Sociology R493 32331
Applied ethnography for sociologists Syllabus
& Schedule 1st draft
Draft of 1.8.2013 Corrections appreciated
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Tuesdays 8a-12p
Wednesdays 12a-4a
Fridays 12p-4p
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Dedicated
Online hours:
Other appointments also available. Please ask for a special time if you need one.

Sociology Department phone: (317) 274-8981
Dr. Gardner’s telephone: (317) 274-2703
24-hr. Voicemail; if you leave a message, please speak slowly and clearly, state your full name, the date and time of your call, and tell me the course you are taking.

Office fax: (317) 278-3654
Cover sheet “Attn: Dr. Gardner” needed
COURSE DESCRIPTION

Sociologists can make good use of classical *ethnography*, the theory and method of experiencing another culture as if you were simultaneously a member of that culture too or reporting on your experiences in your own culture as an empathetic and analytic member. This course gives instruction in doing classical ethnography at the same time it introduces you to the work of classical ethnographer and requires evaluation of classical ethnographic works and application of ethnography to social problems in our nation and others. When you have taken this course, you will be able to do participant observation and fieldwork, do related in-depth interviewing, and understand qualitative sociology in general and know what it can and cannot do.

COURSE OBJECTIVES

Thus, this course covers selected aspects of ethnography. These are its objectives:

1. At the end of this course, the student will understand what ethnography is, why it is a unique approach to the study and method of culture, how it may be applied by sociologists of every stripe in theory and methodology, and how the graduate student can use ethnography in her or his thesis and other research.

2. Among the topics we will cover will be the origins of ethnography, the model of cultural anthropology that sociologists doing ethnography still respect and follow, the diverse other disciplines that have used ethnography the better to know a social category or group of people or to be able to portray a social problem that people may have.

3. Students will become acquainted with ethnography well enough to accomplish these objectives through the completion of tests and assignments introducing the student to the practice of classical ethnographic research, and of a paper that analyzes a book-length ethnography while demonstrating what the student has learned about applied ethnographic theory and practice.

I hope you too will catch some of my enthusiasm for this area of and method of study, and that some of my own research, which I discuss, suggests to you the exciting dimensions of sociology. I was fortunate to have professors of great creativity and generosity of spirit. This is some of what I wish for you as a graduate student, and, although you may have no ethnographic class but this one, I hope I can help you learn with some of the same spirit that my mentors showed to me.

RANGE OF ETHNOGRAPHY

Because of its wide range, it is hard for even a graduate course to cover the full spectrum of concerns presented by applied ethnography while spending enough time on each one to do it justice. I will be happy to suggest further material for the student interested in widening her or his grasp of a certain topic or problem in ethnography. Our department has many scholars that touch student interest areas, including scholars who explore stigma; sexuality & sexual preference; fieldwork & in-depth interviews of political activists; the
impact of race, gender, religion, & ethnicity on people’s everyday lives; & many other issues that can involve fieldwork projects or benefit from the ethnographic perspective.

Some of these areas or even the methods we study are the subject of semester-long courses offered by the Anthropology Department or other IU graduate programs, and I recommend that you explore what IUPUI and other IU campuses can offer. Thus, if you are particularly interested in a certain culture, you may be able to learn more about that specific interest in our department or another IU department or campus. I strongly recommend such a class or classes to you.

**COURSE REQUIREMENTS**

**REQUIRED CLASSWORK.** Required work for this class is discussed under “Evaluation and Grading” later in this document.

**REQUIRED READING.** All readings for this course are available to the student in the text & in academic articles available free at an IUPUI Library database. If reading is recommended but not required--and the nature of such readings sometimes only becomes known as the semester progresses--it will always be free. Text reading assignments appear under “Schedule” in the 2nd part of this document. Here’s your required text:


Required readings are covered in a general way in the instructor’s lectures, which customarily will be posted under “Lectures” in the “Resources.” In seminar or graduate classes, we discouraged from posting lectures, so these will be very brief. Truly, the readings in the text are quite modest; as you might assume, what the class depends on is student work & interest. That said, they may be small but they are mighty in terms of the depth and understanding of society that they require. I assume that students will not only read material but will have discuss it online in the relevant Forum.

Reading promptly and discussing appropriately & in a scholarly manner in the Forums: These will be the guidelines for our initial academic exploration of what is truly one of the most complex and demanding yet fascinating areas of sociology, that of applied ethnography, to be working in today.

This is an online course. Students are required to submit timely assignments. Daily reliable access to an online computer, a knowledge of OnCourse, and the ability to work online are basic requirements of this course. If you have any problems with your own computer access or equipment, these difficulties need to be solved before you begin this course.

**REQUIRED LEARNING.** You can earn up to 1,000 points in the class through a set of assignments designed to encourage your sensitivity to everyday social conventions involving silence, social conventions involving speech, and social conventions involving mutual agreements on deviance and definitions of deviance. These are, of course, your 3 assignments.
Your skill in the factual material is measured by these 3 “Assignments in Ethnography [or just AIE]” of 1,200-2,100 words each; an analysis of a book-length ethnography (1,200-2,100 words); & a Paper of 2,100-3,000 words. Your ability to apply your fieldwork skills is measured by at least one Paper requiring you to examine sociologically your own experience through writing on a fieldwork project you design & carry out.

Each AIE assignment will be posted under “Resources” by the 3rd week of classes.

Complete directions for your ethnographic Paper will also be posted under “Resources.”

The list of ethnographies from which you may choose is also stored under “Resources.”

If you are taking another course with me, note that I’ve preserved most of the due-dates so that your outside schedules at work & home will be minimally disturbed.

The paper itself is worth 200 points of the possible 1,000 points you can earn in the class. Your paper is due April 30th.

If you are a student with disabilities who qualifies for the class, of course you are welcome. We will certainly make reasonable accommodations for you if at all possible. While an assignment subtitled “Sight without Sound” may at first seem insensitive to a student who is Deaf, in fact it is simple for the professor to substitute a different assignment with similar learning goals. Please share the recommendations of the Adaptive Educational Services office, & we will work out your accommodations.

You’ll be participating in the online class regularly. All communication is to be scholarly & academic.

All work requires you sign the Honor Pledge. All written work is analyzed by Turnitin. You are responsible for explaining the Turnitin non-originality results (if any); this is a part of signing the Honor Pledge.

Assignments & dates may be changed because of class makeup & number. If so, this will be announced as promptly as possible.

You can check on the availability of the text at our online bookstore, where you will find that it is likely available a number of ways: in paperback, to rent, as an e-text. I have selected the cheapest but best text for you—it should be sold at under $30, & the used version is usually under $25. I am sensitive to student needs, budgets, & debts. If you choose to purchase a copy online, you might be able to find a used one. Here is the basic bookstore address: http://bookstore.iupui.edu.

Sometimes I suggest you also read articles available free from our IUPUI Library. These articles are not required but furnish enrichment for the student who wants more from the course.
You’ll be reading & evaluating a book-length ethnography from a list I present to you by January 14th, the 2nd week of the semester. You’ll sign up for a book, get it at the library or as a new or used book, & you’ll evaluate its ethnographic methods. You may want to purchase a used copy of the book-length ethnography you choose. (I use Amazon to locate used books, then buy the cheapest copy, usually 1 cent or so + about $4 postage. It works well for me. As often as possible, I use betterwordbooks.com, a used book vendor with a philanthropic mission. They are also located in Indiana.) However don’t buy a book-length ethnography before we have a signup Forum: It will one student per ethnography.

COURSE COMMUNICATION

All communication will be done using OnCourse. Be in the habit of checking OnCourse daily. IUPUI also provides computer access; become familiar with IUPUI computer access in case of a need you already know you’ll have and just in case of a need you find you have during the semester. The University has a number of workstations you may use if you aren’t able to work at home. You will need an IUPUI username and password to access OnCourse, of course.

Forums are the single most valuable feature for participating online: Each “Forum” represents a different topic about which students and professor can have an academic discussion. OnCourse Coursemail “Messages” are also a good way to ask general or specific questions for me in addition to participation. “Assignments” is the place to submit the Paper.

Grades will also be posted to OnCourse Gradebook. Gradebook is customarily closed till the end of the semester. Therefore please keep a separate copy of your grades as you receive them. Material is graded and returned to you as soon as humanly possible. Unless you’re sure I’ve missed grading your work (for example, a month has gone by and your assignment hasn’t been returned), please don’t ask when an assignment will be graded. Believe me: It’s in the works.

IUPUI computer facilities and technical helpers exist to help you succeed in these requirements, as does OnCourse’s system of tutorials. If you have not used Oncourse before, be sure to complete the tutorial features. If you still have questions about OnCourse, call 317-274-HELP to find a specialist who can help you get all you can out of the student resources you’ve paid for with your tuition.

COURSE ORGANIZATION

If you have looked over the readings listed on the Schedule and do not see your particular topic of interest, and if you want to learn more about that topic this semester, please let me know in an OnCourse Message. I will help you find scholarly material that reflects your own interests in and plans for research in ethnographic applied sociology.

Student questions about readings can be sent to me on the (Discussion) Forum relating to that reading material. If it’s a concern you believe is unique, of course you should email me at “Messages.”
Expect me to be available at least during the posted dedicated online hours listed at the beginning of this syllabus and during many other times as well. If for any reason I cannot be online during a dedicated online period, I will tell the class via an OnCourse Message or Announcement absolutely as soon as possible. If you need a virtual appointment with me for any reason, let me know via an OnCourse Message or at 317-274-2703, and I will do my best to accommodate you. If you leave a phone number, be sure you also tell me the best time to reach you.

If you already know that you cannot make the time expectations for delivering a course requirement, please let me know before—not after—the due-date so we can arrange an alternative. Having a baby, managing a chronic illness, getting married, out of town on business (because your overseer requires it), having surgery? These are good reasons to reschedule your responsibilities. Forgot about the paper, didn’t know how “Assignments” worked, overslept? Probably not. I will work to accommodate fairly any reasonable request if you tell me as soon as you can what you need.

You can always submit up to 1 draft of an assignment, before it is due, for a preview. While I enjoy reading all student work, keep in mind that this semester alone I have 115 student papers alone to read and evaluate. That’s not counting drafts & not counting reading other student work like theses. And that’s fine: I love to read student work. Realistically, it does mean that, if you decide to submit a draft, I might not have time to read it. For any draft you submit, make sure it is one you’ve thought about, and that you intend to take my evaluation about its promise to heart. It’s not otherwise a good use of my time or yours. Submit your draft formally through “Assignments.” I will do the best I can for you.

I only accept drafts for which I believe I’ll have time to furnish comments up to 48 hours before they are due. More than that I cannot promise, though I will try very hard to help you.

CIVILITY AND VIRTUAL CLASS CONDUCT. Most students have no need of this portion of a Syllabus, so this is for a very few. Still, it is good to review this material nowadays, when the Internet makes it so easy for some “uncivil” practices to occur that we might do them unawares. This class is a community of learners, which means we will depend on each other to support and inform one another.

The IUPUI’s Student’s Code of Conduct is provided at http://www.iupui.edu/code and summarized in this section. Especially important for this course is the requirement that your work on quizzes and midterms be honest and that your writing for your papers be original—original for this class, not plagiarized in any part or any way, consistent with both the spirit and the content of course requirements. The University asks us to make sure you understand the basic rules contained in IUPUI’s Code of Student Conduct. Please refer to the online Code if you’ve not checked it before, and please review this summary (which should acquaint you with some kinds of deviance you probably never thought existed):

Cheating is when a student uses or attempts to use unauthorized materials, student aids, or information in any academic exercise. Some examples of cheating are:
• Using an aid on an "in-class" or "take-home" examination when these aids have not been authorized by the course instructor.
• Having another person take an examination or quiz in place of the student.
• Stealing examinations or otherwise gaining unauthorized prior access to the examination content.
• Submitting research or papers prepared by others as the student's own original work.
• Using the work of a group as the student's individual work.
• Using assistance in a laboratory, on a computer terminal, or for field work when this assistance has not been authorized by the course instructor (like using texts and other posted material for quizzes, papers, and midterms, for example).
• Changing a grade or score in any way.
• Using substantial parts of the same academic work for credit or honors more than once without the permission of the instructor.
• Attempting to gain a re-grading of a returned examination the student has altered after consulting a posted key or after discussion of the answers with others.

**Fabrication** is when a student falsifies or invents information or data in an academic assignment. Some examples include:

• Falsifying data in laboratory results.
• Inventing information for records or reports.
• Falsifying citations to sources of information.
• Reporting fictitious interviews, or ascribing information to an interview that did not take place or that did not cover the topic claimed.

**Facilitating academic dishonesty** is when a student aids or attempts to aid another student in committing academic misconduct. Examples of such activities might be:

• Allowing another student to copy answers on examinations.
• Writing a paper for another student.

**Interference** is when a student prevents another student's work from being completed or evaluated properly. Examples might include:

• Stealing or changing another student's work before it is evaluated.
• Destroying another student's work.
• Stealing or defacing shared necessary resources to deprive others of their use.
• Offering bribes or favors to affect a grade or an evaluation of academic work.
• Making threats to affect a grade or an evaluation of academic work.

**Plagiarism** is when a student uses ideas, words or statements of another person without giving credit to that person. Examples could include:

• Presenting the ideas, opinions or theories of others as your own.
• Using another person's exact words without proper citation.
• Using facts, statistics, tables, or figures from existing sources without proper citation.
Violation of course rules is when a student fails to abide by the rules stated in the course syllabus when those rules are related to course content or to enhancement of the learning process in the course. Examples of common violations include:

- Working with a group when a project is intended to be for each individual.
- Using unauthorized materials for examinations or projects.

That is what the Student Code tells you. Here is what I say:

Academic honesty allows you to make the most, and learn the best, in every aspect of an education in which you will be earning an advanced degree, probably a degree that represents the job area in which you will specialize. If you make the most out of this particular opportunity, you will have continued on the path to making the most of all of your advanced work, ad the experience will stand you in good stead as you continue. Sociological Verstehen, face-to-face interaction, and the (online) classroom:

When debating issues in this course, be careful to maintain a professional demeanor and to present reasoned and balanced arguments supported by evidence from the readings, from lecture and discussion, or from sociologically analyzed personal experience. It is my intention to ensure that this course is a safe place for all to voice their sociologically based information and sociologically analyzed personal experience.

Because electronic communication does not have the same ability to communicate subtle nonverbal cues or intonation, at least in the same way as Goffman would tell us that face-to-face interaction does in the classroom, it is important to be aware of how our statements will sound to others as they read our words. The mastery of Verstehen—seminal sociologist Max Weber’s term for “taking the place of the other”—is assumed to be part of a sociological perspective used to understand others, including others who may, at first glance, seem very much different from whatever we consider to be “our” group.

EVALUATION AND GRADING

Course Grading

| Assignments in Ethnography (3 @ 100, 150, & 250 pts. respectively; 1,2000-2,100 words ea.) | 500 pts | 50% |
| Papers (Plan + Paper + PowerPoint) | 250 pts | 25% |
| Review of book-length ethnography | 250 pts | 25% |
| Overall Grade | 1,000 points | 100% |

1. Assignments in Ethnography 1 (2/6), 2 (3/10), & 3 (3/22)
Three Assignments in Ethnography introduce you to the realities of doing practical ethnography and the critical analysis of social interaction. **Assignment 1** allows you to think of public places or the public realm as a site both for presentation of self and a site of social control (or perhaps a site of other social forces that you yourself discover). **Assignment 2** requires you to interpret one sociolinguistic feature creatively. **Assignment 3** will be on individuals who are “troublesome” in interaction and how we treat them (& how they treat us). Each assignment requires you to draw on different aspects of your skill; each is 1,200-2,100 words; each rewards your developing abilities; each can incorporate different readings. Here are the dates the 3 “Assignments in Ethnography” are due:

1. Assignment 1 “Assignments in Ethnography 1” is due February 6th;
2. Assignment 2 “Assignments in Ethnography 2” is due March 10th;
3. Assignment 3 “Assignments in Ethnography 3” is due March 22nd.

Deliver them all using the “Assignments” feature of Oncourse. You should plan to transcribe the notes you take for each and present them each time as an Appendix to your assignment. They do not count for the minimum word-count, of course.

**2. Book review (due 4/10).** You will be writing a book review of a book-length ethnography you have read for the course. Your goal will be to evaluate the book as an ethnography. The ethnography is to be chosen from the list under “Resources” of “Bibliography of book-length ethnographies.” Links should be available to Amazon; often, I’ve noted if the IUPUI library or general IU system owns the book. I counsel you to secure the book of your choice as soon as you can. No two students may choose the same book or author. Please do this by the end of the 2nd week, January 20th. Your 1,200-to-2,100-word review will be due April 10th. It is worth 250 points of the total 1,000 points for the course. *An instruction sheet will be posted to “Resources” by the 3rd week of classes.*

**3. Paper (200 points +PowerPoint: 50) (due 4/30)**
You will be required to complete an original fieldwork paper. Your paper must make your topic live through your application of your own observations, everyday experience, & fieldwork skills. Your plans for your paper are due February 20th, presented by a specific assignment in an open Discussion Forum that allows you to profit from reading responses to the entire class's work. This plan for the paper is worth 50 points. Another 50 are for the PowerPoint presentation of the paper to the class.

The body of your Paper should be 2,100-3,000 words in 10-12-point type. Type everything doublespaced. Include your fieldnotes as an appendix. Include a References section or Bibliography. (The references section and fieldwork notes do not count for the word-minimum.) The PowerPoint version of your papers to be your Presentation (submitted by 11p on April 23rd). Submit Paper to me via “Assignments”; share it with the class as a PowerPoint attachment to a Messages email. In addition, we will create a Forum for each person’s Presentation in order to share all with the entire class. Expect the same return policy for the papers as for the rest of your assignments (as quickly as humanly possible--my motto).
Work that is not delivered in Word, cannot be opened, or does not respond to the paper topic cannot be graded. You simply receive a 0 or zero. It is your responsibility to make sure you do understand the assignment and have delivered it as required. You will not receive special notice that I have received your paper.

Give the document you send your name (last name first), then the assignment name—for example:

SP13 IN R493 32331 CHOI SUSAN AIE 1 [OR “PAPER” OR “BOOK REVIEW”]

If it’s the draft of anything, please indicate that as the last item, e.g.: BOOK REVIEW DRAFT.

After you have submitted your work, the screen will display a confirmation and a submission ID. If you do not reach this screen, your work may not have been submitted.

OnCourse will also send you an email to your IUPUI or IU email address to reassure you that it has been successfully submitted. You can re-enter the assignment tab and view your submitted attachments. You should do so to make sure that your submission included the Word document you intended to send. You should also download it to make sure that the version you submitted is legible, which it will be, so long as you use Word, the OnCourse-compatible word processor.

The Assignments tool is set to allow resubmissions up to the due date. This means that, if you make a mistake in submitting your paper, you can try again.

Sometimes students believe that it is professors’ ivory-tower quirks that make them ask for submissions in a certain form. Honestly, it’s not. If you don’t think so, imagine the prospect of keeping straight, then grading, 100+ papers each titled some variation of “Gardner,” “Paper,” or (my favorite) “My Paper”.

General form for all papers for the class. Each paper will be double-spaced with a one-inch margin on each side, in a print font no larger and no smaller than 10-12 points. The preferred font is Word. Title page, epigraph page, charts, your list(s) of references, lengthy quotations, or other similar material will not count toward the length requirement. Don’t number the title page and the References section; do number each page of the body of the text of your papers. Pages that may be numbered, should be numbered.

References on your bibliography page and in the text of your paper are to be according to American Sociological Association style guidelines. These guidelines are summarized in a document available to you in the Resources section and a lengthier version available at the University Library site at iupui.edu.. Make sure reference listings contain the following information: the name of the author(s), the name of the article or book, the name of the journal if an article, the place of publication and publishing company’s name if a book, the date published for any source, and the volume, number, and page-span for an article.
In addition to the sociological journal article source (or for any source you’ve found on the Web to analyze), if you can also provide that source’s URL, making sure it’s stable. In case it isn’t, pinpoint the date you accessed or retrieved it.

**In-text references.** With the style of bibliography page suggested, you’ll have little trouble with doing in-text references when you use another person’s phrase or extended series of points, quote from another person’s work, or do any of the other sorts of writing that require referencing. In this way, you need simply reference in the body of your paper by using a last name, date, and the precise page(s) from the original, so that the reader can easily access them again—the model for the information you include in your list of references should be something like “(Federer & Molson 2001:43-45).” Insofar as possible, within the text of your paper use author, brief title, and year for Websites. Try not to allow Website references to become too lengthy. Remember: Regardless of your habitual manner of attributing credit, these are the rules for this course. If you have not attributed credit responsibly, don’t be surprised if your paper is returned to you.

**Skill in written expression is obviously important in almost every aspect of this course.** Two University resources have helped some conscientious students immeasurably in the past: These are the Writing Center and IUPUI’s English as a Second Language program.

*The University Writing Center (UWC)* helps grad and undergrad students plan and execute papers, both for in-person and online classes. If you need their assistance, a description of their help, their hours, and their locations can be found at:

http://www.iupui.edu/~uwc/

**ONLINE TIME EXPECTATIONS AND PARTICIPATION IN FORUMS:** It would be ideal if every student could check into and participate in OnCourse every day. Practically, that cannot or will not happen for every person in every online class. Online classes strive to ensure that students with very different schedules, or having different educational experiences than many others, can be accommodated. However, I need to know about your circumstances insofar as they affect class requirements—if indeed they do or even if they might.

If you are going to have an interruption of any kind in your class participation of more than around 5-7 days (that is, if I and the rest of the class can’t appreciate your online presence, as we do when you not only check the Forums but post), please make sure you inform me as soon as possible.

If you’re looking for more guidance on the quantitative aspect of participation, participating online with a post in Forums at the very least twice a week seems completely reasonable for a minimum. These minimal two posts should aim at demonstrating your engaged manner and your critical thinking about course material. Please recall that this should be thought of as a minimum, not an ideal.
With the possible Forum topics offered, the readings you will do, and other available activities intrinsic to an online graduate course and the caliber of students it brings, you will find there are always ways to participate, and you yourself may be suggesting or creating some of them. Perhaps you have a good idea for a reading, an online exercise using a Website on a class-relevant topic or news item of the day? These are excellent ways to become involved in the subject matter, and interact (digitally) with classmates and professor.

**LATENESS POLICY** Late assignments will ordinarily not be accepted; if they are accepted, they will be subject to a penalty. A paper is considered one day late beginning at midnight the day it is due, so if you decide not submit on time an assignment due at (for example) 11 P.M. on April 24th, it is one day late at 12:01 A.M. on April 25th. Depending on the situation, you may be subject to a penalty of 25 to 50% or more before you even submit an assignment.

**SYLLABUS AND SCHEDULE CHANGES** Be aware that this syllabus and the schedule are subject to change. Always check that you have the latest version. Any change to the Syllabus will be announced on Oncourse.

**FINAL GRADE CALCULATIONS**

Your final grade will depend on the number of points you accumulate of this 1,000 possible points in a very straightforward way: Compare your point total to the possible 1,000 points, moving the decimal point over to the left. After you see this total, it will be easy to determine your own grade: 100-90 A; 89-80 B; 79-70 C; 69- 60 D; 59 and below F. Letter grades will be designated ‘+’ or ‘-’ for the highest and lowest two points within the range--e.g., 70-71 = C-, 72-77 = C, 78-79 = C+. The exception is the A+, which, like the Incomplete, will be awarded on the discretion of the professor.

You’ll only receive a course grade if you complete all assignments for this class, namely.

Don’t assume you can choose to take an Incomplete: Our School (LIBA) allows them only if an graduate has done 75% of the work for the course successfully and further suggests that they may be awarded only at the professor’s discretion.

**UNIVERSITY SERVICES**

Make a habit of using IUPUI’s Website at iupui.edu to find out everything that is going on in our community and to discover all that IUPUI offers you. You can learn more about art or sculpture exhibits—you can learn about scholarships—you can find out more about next semester’s courses—there’s even information on how you may be able to borrow a laptop for a short period
if yours is out for repairs. In short, it is a great online presence, and it helps you to make the most
of your tuition dollar.

*The Academic Calendar* contains all the dates and deadlines important for you in a given
semester. Go to:

http://registrar.iupui.edu

**AMERICANS WITH DISABILITIES ACT ACCOMMODATIONS**

Students needing accommodations for a documented disability will need to register with
Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before
accommodations can be given. I recommend you do this as *early* as possible in the semester,
since it sometimes takes time to document some disabilities, and some disabilities require
independent testing for which you will pay. Contact the AES Office.

By the way: Professors and your fellow students don’t need to know anything about your
disability unless you decide to tell them; this is your private business, thanks to many pieces of
legislation, among them the Americans with Disabilities Act of 1990. All your professor needs to
know is what changes or modifications she or he needs to make to ensure that you have the same
chance of succeeding in the class as anyone else. Most professors appreciate being reminded a
few days before an exam or any other situation that will need modifications, so, if you can, it is
courteous to drop your professor a brief OnCourse Message and remind her or him. If you and
the AES Office have not come to an agreement about your modifications at the very start of the
semester, or you and the AES just aren’t not sure what modifications that course needs, be sure
you get back to your professor to talk more about possibilities.

**SCHEDULE**

Be sure you have read the Syllabus and Schedule thoroughly and are familiar with all of the
requirements for the course and the due-dates. Know where you can find various materials,
information, and submission directions.

You will see shorthand version of your text’s name: Wayne Fife, *Doing fieldwork: Ethnographic
methods for researchers* . . ., will appear as FIFE.

Weeks 1-2: January 7th-January 20th
Topics: Introduction to ethnography and to the class. The ethnographic promise of the liminal world of the researcher in our culture and in other cultures. Membership roles: Becoming the Other? Introduction to ethical concerns. Ethnographic and related methods. Applying ethnography for “applied” sociologists and others.

Reading: FIFE Intro to text 1-16

Think about which of the Book-Length Ethnographies you’re going to read for your analysis. The choices are in a document in “Resources.” There is also a Forum on picking the ethnographies to which you’re required to post your choice. Only 1 student can claim a given ethnography. You should pick these by January 20th, the end of the 2nd week of class.

Begin “Assignment in Ethnography 1” (A.K.A. “AIE Assignment 1” or “Assignment 1”) and be ready to submit it via “Assignments” by February 6th. Directions for all AIE assignments will be available in “Resources.”

Weeks 3-4: January 21st-February 3rd

Day of Remembrance: MLK Day is Monday, January 21st. Please take this day to become involved in the IUPUI activities, or other activities like those your place of worship furnish, that have been scheduled with remembrance of Dr. King in mind.

Topics: Doing ethnography: the why, the wherefore, the who--and the how. Doing the “small field” assignment. Thinking about the micro-level. Participant observation how-to.

Readings: FIFE Intro to part + Partic Obs 71-92 (continues through February 24th). Added reading(s) as required.

Remember: AIE 1 is due by 11p on February 6th, submitted only as a Word Attachment through “Assignments.”

Note: This week is the 1st to expect posted “lectures”—really, just notes on all we’re doing—under “Resources.”

Weeks 5-6: February 4th-February 17th.

Topics: Doing good by doing ethnography: Further thoughts on the goals and ethics of ethnography. Doing the “big” versus the “small field” assignment. Interviewing how-to.
Readings: No new readings. Remember: Your Plan for your Paper is due February 15th (50 points) While you may decide to make changes, this plan is to be written as if for a reasonable project plan.

(And also remember: Your Paper itself, worth another 200 points, is due April 30th. Of that 200, 50 points is for a PowerPoint presentation due April 15th & furnished to me through “Assignments” & to the entire class as an attachment to a Messages email.)

Weeks 7-8: February 18th-March 3rd

Topics: Analyzing your ethnographic findings: Developing themes, concepts, and insights: Developing your skills in analysis & theory

Reading: FIFE Intervu 93-106; Selfreport 107-118. Added reading(s) as required.

Reminder: AIE 2 is due by 11p March 10th.

Week 9: March 4th-March 9th

Topics: Reflecting on ethnographic work: Considering member roles, informant rapport

Reading: FIFE Anal/Theory 119-148; Writing 149-158 Added reading(s) as required.

Remember: AIE 3 is due by 11p March 22nd.

Week 10: Spring Break March 10th-March 17th. Relax and rejoice. No “reading(s) as required.”

Week 11: March 18th-March 24th

Topics: Macro-Level Research I: Using sources other than your own ethnography in ethnographic work.

FIFE: HistSource 17-32; Added reading(s) as required.
Week 12: March 25th-March 31st

Topics: Macro-Level Research II: Using sources other than your own ethnography in ethnographic work. Theoretical orientations

Reading: ContempAcad source 33-52; added reading(s) as required.

Remember: Your analysis of a book-length ethnography, chosen from a list of such books, is due by 11p April 10th (250 points), submitted through “Assignments.” At the same time, submit a copy of a PowerPoint version of your analysis to the class as a PowerPoint attachment to a Message; as much as 50 of the 250 points are for this PowerPoint. We’ll discuss the PowerPoint on a Forum created for this purpose.

Weeks 13-14: April 1st-April 14th

Topics: Macro-Level Research III. Your work for your Paper. Using sources other than your own ethnography in ethnographic work. Discussing your own work for the paper. Summing up the semester and summing up your work in ethnography: Is ethnography a theory and method you could apply to your own work in applied sociology or other applied social sciences? How would you formulate an ethical presence with your informants? Will you blend ethnography with other theories and methods? Do you believe that ethnography can make a difference in social conditions? If so, how will you—how can you--aim at making a difference?

Reading: NewsGov sources 53-70. Added reading as required. Please review your readings for what they have to say about doing applied ethnography for you as a sociologist or other researcher or writer. Share your thoughts & progress with the rest of the class in a Forum.

Activity: Submission & sharing of balance of classwork. You’ll be furnishing your work to the class to get reactions & ideas by creating a PowerPoint to me & to the entire class by April 15th. Of your Paper points, this PowerPoint will count as much as 50 points. You must share your work to receive these points.

For the balance of the semester, the class remains in session & individual conferences will be scheduled with each student. Do not hesitate to get in touch with me about anything else you need: I purposely set this time aside for my online students. In addition, if there is work still to be done on a project of yours or of other students, this period will be used for grading & any conferences necessitated by late work. Your paper is due April 30th.