss, A. *Qualitative Analysis for Social Scientists* (pp. 55-81). Cambridge: Cambridge University Press.

Glaser, Barney. 1978. "Theoretical Memos," pp. 83-92 in his *Theoretical Sensitivity: Advances*

in the *Methodology of Grounded Theory*. Mill Valley, CA: Sociology Press.

Strauss, Anselm and Juliet Corbin. 1998. *Basics of Qualitative Research*, 2nd edit., pp. 265-

274 on criteria for judging a grounded theory study.

Clarke, Adele and Susan Leigh Star. 1998. "On Coming Home and Intellectual Generosity."

Introduction to Special Issue: New Work in the Tradition of Anselm L. Strauss.

Symbolic Interaction 21(4):341-352. .

Glaser, Barney. 1978. "Theoretical Pacing," pp. 18-35 in his *Theoretical Sensitivity: Advances*

in the *Methodology of Grounded Theory*. Mill Valley, CA: Sociology Press.

Required Reading : Exemplar of GT (pick one)

Charmaz, Kathy. 1997. "Identity Dilemmas of Chronically Ill Men," pp. 35-62 in A. Strauss &

J. Corbin (eds.) *Grounded Theory in Practice*. Thousand Oaks, CA:Sage.

Wiener, Carolyn. 1981. "Theoretical Stance," pp. 11-24 in her *The Politics of Alcoholism: Building an*

Arena Around a Social Problem. New Brunswick, NJ: Transaction Books.

Wiener, Carolyn. 1981. "Method," pp. 267-274 in her *The Politics of Alcoholism: Building an*

Arena Around a Social Problem. New Brunswick, NJ: Transaction Books.

Wiener, Carolyn and Kayser-Jones, Jeanie. 1989. "Defensive Work in Nursing Homes." *Social Science and Medicine* 28:37-44.

RECOMMENDED READINGS ON GROUNDED THEORY:

Dey, Ian. 1999. *Grounding Grounded Theory: Guidelines for Qualitative Inquiry*. San Diego, CA: Academic Press.

Strauss, Anselm and Juliet Corbin. 1990. *Basics of Qualitative Research*, Pp. 96-142 on coding.

Glaser, Barney G. and Anselm Strauss. 1967. *The Discovery of Grounded Theory*. Chicago: Aldine.

Becker, Patricia Hentz. 1993. "Common Pitfalls in Published Grounded Theory Research."

Qualitative Health Research 3(2):254-260.

Strauss, Anselm, Leonard Schatzman, Rue Bucher, Danuta Ehrlich and Melvin Sabshin. 1964.

Psychiatric Ideologies and Institutions. The Free Press of Glencoe, Chapter 2, "Logic, Techniques and Strategies of Team Field Work," pp. 18-37.

Annells, M. 1996. *Grounded Theory Method: Philosophical Perspectivesm Paradigm of Inquiry*

and Postmodernism. *Qualitative Health Research* 6(3):379-93.

Barnes, Donnelle. 1996. An analysis of the Grounded Theory Method and the Concept of

Culture. *Qualitative Health Research* 6(3):429-441.

Wilson, H.S., & Hutchinson, S.A. (1996). Methodologic mistakes in grounded theory. *Nursing*

Research. 45(2), 122-124.

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RECOMMENDED EXEMPLARS OF GROUNDED THEORY

Strauss, Anselm and Juliet Corbin (Eds.) *GT in Practice*. Thousand Oaks, CA: Sage.

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.

Stajduhar, K.I., & Davies, B. (1998). Palliative care at home: Reflections on HIV/AIDS family

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. 1998. "Ready-to-Wear: Discovering Grounded Formal Theory." *Research in Nursing and Health* 21:179-186.

Research in Nursing and Health 21:179-186.

Kearney, Margaret H., Sheigla Murphy and Marsha Rosenbaum. 1994. "Mothering on Crack

Cocaine: A Grounded Theory Analysis." *Social Science and Medicine* 38(2):351-361.

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.

Wiener, Carolyn. 1981. *The Politics of Alcoholism: Building an Arena Around a Social Problem*. New Brunswick, NJ: Transaction Books.

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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:

Hammersley, M. and Paul Atkinson. 1995. *Ethnography*, 2nd ed., on analysis: pp. 205-238.

Rapp, Rayna. 1999. "One New Reproductive Technology, Multiple Sites: How Feminist Methodology Bleeds into Everyday Life." Pp. 119-135 in Adele Clarke and Virginia Olesen (Eds.) *Revisioning Women, Health and Healing: Feminist, Cultural and*

Technoscience Perspectives. NY: Routledge.

Marcus, George E. 1995. *Ethnography In/Of the World System: The Emergence of Multi-Sited*

Ethnography. *Annual Review of Anthropology* 24:95-117.

Rock, Paul. 2001. "Symbolic Interactionism and Ethnography." Pp. 26-38 in Atkinson et al.,

Handbook of Ethnography. Thousand Oaks, CA: Sage.

Maso, Ilja. 2001. "Phenomenology and Ethnography." Pp. 136-144 in Atkinson et al., *Handbook of Ethnography*. Thousand Oaks, CA: Sage.

Emerson, Robert, Rachel Fretz, and Linda Shaw. 2001. "Participant Observation and Fieldnotes." Pp. 352-368 in Atkinson et al., *Handbook of Ethnography*. Thousand Oaks, CA: Sage.

Burawoy, Michael (2000). *At home with the global ethnographer and Introduction: Reaching*

for the global. In Burawoy, M, et al. (Eds), *Global ethnography: Forces, connections, and imaginations in a postmodern world* (pp. ix-40). Berkeley: University of California Press.

Required Exemplars of Ethnography:

Gary Carr, 1996. *Ethnography of an HIV Hotel*. *Journal of the Association of Nurses in AIDS*

Care 7(2):35-42.

Edwards, Diana S. *The Social Control of Illegitimacy Through Adoption*. *Human Organization*

58(4):387-396.

Deborah Heath, Erin Koch, Barbara Ley, and Michael Montoya. 1999. *Nodes and Queries:*

Linking Locations in Networked Fields of Inquiry. *American Behavioral Scientist* 43 (3): 452-463.

RECOMMENDED READINGS: Ethnography

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

Charmaz, Kathy and Virginia Olesen. 1997. *Ethnographic Research in Medical Sociology*. *Sociological Methods and Research* 25(4):452-494.

Extended Case Method/Theory Testing:

Burawoy, Michael et al. 1991. *Ethnography Unbound: Power and Resistance in the Modern*

Metropolis. Berkeley: University of California Press. Introduction, pp. 1-27.

Eliasoph, Nina and Paul Lichterman. 1999. "We Begin with our Favorite Theory': Reconstructing the Extended Case Method." *Social Theory* 17(2):228-234.

Burawoy, Michael et al. 2000. *Global Ethnography: Forces, Connections and Imaginations in a*

Postmodern World. Berkeley: University of California Press.

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.
Smith, Dorothy E. 1999. Writing the Social: Critique, Theory and Investigations.
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.

Burgess, Robert G. 1995. In the Field: An Introduction to Field Research. 2nd edit.
London

and NY: Routledge.

Atkinson, Paul & Martyn Hammersley. 1994. "Ethnography & Participant Observation,"
Handbook 1st edition, pp. 248-261.

Atkinson, Paul. 1990. The Ethnographic Imagination: Textual Constructions of Reality.
New

York: Routledge.

Marcus, George E. 1998. Ethnography through Thick and Thin. Princeton University
Press.

Marcus, George E. 1995. The Redesign of Ethnography after the Critique of its Rhetoric.
Pp.

103-121 in Robert F. Goodman and Walter R. Fisher (eds.) Rethinking Knowledge:
Reflections Across the Disciplines. Albany, NY: SUNY Press.

Phillip Strong, The Ceremonial Order of the Clinic, "Methodological Appendix," pp.
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.)

Experiencing Fieldwork: An Inside View of Qualitative Research. Newbury Park: Sage.
27

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

Arbor: University of Michigan Press. Chapter 1.

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

the Lives of Women. Chicago: University of Chicago Press.

Lather, P. & Smithies, C. (1997). *Troubling Angels: Women Living with HIV/AIDS*. Boulder, Colorado: Westview Press. Pp. xiii-xxix and 215-237.

Madriz, E. (2000). Chapter 32: Focus groups in feminist research. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research*. (2nd ed.: 835-850). Thousand Oaks, CA: Sage.

Morgan, D. L. (1996). Focus groups. *Annual Review of Sociology*, 22, 129-152.

Pinderhughes, H. (1993). The anatomy of racially motivated violence in New York City: A case study of Youth in Southern Brooklyn. *Social Problems*, 40, 478-492.

RECOMMENDED READINGS AND WEBSITE

RECOMMENDED READINGS AND WEBSITE

www.bc.edu/bc_org/avp/csom/cwf/newsletter/archives/winter99/boundary.html

Carey, M. A., & Smith, M. W. (1994). Capturing the group effect in focus groups: A special concern in analysis. *Qualitative Health Research*, 4(1), 123-127.

Krueger, R. A. (1995). The future of focus groups. *Qualitative Health Research*, 5 (4), 524-530.

DeJoseph, J., Norbeck, J., Smith, R., & Miller, S. (1996). The development of a social support intervention among African American women. *Qualitative Health Research*, 6(2), 283-297.

Madriz, Esther. I. (1998). Using focus groups with lower socioeconomic status Latina women. *Qualitative Inquiry*, 4(1), 114-128.

Morgan, D. L., & Grueger, R. A. (1997). *Focus Group Kit*. Newbury Park, CA: Sage. (A six-volume set outlining focus group work.)

Saint-Germain, M., Bassford, T. L., & Montano, G. (1993). Surveys and focus groups in health research with older Hispanic women. *Qualitative Health Research*, 3(3), 341-367.

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Morgan, D. L., & Grueger, R. A. (1997). *Focus Group Kit*. Newbury Park, CA: Sage. (A six-volume set outlining focus group work.)

Saint-Germain, M., Bassford, T. L., & Montano, G. (1993). Surveys and focus groups in health research with older Hispanic women. *Qualitative Health Research*, 3(3), 341-367.

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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:

Denzin, Norman and Yvonna Lincoln. 2000. Pp. 871-873 in *Handbook* 2nd ed.

Ellingson, L.L. 1998. "Then You Know How I Feel: Empathy, Identification and Reflexivity in

Field Work." *Qualitative Inquiry* 4 (4): 492-514.

Kvale, Steinar. 1995. "The Social Construction of Validity." *Qualitative Inquiry* 1(1)19-40.

Lincoln, Yvonna. 1995. "Emerging Criteria for Quality in Qualitative and Interpretive Research."

Qualitative Inquiry 1(3):275-89.

David L. Kahn, 1993. "Ways of Discussing Validity in Qualitative Nursing Research." *Western*

Journal of Nursing Research 15(1):122-126

Cheryl T. Beck, 1993. "Technical Notes: Qualitative Research: The Evaluation of its Credibility,

Fittingness, and Auditability." *Western Journal of Nursing Research* 15(2):263--266.

Fine, Gary Alan. 1993. "Ten Lies of Ethnography: More Dilemmas of Field Research." *Journal*

of Contemporary Ethnography 22(3):267-294.

reread Strauss, Anselm and Juliet Corbin. 1998. *Criteria for Grounded Theory. Basics of Qualitative Research*, 2nd edit., pp. 265-274.

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RECOMMENDED READINGS on CONSTRUCTING THE EVIDENCE:

David Altheide and John M. Johnson. 1994. "Criteria for Assessing the Interpretive Validity in

Qualitative Research." *Handbook* 1st edit., pp. 479-500 Or *Collecting* 283-312.

McCutcheon, Gail. 1990. "Ruminations on Methodology: Of Truth and Significance." Pp. 277-

285 in in E.G. Guba (Ed.) *The Paradigm Dialogue*. Newbury Park: Sage.

Howard S. Becker, *Sociological work, Method and Substance*. Aldine, 1970, Ch. 3, "Field

Work Evidence," pp. 39-62.

Joanne Hall and Patricia Stevens. 1991. *Rigor in Feminist Research*." *Advances in Nursing*

Science 13(3):16-29.

Jacqueline P. Wiseman. 1974. "The Research Web," *Urban Life and Culture* 3(3):317-327.

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.

Denzin, Norman. *Interpretive Interactionism*. Sage, 1989. Chapters 2, 3, and 7.

Leonard Schatzman and Strauss, Ch. 7 "Strategies for Analyzing."

Anselm Strauss, *Qualitative Analysis for Social Scientists*. Cambridge University Press, 1987,

pp. 1-54.

Blanche Geer, "First Days in the Field," in Phillip E. Hammond, *Sociologists at Work*. New

York: Basic Books, 1965. Also in McCall and Simmons, *A Reader in Participant Observation*, pp. 144-163.

*******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 goodies 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

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