

Advanced Qualitative Research: Methodology and Epistemological Foundations for Planning and Geography

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Office hours Tuesdays 3-5 by appointment
Class Tuesday 1-3pm, Room 5016G
meeting

Course description

This course arises out of the interest of doctoral students in the Department of Geography and Planning seeking to acquire rigorous qualitative research skills that support their research interests, assist in developing their dissertation proposals, and contribute to preparation for a career as educators and scholars in academia and beyond.

The course aims to develop a deep understanding of a range of qualitative research methods and their epistemological foundations, with an emphasis on ethnographic approaches. Readings and discussions will be oriented to probing the epistemology and ontology of knowledge in support of the formulation of robust research design. Readings reflect an understanding that doctoral planning and geography students commonly conduct ethnographic research in transnational and multicultural settings, which requires an ability to read and interpret complex meanings, as well as attend to the politics of knowledge production.

A fundamental premise of the course is that good research is rooted in clear and explicit articulation of the relation among theory, design and method. Thus the course addresses basic qualitative research methods (such as interviews and discourse analysis) and approaches to analysis (including the use of qualitative analysis software) in relation to an overarching concern with research design and epistemological foundations. Debates surrounding the production of ethnographic data will also be emphasized, including those concerning researcher positionality, reflexivity, ethics and writing.

The course is organized as a seminar with a heavy emphasis on collective analysis of course materials; several (ungraded) in-class exercises are designed to put research methods to work in practice for our collective review.

Marking schemes and due dates

Seminar participation	20%	In class weekly
Reading reflection and seminar presentation	20%	
Outline of dissertation proposal OR Ethnography review		
	10%	Week 5 (5 February)
Proposal or review draft		Week 11 (21 March)
Peer comments on partner draft	10%	Week 12 (28 March)
Final assignment	40%	Week 13 (2 April)

Seminar participation (20%)

Classes will be conducted as seminars. The success of the seminar will depend to a great extent on everyone's participation. The weight of the course grade assigned to participation reflects the importance of meaningful discussion and mutual learning to the objectives of the course. You should come to class each week prepared to discuss the readings, ask questions, reference materials outside the class, or draw our attention to key quotes or sections from the readings. You must read the assigned readings before class each week—as well as the short reading reflection posted by the student who will make the seminar presentation for the week. Effective participation requires good listening and respectful engagement with others, not just contributing your views to a discussion. Students of course come to the class with different experience and backgrounds, as well as levels of comfort speaking in seminar discussions. Evaluation of your participation will be based on the significance of your contributions, your practice of engaging with peers and your role in creating a supportive and productive intellectual community.

Reading reflection and seminar presentation (20%)

Each student will choose one week in which to present reflections and questions about the readings. By noon on Monday prior to class, you should post a reflective essay (approx. 500 words) about the readings as well as 2-3 critical questions you wish to pose to the class. A reading reflection is not a summary of the readings. Rather, it critiques the texts, identifying their strengths and limits, connections and contradictions, their epistemological underpinnings, and/or their uses. In class you will make a presentation, approximately 20 mins, in which you provide some contextual background for the readings, assess the reading/s in terms of argument/methodology/style, identify key themes and threads that connect the readings, and pose probing questions that will facilitate discussion. Please plan to consult with me during the week prior to your presentation (plan to schedule the appointment during the previous class). Finally, you must lead a class discussion on the basis of the questions in your reflective essay or others that arise from your presentation.

Your assessment will encompass the presentation, reading reflection, and discussion facilitation.

Two options for major course writing: *Note that the major course writing entails a choice between 2 options listed below, and 4 elements in the writing process: an outline, a draft,*

**** Draft **** [To be finalized in consultation with enrolled students]

comments on draft of another student's submission, and revision of your own writing in response to comments.

[a] Dissertation proposal (outline (10%) + peer review (10%) + proposal (40%)): This option is for those who wish to use the course as an opportunity to develop their dissertation proposal.

- **Dissertation proposal outline (10%):** For this assignment you will prepare an outline of your dissertation proposal encompassing an introduction to your topic and its importance to planning/geography, your research question(s), a brief description of your proposed methods, an outline of the proposal's structure and organization, and a short annotated bibliography. 1000 words. *Bring 2 hard copies to class.*
- **Complete draft of dissertation proposal:** The completed draft will *not* be marked. Instead, it, along with the proposal outline, will be reviewed by one of your peers.
- **Peer review of dissertation proposal draft (10%):** For this assignment, you will review and comment on the dissertation proposal draft of one of your peers. Further instructions on peer review will be discussed in class, and resources will be made available on Blackboard.
- **Dissertation proposal (40%):** The final dissertation proposal should be 5,000-6,500 words in length; it should be a fully-referenced proposal that engages with course material and recent scholarly literature relevant to your research topic. It should include an introduction to your topic and its importance to planning/geography, your research objectives and question(s), the context of your research topic, a brief literature review including what your research adds to this scholarship, an in-depth discussion and justification of your methodology, and a realistic timeline. For more information on the content of a good proposal, and how to write one, refer to Michael Watts (2001). The proposal should conform to humanities or social science citation and formatting conventions as explained in the *Chicago Manual of Style* or Turabian's *Manual for Writers of Term Papers, Theses, and Dissertations*. You will have an opportunity to present and discuss your proposal with a peer and the instructor in week 11.

Watts, M. (2001). The holy grail: In pursuit of the dissertation proposal. *Institute of International Studies. University of California, Berkeley*. Retrieved from:

<http://iis.berkeley.edu/sites/default/files/pdf/inpursuitofphd.pdf>.

[b] Ethnography review essay (outline (10%) + peer review (10%) + essay (40%)): This option is for those who wish to explore a particular planning/geography theme by reading ethnography, and to gain experience writing a formal review essay geared to publication.

- **Ethnography review outline (10%):** For this assignment you will prepare an outline of your ethnography review, encompassing titles of three ethnographies on related topics/themes, the key question or argument animating your review, an outline of the review's structure and organization, and a short annotated bibliography which includes

the sources you will draw on in your review of the three ethnographies. 1000 words.
Bring 2 hard copies to class.

- **Complete draft of ethnography review:** The completed draft will *not* be marked. Instead, it, along with the outline, will be reviewed by one of your peers.
- **Peer review of ethnography review draft (10%):** For this assignment, you will review and comment on the ethnography review draft of one of your peers. Further instructions on peer review will be discussed in class, and resources will be made available on Blackboard.
- **Ethnography review (40%):** Choose three ethnographic monographs that can be related by their topics or genre of representation. Write a critical review of the selected material, 3,500-4,000 words in length. Your review should address methodological and epistemological issues raised in the course—for example, the nature of the ethnographic encounter throughout the fieldwork process, and how this is represented. What indication is given about how field research was done? About how fieldwork was transformed into textual material? How do the author(s) transform their observations and other material into analytical claims? Which theories do they employ to substantiate their assertions? Your paper should be a fully-referenced review that engages with course material and recent scholarly literature relevant to your topic. Refer to Loïc Wacquant (2002) as a model for conducting and writing an ethnography review. The review should conform to humanities or social science citation and formatting conventions as explained in the *Chicago Manual of Style* or Turabian's *Manual for Writers of Term Papers, Theses, and Dissertations*. You will have an opportunity to present and discuss your review with your peers and instructor in week 11.

Wacquant, L. (2002). Scrutinizing the street: Poverty, morality, and the pitfalls of urban ethnography. *American journal of sociology*, 107(6), 1468-1532.

Course schedule

Week 1: Introduction

--- Foundations ---

Week 2: Research design

Week 3: Epistemology

Week 4: Ethics, positionality, reflexivity

--- Instruments & methods ---

Week 5: Qualitative methods and Ethnography in Planning and Geography

Week 6: Ethnographic methods I: Fieldwork – Interviews and participant observations

Week 7: Ethnographic methods II: Text-based – Discourse analysis and archival research

Week 8: Field notes (Writing the world, writing culture)

--- From data to analysis and writing ---

Week 9: Data management, analysis, and interpretation I

Week 10: Data management, analysis Interpretation II: Coding and other “analytic devices”

Week 11: Writing and disseminating

Week 1: Introduction (8 January)

- Rankin, K. N. (2003). Anthropologies and geographies of globalization. *Progress in Human Geography*, 27(6), 708-734

--- Foundations ---

Week 2: Research design (15 January)

Objective: To understand the art of research design as a dynamic articulation among research problem, theory, questions, methods, and evidence

- Watts, M. (2001). The holy grail: In pursuit of the dissertation proposal. *Institute of International Studies. University of California, Berkeley*. Retrieved from <http://dusk.geo.orst.edu/prosem/PDFs/InPursuitofPhD.pdf>
- Burawoy, M (1998). The extended case method. *Sociological Theory*, 16(1), 4-33.
- Rankin, K. (2015). Infrastructures of Democracy: State Building as Everyday Practice in Nepal's Agrarian Districts: Research design and research questions. Handout.
- Przeworski, A. & Salomon, F. (1995 rev., 1988) The Art of Writing Proposals. Social Science Research Council. Retrieved from: <https://www.ssrc.org/publications/view/7A9CB4F4-815F-DE11-BD80-001CC477EC70/>

Recommended

- Atkinson, P. & M. Hammersley (2007). Research design: Problems, cases and examples, in *Ethnography: Principles in Practice*. London: Routledge, pp. 20-40.
- Carter, S. M., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. *Qualitative health research*, 17(10), 1316-1328.
- Tavory, I., & Timmermans, S. (2009). Two cases of ethnography: Grounded theory and the extended case method. *Ethnography*, 10(3), 243-263.

Week 3: Epistemology (22 January)

Objectives: To explore paradigms of knowledge production in relation to their methodological implications

- Hall, S. (2003). Marx's Notes on Method: A 'Reading' of the '1857 Introduction', *Cultural Studies*, 17(2), 113-149.
- Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist studies*, 14(3), 575-599.
- Foucault, M. (1991). Questions of method. In *Foucault effect: Studies in governmentality*. Chicago: University of Chicago Press.

Choose one:

- Smith, L. T. (2013). Introduction, *Decolonizing methodologies: Research and indigenous peoples*. Zed Books Ltd., Intro, pp. 30-56.
- Simpson, A. (2014). Appendix: Materials and methodology. In *Mohawk interruptus: Political life across the borders of settler states* (pp. 195-199). Duke University Press.

Recommended

- Ollman, B. (2003). Putting Dialectics to Work: The Process of Abstraction in Marx's Method, from *The Dance of the Dialectic: Steps in Marx's Method*. University of Illinois Press, pp. 59-114.
- Simpson, A. (2007). On ethnographic refusal: Indigeneity, 'voice', and colonial citizenship. *Junctures*, 9: 67-80. http://pages.ucsd.edu/~rfrank/class_web/ES-270/SimpsonJunctures9.pdf
- Tuck, E. and Yang, W. (2014). Unbecoming claims: Pedagogies of refusal in qualitative research. *Qualitative Inquiry*, 20(6): 811-818. <http://journals.sagepub.com/doi/abs/10.1177/1077800414530265>

Week 4: Ethics, positionality, reflexivity (29 January)

Objectives: To understand these three words; to discuss challenges of entering, being in, and leaving the field.

- Miraftab, F. (2004). Can you belly dance? Methodological questions in the era of transnational feminist research. *Gender, Place & Culture*, 11(4), 595-604.
- Rose, G. (1997). Situating knowledges: positionality, reflexivities and other tactics. *Progress in human geography*, 21(3), 305-320.
- Fine, Gary Alan. 1993. Ten Lies of Ethnography: Moral Dilemmas of Field Research. *Journal of Contemporary Ethnography*. 22: 267- 294.
- Katz, C. (1994). Playing the field: Questions of fieldwork in geography. *The Professional Geographer*, 46(1), 67-72.
- Atkinson, P. & M. Hammersley (2007). Ethics, in *Ethnography: Principles in Practice*. London: Routledge, pp. 209-229.

Recommended

- Moser, S. (2008). Personality: a new positionality?. *Area*, 40(3), 383-392.
- Cahill, C. (2007). Repositioning Ethical Commitments: Participatory Action Research as Relational Praxis of Social Change. *ACME* 6:3, 360-373. (Available online) *The reading very helpfully expands the terms for thinking about the ethics of research.*
- Comaroff, J., & Comaroff, J. (2003). Ethnography on an awkward scale: Postcolonial anthropology and the violence of abstraction. *Ethnography*, 4(2), 147-179.
- Hopkins, P. E. (2007). Positionalities and knowledge: Negotiating ethics in practice. *ACME: An International Journal for Critical Geographies*, 6(3), 386-394.
- Valentine, G. (1999). Being seen and being heard? The ethical complexities of working with children and young people at home and at school. *Ethics, Place and Environment* 2(2): 141-155.
- Proudfoot, J. (2015). Anxiety and phantasy in the field: The position of the unconscious in ethnographic research. *Environment and Planning D: Society and Space*, 33(6), 1135-1152.
- Lawlor, M. C., & Mattingly, C. F. (2001). Beyond the unobtrusive observer: Reflections on researcher-informant relationships in urban ethnography. *American Journal of Occupational Therapy*, 55(2), 147-154.

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--- Instruments & methods ---

Week 5: Qualitative methods and Ethnography in Planning and Geography (5 February)

Objective: To learn contexts, debates and examples of using ethnographic approaches in planning/geography research projects and/or in urban settings.

- Crang, M. (2002). Qualitative methods: The new orthodoxy? *Progress in Human Geography*, 26(5); 647-655.
- Miraftab, F. (2016). *Global Heartland: Displaced Labor, Transnational Lives, and Local Placemaking*. Bloomington: Indiana University Press.

Notes:

Note passages from the ethnography that you find particularly effective or provocative, as well as those that reveal issues related to writing fieldnotes and transforming them into text. We will select 1-2 short passages as a class to discuss in Week 8.

Proposal/review outlines due

Exchange proposal outlines with partner for commenting

Workshopping 1: Discussing proposal outlines (30 minute extended class?)

Recommended:

- Li, T. (2014). *Land's end: Capitalist relations on an indigenous frontier*. Duke University Press.
- Herbert, S. (2000). For ethnography. *Progress in human geography*, 24(4), 550-568.
- Billo, E., & Mountz, A. (2016). For institutional ethnography: Geographical approaches to institutions and the everyday. *Progress in human geography*, 40(2), 199-220.
- Hart, G. (2006). Denaturalizing dispossession: Critical ethnography in the age of resurgent imperialism. *Antipode*, 38(5), 977-1004.
- Chertner, A. D. (2011). Rule by aesthetics: World-class citymaking in Delhi. In A. Roy. & A. Ong. (eds.) *Worlding cities: Asian experiments and the art of being global* (pp. 279-306. Wiley-Blackwell
- Gille, Z., & Riain, S. Ó. (2002). *Global ethnography*. *Annual Review of Sociology*, 28(1), 271-295.
- Ferguson, J., & Gupta, A. (2002). Spatializing states: toward an ethnography of neoliberal governmentality. *American Ethnologist*, 29(4), 981-1002.
- Wacquant, L. (2002). Scrutinizing the street: Poverty, morality, and the pitfalls of urban ethnography. *American Journal of Sociology*, 107(6), 1468-1532.
- Jeffrey, C. (2010). *Timepass: Youth, class, and the politics of waiting in India*. Stanford University Press.

Week 6: Ethnographic methods I: Fieldwork – Interviews and participant observation (12 February)

Objectives: To learn about interviews and participant observation; to understand the strategic utility and pitfalls of using them in planning/geography research projects.

- Hyndman, J. (2001). The field as here and now, not there and then. *Geographical Review* 91(1/2), 26–272.
- Atkinson, P. & M. Hammersley (2007). Oral accounts and the role of interviewing, in *Ethnography: Principles in Practice*. London: Routledge, pp. 97-120.
- Shah, A. (2017). Ethnography? Participant observation, a potentially revolutionary praxis. *HAU: Journal of Ethnographic Theory*, 7(1), 45-59.
- IOD documentation
- Stephens, L. Mimeo. Guide to doing interviews.

Notes:

Peer comments on outlines due

Exercise on interviewing

Recommended

- Weiss, R. S. (1995). *Learning from strangers: The art and method of qualitative interview studies*. Simon and Schuster.
- Small, M. L. (2009). How many cases do I need?' On science and the logic of case selection in field-based research. *Ethnography*, 10(1), 5-38.
- Atkinson, P. & M. Hammersley (2007). Field Relations, in *Ethnography: Principles in Practice*. London: Routledge, pp. 63-96.
- Kusenbach, M. (2003). Street phenomenology: The go-along as ethnographic research tool. *Ethnography*, 4(3), 455-485.
- Hsiung, P. (2010). *Interviewing and Reflexivity In Lives & legacies: A guide to qualitative interviewing*. <http://www.utsc.utoronto.ca/~pchsiung/LAL/home>

Week 7: Reading week, no class (19 February)

Week 8: Ethnographic methods II: Text-based – Discourse analysis and archival research (26 February)

Objectives: To learn about discourse analysis and archival research; to understand the strategic utility and pitfalls of using them as part of ethnographic approaches in planning/geography research projects. Two articles and selections from two ethnographies.

- Atkinson, P. & M. Hammersley (2007). Documents and other artefacts, real and virtual, in *Ethnography: Principles in Practice*. London: Routledge, pp. 121-139.
- Stoler, A. (2009). *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense*. Princeton University Press: Princeton and Oxford (Selections: Prologue, The Pulse of the Archive).
- Gupta, A. (2012). *Red Tape*. Durham, N.C.: Duke University Press, Part Two: Inscription,

**** Draft **** [To be finalized in consultation with enrolled students]

Chapters 5-6.

- Hull, M. (2012). Government of paper: The Materiality of Bureaucracy in Urban Pakistan, Introduction, Chapters 1-3: pp 5-160.

Note passages from the ethnography that you find particularly effective or provocative, as well as those that reveal issues related to writing fieldnotes/notes on the archive and transforming them into text. We will select 1-2 short passages as a class to discuss in Week 8.

Recommended

- Foucault, M. (1991). Politics and the study of discourse. In *Foucault effect: Studies in governmentality* (pp. 53-72). Chicago: University of Chicago Press.
- Lorimer, H. (2009). Caught in the Nick of Time: Archives and Fieldwork. In: *The SAGE Handbook of Qualitative Geography*, Edited by: Dydia DeLyser, Steve Herbert, Stuart Aitken, Mike Crang & Linda McDowell.
- Small, M. L. (2009). How many cases do I need?' On science and the logic of case selection in field

Week 9: Field notes: Writing the world, writing culture (5 March)

Objectives: To learn how we organize fields notes in relation to theoretical frameworks and overall research design

- Geertz, C. (1973). "Thick Description: Toward an Interpretive Theory of Culture," pp. 3-30 in C. Geertz, *The Interpretation of Cultures*, New York: Basic Books.
- Barnes, T.J. & Duncan, J. (1992). "Introduction: writing worlds." In Barnes and Duncan, eds. *Writing worlds: discourse, text, and metaphor in the representation of landscape*. New York: Routledge. Pp. 1-17.
- Atkinson, P. & M. Hammersley (2007). Recording and organizing data, in *Ethnography: Principles in Practice*. London: Routledge, pp. 138-157.
- Latham, A. (2003). Research, performance, and doing human geography: some reflections on the diary-photograph, diary-interview method. *Environment and planning A*, 35(11), 1993-2017.
- We will also discuss the passages from ethnographies selected in week 5 and week 7, which should be re-read for week 8.

Recommended

- Benjamin, W. 1974. "On the concept of history"
<http://www.efn.org/~dredmond/ThesesonHistory.html>
- Asad, T. "Ethnographic Representation, Statistics, and Modern Power," In Axel, B K, ed. *From the margins: historical anthropology and its futures*. Durham: Duke University Press. Pp. 66-94.

Exercise on writing fieldnotes

Week 10: Proposal/Ethnography Review draft preparation (March 12)

This week class time will be used to work in pairs or small groups on the development of research proposals or ethnography reviews.

--- From data to analysis and writing ---

Week 11: Data management, analysis, and interpretation I (19 March)

Objectives: To explore how to connect data, research questions and theory through analytical tools; to examine how we prepare for our return to the university after fieldwork, or how to begin writing up the research.

- Snow, D. A., Morrill, C., & Anderson, L. (2003). Elaborating analytic ethnography: Linking fieldwork and theory. *Ethnography*, 4(2), 181-200.
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative health research*, 15(9), 1277-1288.
- Atkinson, P. & M. Hammersley (2007). The process of analysis, in *Ethnography: Principles in Practice*. London: Routledge, pp. 140-190.
- IOD interview protocol and guidelines; directions docs on data management, reflective summaries.

Draft proposals/ethnography reviews due

Exchange proposal/review draft with partner for commenting

Recommended

- Iversen, R. R. (2009). 'Getting out' in ethnography: A seldom-told story. *Qualitative Social Work*, 8(1), 9-26.

Week 12: Data management, analysis Interpretation II: Coding and other “analytic devices” (26 March)

Objectives: To explore how to connect data, research questions and theory through analytical tools; to examine how we use coding and other analytic devices to explore our research questions

- Crang, M. et al. (1997). Software for qualitative research: 1. Prospectus and Overview. *Environment and Planning A* 29(5): 771 – 787.
- Hinchliffe, S. J., Crang M. A., Reimer S. M., & Hudson, A.C. (1997). Software for qualitative research: 2. Some thoughts on 'aiding' analysis. *Environment and Planning A* 29(6): 1109 – 1124.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). Processing fieldnotes: Coding and memoing. In *Writing ethnographic fieldnotes*. University of Chicago Press.

**** Draft **** [To be finalized in consultation with enrolled students]

- IOD codes

Notes:

Exercise on coding

Peer review comments due

Workshopping 2: discussing draft proposals/ethnography review

Note that an alternative scenario would be to drop readings in week 13 and devote that week to reading all proposals/ethnography reviews for a final 2-hour workshop in which each is discussed in turn.

Recommended

- Bringer, Johnston and Brackenridge (2006) "Using computer-assisted qualitative data analysis software to develop a grounded theory project" *Field Methods* 18(3): 245-266.
- Predictively Analytics Today. (No date). Top 16 qualitative data analysis software. Retrieved from: <https://www.predictiveanalyticstoday.com/top-qualitative-data-analysis-software/>.

Week 13: Writing and disseminating (2 April)

Objectives: To learn strategies and processes of writing up from data and analysis; to explore the ethics of representation

- Atkinson, P. & M. Hammersley (2007). Writing ethnography, in *Ethnography: Principles in Practice*. London: Routledge, pp. 191-208.
- Ward, K. (Ed.) (2014). Writing up. In *Researching the City*. London: Sage.
- Keen, S., & Todres, L. (2007). Strategies for Disseminating Qualitative Research Findings: Three Exemplars. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 8(3).

Final proposals/ethnography reviews due

FURTHER RESOURCES:

- Ward, K. (Ed.) (2014) *Researching the City*. London: Sage.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*. University of Chicago Press.
- Craft of research
- Flowerdew, Robin and David Martin. (Eds.) (2005) *Methods in Human Geography*. 2nd edition. Harlow: Prentice Hall.
- Northey, Margot, David Knight and Dianne Draper. (2012) *Making Sense – A Student's Guide to Research and Writing. Geography and Environmental Sciences*. 5th edition. Don

Mills, *Assessment ON*: Oxford University Press.

- How To Do Your Dissertation in Geography and Related Disciplines By Senior Lecturer Obstetrics and Gynaecology Department of Postgraduate Medical Education Tony Parsons, Tony Parsons, Peter G Knight
- Ocejo, R. E. (Ed.). (2012). *Ethnography and the city: readings on doing urban fieldwork*. Routledge.
- Duneier, M., Kasinitz, P., & Murphy, A. (Eds.). (2014). *The urban ethnography reader*. Oxford University Press.

WHAT IS "ETHNOGRAPHY"?

- . Goffman, Erving. 1989. "On Fieldwork." *Journal of Contemporary Ethnography* 18: 123-32.
- . Katz, Jack. 1997. "On Ethnographic Warrants." *Sociological Methods and Research* 25:391-423.
- . Robben, A. C. G. M. and J. A. Sluka (eds) 2012. *Ethnographic Fieldwork: An Anthropological Reader*, Second Edition. Oxford: John Wiley & Sons.

Body as Object and instrument of knowledge The use of experience in ethnography

- Okely, Judith. 2007. "Fieldwork Embodied." *Sociological Review* 55:65-79.
- Wacquant, Loïc. 2002. "Taking Bourdieu into the Field." *Berkeley Journal of Sociology* 46: 180-6.
- Campbell, Marie. 1998. "Institutional Ethnography and Experience as Data." *Qualitative Sociology*, 21:55-73.

Different approaches to doing fieldwork (from Rutgers Univ)

Narrative tradition ("classical" Anthropology)

- Geertz, Clifford. 1973. Selected chapters of *The Interpretation of Cultures* New York: Basic Books
- Malinowski, Bronislaw. 1922. Selected chapters of *Argonauts of the Western Pacific* London: Routledge.
- Okely, J. 2012. *Anthropological Practice: Fieldwork and the Ethnographic Method*. London and New York: Bloomsbury.
- Borneman, J. and A. Hammoudi (eds) 2009. *Being There: The Fieldwork Encounter and the Making of Truth*. Berkeley: University of California Press.

Urban ethnography (Chicago School)

- . Wirth, Louis. 1928. *The Ghetto*. Chicago: University of Chicago Press.
- . Duneier, Mitchell. 1999. *Sidewalk*. New York: Farrar, Strauss, and Giroux .
- . Duneier, Mitchell. 2006. "Voices from the Sidewalk: Ethnography and Writing Race." (with Les Beck) *Ethnic and Racial Studies* 29:543-565.
- . Wacquant, Loïc. 2002. "Scrutinizing the Street: Poverty, Morality, and the Pitfalls of Urban Ethnography." *American Journal of Sociology* 107:1468-532

Disasters

- Klinenberg, Eric. 2006. "Blaming the Victim: Hearsay, Labeling and the Hazards of Quick-Hit Disaster Ethnography." *American Sociological Review* 71: 689-698.
- Duneier, Mitchell. 2006. Ethnography, the Ecological Fallacy, and the 1995 Chicago Heat Wave. *American Sociological Review* 71:679-688.
- Simpson, Edward. 2013. *The political biography of an earthquake: Aftermath and amnesia in Gujarat, India*. London: Hurst.

Events

- Newman, Katherine. 2002. "Introduction: Qualitative Research on the Frontlines of Controversy." *Sociological Methods and Research* 31:123-130.
- Roth, Wendy and Jal D. Mehta. 2002. "The Rashomon Effect: Combining Positivist and Interpretivist Approaches of Contested Events." *Sociological Methods and Research* 31: 131-173. [NOTE: This doesn't quite address events from an ethnographic approach, but may offer some interesting insights]

Institutional and Organizational ethnographies

- Smith, Dorothy. 1987. Selected chapters from *The Everyday World as Problematic: A Feminist Sociology*. Boston: Northeastern University Press.
- Smith, Dorothy. 2007. Selected chapters from *Institutional Ethnography*. Lanham, MD. Rowman and Littlefield.
- Blom Hansen, Thomas and Finn Stepputat (editors). 2001. "Introduction." In *States of Imagination*, Durham: Duke University Press.
- Haney, Lynn. 1996. "Homeboys, Babies, Men in Suits: The State and the Reproduction of Male Domination." *American Sociological Review* 61: 759-78. [Also see her 2002 book, *Inventing the Needy*.]
- Salzinger, Leslie. 1997. "From High Heels to Swathed Bodies: Gendered Meanings under Production in Mexico's Export- Processing Industry." *Feminist Studies* 23:549-574 [Also see her 2003 book, *Genders Under Production*.]

Historical ethnography

- Morawska, Ewa. 1997. "A Historical Ethnography in the Making." *Historical Sociology* 30: 58-61.
- Stoler, Ann. 1995. Selected chapters from *Race and the Education of Desire*. Durham, NC: Duke University Press.
- Comaroff, John and Jean Comaroff. 1991. Chapters 1 and 6 in *Ethnography and the Historical Imagination*. Boulder: Westview Press.

Virtual ethnography

- Howard, Philip N. 2002. "Network Ethnography and the Hypermedia Organization: New Media, New Organizations," *New Methods in New Media and Society* 4:550-574.

**** Draft **** [To be finalized in consultation with enrolled students]

- Murthy, Dhiraj. 2008. "Digital Ethnography: An Examination of the Use of New Technologies for Social Research," *Sociology* 42: 837.
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