

Syllabus

This course examines theoretical bases, procedures, issues, and applications of ethnography. Qualitative approaches used in organizational communication studies support research efforts to authenticate beliefs and behaviors that occur in natural settings. Unlike qualitative research in general, ethnography is rooted primarily in cultural anthropology and fieldwork sociology. Ethnography can include both qualitative and quantitative measurement, which is another important characteristic. The short time constraints mandated by Corporate America increase the difficulty of establishing reliability and validity in field settings using qualitative approaches. The course emphasizes observation methods in field settings and a particular compressed ethnographic method, the Heuristic Elicitation Methodology, which allows for completion of data collection faster than the long-term fieldwork necessary for “full blown” ethnography, without threatening reliability and validity (Harding & Livesay, 1984).

References

Harding, J.R., & Livesay, J.M. (1984). Anthropology and public policy. In G. McCall and G. Weber (Eds.) *Social science and public policy: The role of academic disciplines in policy analysis*. Part Washington, NY: Associated Faculty Press.

Required Texts

Kupritz, V.W. (2012). *CCI 640 Applied Ethnographic Methods- Books I, II, and III* (available through Graphic Creations, 2809 Lake Avenue, phone 522-6221).

ALWAYS BRING YOUR TEXT TO CLASS.

Deliverables

1. Homework assignments
2. Team project and paper- fieldwork

Course Objectives

- Understand the philosophical orientation that gave rise to ethnography.
- Identify the kinds of questions that are appropriate for ethnographic procedures.
- Distinguish between ethnographic methods and other research methods, both qualitative and quantitative.
- Demonstrate competency in using field observation techniques.
- Demonstrate competency in using the techniques of the Heuristic Elicitation Methodology.
- Demonstrate competency in developing a research design incorporating field observation methods.

<u>Evaluation</u>	<u>Percent</u>
Fieldwork observation results & analysis, HEM interview transcriptions & Domain analysis (major homework assignments)	35%
Thoroughness of student position and student led discussions reflecting knowledge of homework reading (i.e., provide a logical, sound rationale that supports your understanding of the reading)	35%
Team project and paper- field observation	25%
Participation (respectful attitude at all times toward classmates and instructor and consistent, positive contribution to class discussion)	5%
	100%

Note: Homework reading listed in the Schedule reflects the actual book or journal article pages and not the pagination in the *Graphic Creations reader*.

Assigned reading is listed in the order students should read the material.

All written homework must be turned in on the date that the homework is due. If a class is missed, the homework must still be turned in on that original date. All written homework can be redone for another grading opportunity so long as the homework is turned in on the original due date.

Revised homework must be turned in the following class period after it has been graded in order to receive another grade.

CCI Diversity Statement

The College of Communication and Information recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community.

Disability Accommodation Statement

Please contact the Office of Disability Services at 865-974-6087 in 2227 Dunford Hall to coordinate reasonable accommodations for students with documented disabilities.

How Knowledge is Legitimized in Ethnographic Research Part 1

Schedule

1/11 W **Introduction** (syllabus/schedule & course overview discussed)

Homework reading due 1/18

Creswell, J.W. (1994). "A framework for the study" (pp. 1-7; 146-150).

Patton, M.Q. (2002). "Variety in qualitative inquiry: Different answers to core questions" (pp. 131- 134) and "Enhancing the quality and credibility of qualitative analysis" (pp. 541-588).

Lin, A.C. (1998). "Bridging positivist and interpretivist approaches to quantitative methods," (pp. 162-180).

Flyvbjerg, B. (2011). "Five misunderstandings about case-study research" (pp. 219-245).

An Introduction to Ethnographic Research Part 2

1/18 W **Research Methods**

Student team led discussion of homework reading on research methods
Team leader(s) _____

Instructor's input on "*How Research Methods Reflect Research Paradigms: Implications for Ethnographic Research*"

Experiential exercise

Complete and discuss the form handed out in class regarding ontology, epistemology, and methodology characteristics for qualitative and positivist/post positivist research paradigms.

Homework reading due 1/25

Angrosino, M.V. (2005). "What is ethnography?" (pp. 4-9).

Fetterman, D.M. (2010). "The First Step" (pp.1-14); "Walking in Rhythm" (pp. 15- 32); "A Wilderness Guide" (pp. 33-67).

Lecompte, M.D., & Schensul, J.J. (1999). "What is ethnography" (pp. 1-28) and "When and where is ethnography used" (pp. 29-40); "Collecting ethnographic data (pp. 127-134 up to Resource Logistics); and "Who should do ethnographic investigation?" (pp. 161-171 up to Collecting Data with a Research Team).

Fortun, K. (2009). "Figuring out ethnography" (pp. 167-181).

Frank, C. (1999). "Making It Explicit" (pp. 40-49).

Stoller, P. (1992). "The reconstruction of ethnography" (pp. 125-133).

Fetterman, D.M. (2010). "Gearing up: Ethnographic Equipment" (pp. 69-91)

Ethnographic Fieldwork Part 3

Schedule

1/25 W

Ethnography and Communication

Student team led discussion of homework reading on ethnography
Team leader(s) _____

Instructor's input on "*Ethnography and Communication*"

Homework reading due 2/1

----- . "Power point presentation on field research methods and types of observation" (pp. 1-3).

Angrosino, M.V. (2005). "Ethnographic observation" (pp. 33-39).

Frank, C. (1999). "Ethnographic fieldnotes" (pp. 5-14).

----- . "Student example of direct observation fieldnotes" (p. 1).

Schensul, S. L., Schensul, J.J., & LeCompte, M.D. (1999). "*Fieldwork and the field*" (pp. 70-72; 114-119; 274).

Sommer, R., & Sommer, B. (2002). "Systematic observation" (pp. 50- 61).

Wolcott, H. F. (2005). "Fieldwork: The basic arts" (pp. 79-95).

Participant/Observation Part 4

2/1 W

Ethnographic Fieldwork

Student team led discussion of homework reading on ethnographic fieldwork
Team leader(s) _____

Instructor's input on "*Ethnographic Fieldwork*"

Homework reading due 2/8:

Fife, W. (2005). "Participant-observation as a research method" (pp. 71-75).

Mack, N., Woodsong, C., MacQueen, K.M., Guest, G., & Namely, E. (2005). "Participant/Observation. Module 2" (pp. 13-27).

Schensul, S. L., Schensul, J.J., & LeCompte, M.D. (1999). "*Fieldwork and the field*" (pp. 74-77).

Stoller, P. (1992). "The senses and ethnographic writing" (pp. 7-11); "The taste of ethnographic things" (pp. 15- 33); "Sound in songhay possession" (pp. 101- 112); "Sound in Songhay sorcery" (pp. 113-122).

Direct Observation: Observing Physical Traces, Overt Behaviors, and Behavioral Mapping Part 5

Schedule

2/8 W

Participant/Observation

Student team led discussion of homework reading on Participant/Observation
Student team leader(s) _____

Instructor's input on "*Participant/Observation*"

Homework fieldwork due 2/15

Participation/Observation (P/O) in a field setting taking "condensed notes"

Homework reading due 2/15

Sanoff, H. (1991). "Direct observation" (pp. 77-81).

Spradley, J. (1979). "Making an ethnographic record" (pp. 69-77).

Zeisel, J. (2006). "Observing physical traces" (Ch 8, pp. 159-190).

Harper, D. (2005). "What's new visually?" (pp. 747-762)

Blauhut, D. and Buur, J. (2009). "What video styles can do for user research" (pp. 1-8).

2/15 W

Class led discussion of P/O fieldwork

(Entire class presents their individual fieldwork)

Instructor's lecture and class discussion of homework reading

"Observing physical traces: Important linkages between the physical environment and communication"

Experiential exercise and student position explaining fieldwork results

Field observation of physical traces
(Site: UT Communications Building)

Homework reading due 2/22

Sommer, B., & R. (1991). "Behavioral mapping and trace measures" (pp. 63-81).

Fetterman, D. M. (2010). "Finding your way through the forest: Analysis" (pp. 102-109).

Mac, (2011). "Behavioral recording" (pp. 1-4).

Schedule

2/22 W Instructor's lecture and class discussion of homework reading
"Observing overt behaviors" and "behavioral mapping"

Homework fieldwork due 2/29

Field observation of overt behaviors and behavioral mapping

No homework reading due 2/29

Reporting Qualitative Findings Part 6

2/29 W Class led discussion of field observation homework (physical setting inventory, overt behaviors and behavioral mapping)
 (Entire class presents their homework)

Team project assigned due 4/25.

Homework reading due 3/7

Fetterman, D. M. (2010). "Recording the miracle" (pp. 113-119).

Kupritz, V.W. (2007). "Reporting qualitative findings" (pp. 1-4).

Kupritz, V.W., & Hillsman, T. (2011). "The impact of the physical environment on supervisory communication skills transfer" (pp. 148-185).

Tuft, E. (2001). "The visual display of quantitative information" (pp. 1-5).

Bates, B. (2007). "Best practices for IRB applications" (pp. 1-5).

Qualitative Interviewing The Heuristic Elicitation Methodology Part 7

3/7 W **Research papers**
 Student team led discussion of homework reading on writing qualitative and quantitative research papers
 Team leader(s) _____

Instructor's input on *"How to write a scientific paper"*

Homework reading due 3/14

Frank, C. (1999). "Student teachers and ethnographic interviews" (pp. 32-35)

Patton, M.Q. (2002) "Qualitative interviewing" (pp. 339-384).

Harper, D. (2002). "Talking about pictures: A case for photo elicitation" (pp. 13-26).

Schedule**3/7 W**

Continued

Homework reading due 3/14

Kupritz, V. W. (1998). "General overview of the Heuristic Elicitation Methodology (HEM)" (pp. 1-4).

Kupritz, V.W. (2004). "Structured interviews" (pp. 1-2).

Kupritz, V. W. (1996). "HEM: Directed means for improving current limits of privacy research" (pp. 310-328).

Zeisel, J. (2006). "Inquiry by design" (pp. 249-250).

Work on team project**3/14 W****Qualitative interviewing and the HEM**

Student team led discussion of homework reading on qualitative interviewing (only)

Team leader(s) _____

Instructor's lecture and class discussion*"The Heuristic Elicitation Methodology: An introduction"***Homework reading due 3/28***This reading provides a general overview of the Domain Definition interview:*

Kupritz, V. W. (2007). "Domain definition- interview packet" (pp. 1-12).

Homework reading due 4/4 (advance notice is being given because of the intensity of the other homework due 4/4- interview and transcription)*These readings provide a general overview of content analysis and coding procedures and displays:*

Miles, M.B., & Huberman, A.M. (1994). "Qualitative data analysis" (pp. 239-316); "Tactics for testing or confirming findings" (pp. 262-282).

Saldana, J. (2009). "An introduction to codes and coding" (pp. 3-22).

Basit, T.N. (2003). "Manual or electronic? The role of coding in qualitative data analysis (pp. 143-154).

These readings target Domain and Taxonomic analyses:

Spradley, J. P. (1979). "Analyzing ethnographic interviews" (pp. 92-106); "Making a domain analysis" (pp. 107-119); and "Making a taxonomic analysis" (pp. 132-154).

Kupritz, V. W. (1999). "Student instructions (for domain analysis)" (pp. 1-5).

Kupritz, V.W. (2007). "Homework class comments for domain analysis" (pp. 1-10).

Work on team project**3/19 W****Spring break (3/19-23)**

**HEM Domain Definition, Content Analysis, and
Domain and Taxonomic Analyses
HEM Beliefs Matrix and Preference Ranking
Part 8**

Schedule

3/28	W	<p>Instructor's lecture and class discussion <i>"HEM Domain Definition Interview"</i></p> <p>Experiential exercise Student practice conducting Domain Definition interview</p> <p>Homework due 4/4</p> <ul style="list-style-type: none"> ▪ Secure 2 participants for student to interview after class meets on 3/28 using HEM. ▪ Conduct 2 interviews using HEM procedures and bring in typed copy of Domain Definition interview transcriptions of the interviews. <p>Work on team project</p>
4/4	W	<p>Class led discussion of Domain Definition interview transcriptions (Entire class presents their homework)</p> <p>Content analysis and Domain and Taxonomic analyses Student team led discussion of homework reading on content analysis and coding procedures in general (Saldana, Miles & Huberman, and Basit). Team leader(s) _____</p> <p>Instructor lecture and discussion <i>"Domain and taxonomic analyses"</i></p> <p>Typed homework due 4/11 <i>Domain analysis of Domain Definition interview</i></p> <p>Work on team project</p>
4/11	W	<p>Class led discussion of Domain Analysis (Entire class presents their homework)</p> <p>Instructor's lecture and discussion <i>"Beliefs Matrix/Preference Ranking Questionnaire"</i></p>

Schedule

- 4/11 W** Continued
Experiential exercise
Complete Preference ranking questionnaire through card sort

Work on team project
- 4/18 W** **Independent work day to work on team project- no class**
- 4/25 W** **Student presentations and end of class**

