New Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit [x] Graduate credit [ ] Professional credit [ ]

1. School/Division College of Liberal Arts and Sciences Academic Subject Code SOC-S
2. Course Number 353 (must be cleared with University Enrollment Services)
3. Instructor Rebecca Torstrick
4. Course Title Qualitative Research Methods
5. Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces)
6. First time this course is to be offered (Semester/Year): Fall 2010
7. Credit Hours: Fixed at 3 or Variable from ________ to ________
8. Is this course to be graded S-F (only)? Yes [ ] No [x]
9. Is variable title approval being requested? Yes [ ] No [x]
10. Course description (not to exceed 50 words) for Bulletin publication: This course guides students through major steps of qualitative research. These steps include choosing a topic, developing research questions, and collecting data. Students will be introduced to participant observation, interviewing archival research, and artifact analysis. They will learn how to analyze and interpret qualitative data and how to write ethnography.

11. Lecture Contact Hours: Fixed at 3 or Variable from ________ to ________
12. Non-Lecture Contact Hours: Fixed at 0 or Variable from ________ to ________
13. Estimated enrollment: 20 of which 0 percent are expected to be graduate students.
14. Frequency of scheduling: twice/year Will this course be required for majors? Yes [ ]
15. Justification for new course: This course [joint-listed with Anth-A314] serves as one of the options for fulfilling the methods course requirement for the Sociology major.
16. Are the necessary reading materials currently available in the appropriate library? Yes [ ]
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date 9-6-09
Department Chairman/Division Director

Approved by: [Signature] Date 10-7-09
Dean

Chancellor/Vice-President

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
Qualitative research methods involve the observation and study of people as they go about their everyday activities in their natural social settings. Unlike experimental research or survey research, field research takes the observer into the worlds and lives of those they are studying, to learn a culture as an “insider” rather than observe it as an “outsider”. While experimental researchers can regulate or control the people or processes they are studying, field researchers must come to terms with the messiness of social life and relations and their own inability to control the research process. While survey researchers use a predetermined set of questions and responses they devised as relevant to measure and quantify human behavior, field researchers attempt to understand how the people they study assign relevance to their worlds and to look at not only what people say they do but what they actually do.

In field research, the researcher is the research instrument. In the process of doing field research, you learn about, become open to, and may come to value the culture, values, and beliefs of others. This produces what some anthropologists have labeled as a “doubled” vision—learning about others causes you to critically reflect on your own culture and to come to a deeper awareness of its values and beliefs.

In this course, you will learn about qualitative research methods by actually conducting research, from beginning to end. In this class, you will 1) learn how to frame a research question; 2) complete a human subjects review process for your research topic; 3) collect data on your topic, using a variety of qualitative methods; 4) learn how to analyze your data, and 5) learn how to write an ethnography. You will be learning skills that will be useful to you throughout your life, at work, in your community and in your family.

**Required Text:**

Sally Campbell Galman, *Shane, The Lone Ethnographer: A Beginner’s Guide to Ethnography*
John Van Maanen, *Tales of the Field: On Writing Ethnography*
Lois Weis and Michelle Fine, *Speed Bumps: A Student-Friendly Guide to Qualitative Research Articles* posted through Oncourse

**Academic Integrity:** As a student you have a right to learn in an environment that provides for intellectual and ethical growth. This is also your responsibility and requires you to behave in an ethical manner. Therefore, your conduct must conform to the Indiana University Code of Student Rights, Responsibilities and Conduct. ([http://www.dsa.indiana.edu/Code/index1.html](http://www.dsa.indiana.edu/Code/index1.html)) You should familiarize yourself with the code, particularly its provisions on cheating and plagiarism. Academic dishonesty is a serious violation—make sure you don’t endanger your university career by making a hasty or careless choice about borrowing someone else’s work. A good discussion about plagiarism...
and how to avoid doing it can be found on the Writing Center’s website:
http://www.iusb.edu/~sbwrite/plagiarism.shtml

**Accommodations for Students with Disabilities:** Any student who feels that an accommodation may be needed based on the impact of a disability should contact Disabled Student Services at 520-4832 in Room 120 of the Administration Building. Staff will work to coordinate reasonable accommodations for students with documented disabilities.

**Tentative Schedule:**

Week 1:
Topic: Why Use Qualitative Methods?
Read: Galman, Ch 1-2; Van Maanen, Ch. 1

Week 2:
Topic: Introduction to Inquiry
Read: Galman, Ch 3-4, Van Maanen, Ch. 2; Weis and Fine, Ch. 1

Week 3:
Topic: Ethics and Research
Read: Galman, Ch. 5

Week 4:
Topic: Field Research: Choosing a Setting and Getting In
Read: Galman, Ch. 5½

Week 5:
Topic: Roles and Relationships/ Observation
Read: Galman, pp. 58-69

Week 6:
Topic: Interviewing
Read: Galman, pp. 70-75; Weis and Fine, Ch. 2

Week 7:
Topic: Public Traces of Culture: Using Documents, Buildings, & Other Physical Objects
Read: Galman, pp. 76-77

Week 8:
Topic: Reflecting on Ethnographic Fieldwork
Read: Weis and Fine, Ch. 4

Week 9:
Topic: Analyzing your Data
Read: Galman, Ch. 7; Weis and Fine, Ch. 3
Week 10:
Topic: Writing Ethnographically
Read: Galman, Ch. 8; Van Maanen, Ch. 3-5

Topic: Bowman Creek Research Project
Students break into teams and begin collecting field data for final research project under my supervision.
Weeks 11-15

**Course Requirements:** In order to achieve a passing grade for this class, you must complete all the class assignments and turn in a final paper.

1) Class attendance and active participation is expected of all students. You must come to class prepared, having done the reading and completed any outside work assigned. (20% of course grade)

2) During the first part of the course, there will be a series of short assignments structured around the process of and methods for doing research. Each of these assignments will be given a numerical score on a scale of 1-10. At the end of the semester, these scores will be compiled and assigned a grade contributing 40% of the final grade.

3) During the last part of the course, students will be divided into teams to work on the Bowman Creek Project. All work for this section will be collected online so that each group’s work can be accessed by other groups. Each student will write a final ethnographic report based on our joint research, which is worth 30% of the course grade. This paper must be 10-12 pages long, typed, double-spaced, one inch page margins and use ASR or AAA format. Specific instructions for how to approach this paper will be provided.

4) Portfolio Self-evaluation. You will be required to keep all your course materials in a portfolio which will be due at the end of class, along with a written self-evaluation of your class performance. Based on that self-evaluation, you will assign yourself a letter grade that will be worth 10% of your final course grade.

**Course grades are based on the following scale:**

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<thead>
<tr>
<th>Grade</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93</td>
<td>C</td>
<td>76-73</td>
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<tr>
<td>A-</td>
<td>92-90</td>
<td>C-</td>
<td>72-70</td>
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<tr>
<td>B+</td>
<td>89-87</td>
<td>D+</td>
<td>69-67</td>
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<tr>
<td>B</td>
<td>86-83</td>
<td>D</td>
<td>66-63</td>
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<tr>
<td>B-</td>
<td>82-80</td>
<td>D-</td>
<td>62-60</td>
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<tr>
<td>C+</td>
<td>79-77</td>
<td>F</td>
<td>59 and below</td>
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Because this course in organized around an actual research project, it is not possible to predetermine deadlines and due dates for assignments. These will depend on the flow of the project itself. As we progress, I will provide assignments for each topic as well as their due dates. **All late assignments will be docked one point for each day tardy.**