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*Class: Monday 4:15-7 PM
Office Hours: Monday 2 pm – 4 pm
Classroom: Morrissey 2716*

This is a survey course in which you will be introduced to research and policy evaluation strategies most amenable to qualitative methods. Particular attention will be paid to those qualitative methods that persons use to study groups, locales, and events. To that end we will focus on information acquired from archival records and reports, interviews, and firsthand observation. We will explore the kinds of questions and answers that social scientists have in mind when they do this kind of research. We also will see the different interpretive frameworks that scientists use to make sense of this kind of information: grounded theory or analytic induction, interpretive case analysis, extended case analysis, and ethnomethodology.

Qualitative methods and data are not better (or worse) than quantitative methods and data. They are more appropriate for some kinds of problems, and they are especially relevant when the researcher is interested in describing, analyzing, or explaining what's going on "in the field," that is, in any real-life setting in which people live. The researcher can be interested in the setting itself, an event that is taking place there, or in the group of people making the event or using the setting. However, the object of inquiry always has something to do with the way people make sense of the world and make their way in it.

Students will be working on a group project throughout the semester that will allow them to practice acquiring and working with the kinds of data that qualitative research yields. The object of their group project is a proposed redevelopment area near Saint Louis University. Though not yet formally named, the area will eventually be called the North Central Neighborhood. Its rebuilding will be accomplished by the North Central Neighborhood Redevelopment Corporation, or something close to that name. It will be an entity run by representatives from the area's residents and several institutions with an interest in the area's reclamation, including Saint Louis University.

What makes this area intriguing and important, apart from its proximity to Saint Louis University, is that the proposed redevelopment area is the first to be explicitly incorporate blocks north of Delmar Boulevard. The infamous "Delmar Divide" has been a physical and social line of demarcation and stumbling block to the city's redevelopment since the end of World War II:

<http://www.bbc.com/news/magazine-17361995>

https://www.washingtonpost.com/national/in-st-louis-delmar-boulevard-is-the-line-that-divides-a-city-by-race-and-perspective/2014/08/22/de692962-a2ba-4f53-8bc3-54f88f848fdb_story.html

<https://www.youtube.com/watch?v=yeDFnZlBo0A>

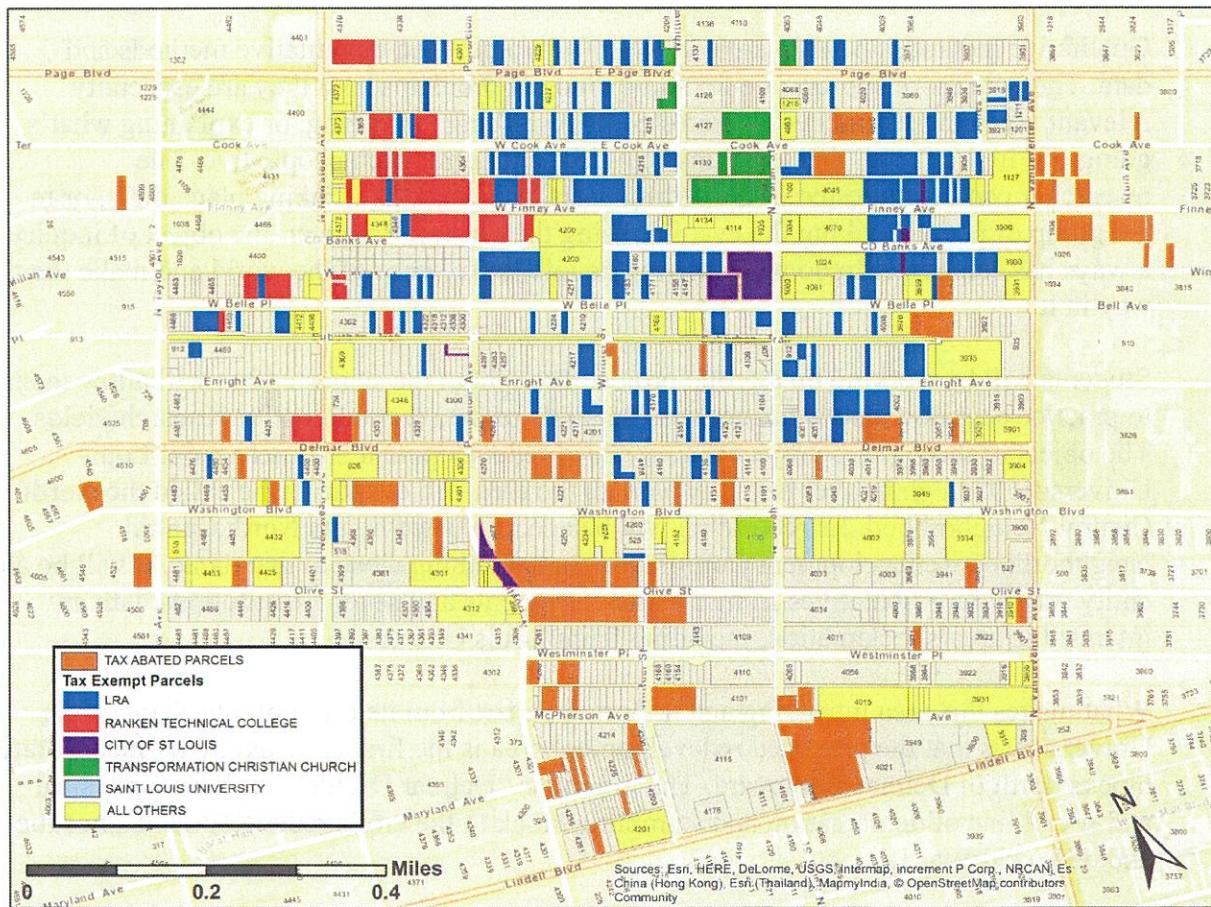
http://www.stltoday.com/news/local/columns/tony-messenger/messenger-canceled-ballgame-teaches--year-olds-about-delmar-divide/article_d7e51a76-3476-5156-a5b7-cab3c4f88186.html

<https://www.stlmag.com/news/the-color-line-race-in-st.-louis/>

<http://www.wupr.org/2013/05/16/st-louis-a-segregated-city/>

<http://news.stlpublicradio.org/post/discussing-delmar-divide-line-stark-racial-and-economic-division-st-louis#stream/0>

<http://pulitzerarts.org/series/crossing-delmar-divide>



The practical and symbolic significance of this area and its possible redevelopment cannot be overstated. Crossing the “Delmar Divide” is a very big deal for the city and whole metropolitan area. What we learn from its redevelopment

In the tradition of 19th and 20th-century urban reformers, your work in this course on behalf of the neighborhood will be both theoretical and applied. Your work will contribute to an old-fashioned social survey: talking to neighborhood residents and institutional representatives, business people, members of voluntary associations, and religious leaders. The project on which you'll be working takes is based on a recently published study that I've put on blackboard:

Erin Hoekstra and Joseph Gerteis, "The Civic Side of Diversity: Ambivalence and Belonging at the Neighborhood Level." *City & Community* 18:1 (March 2019), pp. 195-212.

The "civic talk" we will be capturing will be used to address three questions that the authors did not explicitly link:

1. *Who can be a member of the community? Most anyone or only certain kinds of people?*
2. *How closely do residents expect others to play by their rules? Do they have a pretty rigid understanding of what passes for appropriate behavior? Or, are they pretty flexible and tolerant?*
3. *How accountable are people expected to be to each other? Do they mind each other's business? Or, do they let people do their own thing?*

We will discuss in class why these questions are so important. For anyone who cares to explore these ideas in greater depth, a full treatment of them can be found in my 1999 book, *The American City: A Social and Cultural History*.

Social philosophers going as far back as ancient Greece and right up to contemporary times have talked about one and sometimes two of these questions in their work. We will look at all three in our attempt to understand the conditions under which different kinds of people can live together in the same racially and economically-mixed place.

The research coming from this project I hope will be good enough to put into an article in which you would be listed as a co-author. The information you collect and the analysis of that information most certainly will be shared with leaders of the North Central Neighborhood Association and representatives of the several institutions working to redevelop the neighborhood.

As an academic pursuit, the objective of this course is to introduce you to and practice, not master, different qualitative research techniques and then figure out the best way to present them to audiences composed of academic researchers and policy experts. Part of your duty will be to understand how qualitative researchers make the move from information gatherers, to analysts, and finally, to people who can address important social philosophical questions of the sort noted above. Mastery will come if and when you should decide to use these methods in a particular research project such as your dissertation.

Your first goal will be to describe life in the neighborhood as you have observed it and your interview subjects have described it. Your second goal will be to use what you have learned to answer the three questions presented in *italics* above. Your third goal will be to determine which of four interpretive approaches ethnographers typically use to make sense of what they see and are told works best in your report: grounded theory, interpretive case method, extended case method, or ethnomethodology. You'll learn more about these approaches and what you can do and not do with them throughout the semester.

Course Organization and Requirements

The first two sessions are dedicated to an overview of the course and some basic insights about how one does (and does not do) this kind of research. The next four sessions will deal in a more detailed way with the kinds of data (i.e., archival, participant-observation, and interview) that persons doing fieldwork typically collect for their studies. The next six sessions will cover the different ways social scientists typically use those data (i.e., ethnomethodology, grounded theory, interpretive case analysis, and extended case analysis) to answer a question in which they are interested. The final sessions will be dedicated to a discussion of each student's research and how it might be presented to address important academic and policy issues.

A summary of the work you did will be written up in an end-of-semester paper based on your research. It should be no more than 15 double-space pages in length. In your paper, you will choose one of the four ways to make sense of qualitative data we have learned about and apply it to your field observations and any other material you have acquired over the course of the semester. You also will speculate on how neighborhood residents would answer the three social and philosophical questions posed earlier.

Fieldwork notes and other data will be worth 40 percent of the final grade. The analysis of these materials will make up another 40 percent of the final grade. The remaining 20 percent of the semester grade will be based on student participation in class discussions.

Naturally, students will have an opportunity to discuss every facet of their research project throughout the semester. Indeed, it is expected that many of our classroom discussions and reviews of literature pertaining to fieldwork and qualitative data will be geared to addressing problems that the student faces in carrying out their projects.

The university's policies on student integrity, harassment, and disabilities can be found on the course's Blackboard page.

Reading Assignments and Discussion Topics

Listed each week are supplementary readings that the student wishing to master these methods would be well-advised to study. Some will be discussed during our class meetings. Most of our attention, however, will be spent on the required readings assigned each week.

Weeks 1 and 2: Overview of the course

Readings: four items on Blackboard

D. Monti, "A Primer on Conducting and Writing Case Studies"

D. Monti, "A Primer on the Uses of Qualitative Data in Fieldwork Projects"

Erin Hoekstra and Joseph Gerteis, "The Civic Side of Diversity: Ambivalence and Belonging at the Neighborhood Level." *City & Community* 18:1 (March 2019), pp. 195-212.

Weeks 3 and 4: How to do and not do fieldwork studies and use qualitative data

Laud Humphreys, *Tearoom Trade*.

Students also can review these other relevant articles about problems with doing fieldwork.

Robert M. Emerson, "Fieldwork Practice: Issues in Participation Observation," in R. Emerson, ed., *Contemporary Field Research* (Prospect Heights, IL: Waveland Press, 2001): 113-151.

Erving Goffman, "On Fieldwork," pp. 153-158.

Maxine Baca Zinn, "Insider Field Research in Minority Communities," pp. 159-166.

Mitchell Duneier, "On the Evolution of Sidewalk," pp. 167-187.

Dorrine K. Kondo, "How the Problem of 'Crafting Selves' Emerged," pp. 188-202.

Carol Warren, "Gender and Fieldwork Relations," pp. 203-223.

Barrie Thorne, "Learning from Kids," pp. 224-238.

Robert Emerson and Melvin Pollner, "Constructing Participant/Observation Relations," pp. 239-259.

Richard Leo, "Trial and Tribulations: Courts, Ethnography, and the Need for an Evidentiary Privilege for Academic Researchers," pp. 260-280.

Richard Leo, "The Ethics of Deceptive Research Roles Reconsidered: A Response to Kai Erikson," *The American Sociologist*, Spring 1996, pp. 122-128.

Kai Erikson, "A Response to Richard Leo," *The American Sociologist*, Spring 1996, pp. 129-130.

John Lofland and Robert Lejeune, "Initial Interaction of Newcomers in Alcoholics Anonymous: A Field Experiment in Class Symbols and Socialization, in William Filstead, ed., *Qualitative Methodology: First Involvement with the Social World* (Chicago: Markham Publishing Company, 1970): 107-118.

Fred Davis, "Comment on 'Initial Interaction of Newcomers in Alcoholics Anonymous,'" in Filstead, *ibid.*, pp. 271-280.

Weeks 5, 6, and 7: Participant-Observation Data

Readings:

Lyn Macgregor, *Habits of the Heartland*.

Robert Wuthnow, *The Left Behind: Decline ad Rage in Small-Town America*.

Wednesday Martin, *Primates of Park Avenue*.

The following works speak to the question of how much we speak for our subjects or allow them to speak for themselves. They are found in *Contemporary Field Research*:

Robert M. Emerson, "The Face of Contemporary Ethnography," pp. 27-54.

D. Lawrence Wieder, "Telling the Convict Code," pp. 76-88.

Paul Atkinson, "Ethnography and the Representation of Reality," pp. 89-101.

Martyn Hammersly, "Ethnography and Realism," pp. 102-150.

Week 8: Archival Data

Readings: These items are on Blackboard.

Demographic, Crime, Complaint, and Voting data on six redevelopment areas in the City of St. Louis

Daniel Monti "Patterns of Conflict Preceding the Harlem-Bedford Stuyvesant Riot." *The Journal of Conflict Resolution*, Volume 23, No. 1, (March 1979), pp. 41-69.

Daniel Monti. "Boston by the Numbers" (2013) *Engaging Strangers* (Madison, NJ: Fairleigh Dickinson University Press), pp.25-52.

Week 9: Interview Data

Readings:

Daniel J. Monti, *Wannabe: Gangs in Suburbs and Schools*

Weeks 10-11: Grounded Theory (building a taxonomy and/or a better hypothesis)

Readings:

Alan Kereckhoff and Kurt Back, *The June Bug: A Study of Hysterical Contagion*
(on Blackboard)

All the following are taken from *Contemporary Field Research*:

- Robert M. Emerson, "Producing Ethnographies: Theory, Evidence and Representation," pp. 281-316.
Howard S. Becker, "The Epistemology of Qualitative Research," pp. 317-330.
Jack Katz, "Analytic Induction Revisited," pp. 331-334.
Kathy Charmaz, "Grounded Theory," pp. 335-360.
Howard S. Becker, "Tricks of the Trade," pp. 353-360.
Jack Katz, "Ethnography's Warrants," pp. 361-382.
Michael Bloor, "Techniques of Validation in Qualitative Research: A Critical Commentary," pp. 383-396.

The following item is available on Blackboard:

Daniel J. Monti, "The Organizational Strengths and Weaknesses of Resident-Managed Public Housing Sites in the United States," *Journal of Urban Affairs*, Vol. 11, No. 1, 1989, pp. 39-52.

Week 12: Interpretive Case Method (making cultural sense and drawing big lessons 1 from smaller groups, locales, and events)

Readings:

Stephen Nissenbaum *The Battle for Christmas*

All the other items are available on Blackboard.

- Clifford Geertz, "Thick Description: Toward an Interpretive Theory of Culture," in Robert M. Emerson, ed., *Contemporary Field Research*, pp. 55-75.
Clifford Geertz, "Deep Play: Notes on the Balinese Cockfight," in Clifford Geertz, ed., *The Interpretations of Cultures* (New York: Basic Books, 1973): 412-453.
Benton Johnson, "Do Holiness Sects Socialize in Dominant Values?" in Scott McNall, ed., *The Sociological Perspective* (Boston: Little, Brown and Company, 1968): 478-490.
Gregory P. Stone, "Halloween and the Mass Child," in McNall, *Ibid.*, pp. 319-326.

Week 13: Extended Case Method (using qualitative methods to refute hypotheses)

Readings:

These items are available on Blackboard.

Michael Burawoy, "The Extended Case Method," in Michael Burawoy, et al., eds., *Ethnography Unbound* (Berkeley: University of California Press, 1991): 271-287.

Josepha Schiffman, “‘Fight the Power’: Two Groups Mobilize for Peace,” in Burawoy, *ibid.*, pp. 58-79.

Ann Arnett Ferguson, “Managing Without Managers: Crisis and Resolution in a Collective Bakery,” in Burawoy, *ibid.*, pp. 108-132.

Week 14-15: Ethnomethodology (how do human beings make rules, roles, relationships, groups, locales, and events)

Readings:

These items are available on Blackboard:

Harold Garfinkel, *Studies in Ethnomethodology* (Cambridge: Polity Press, 1967): 116-186 and 285-288.

Joseph V. Hickey, William Thompson, and Donald Foster, “Becoming the Easter bunny: Socialization into a Fantasy Role.” *Journal of Contemporary Ethnography*, Vol. 17, No. 1, April 1988, pp. 67-95.

Graham Tomlinson, “The Social Construction of Truth: Editing an Encyclopedia,” *Urban Life*, Vol. 15, No. 2, July 1986, pp. 197-213.

James H. Bryan, “Apprenticeships in Prostitution,” *Social Problems*, Vol. 12, No. 3, Winter 1965, pp. 287-296.

Week 16: Discuss field notes and alternative frameworks for making sense of fieldwork and notes. Also discuss answers to the six analytical and social philosophical questions about the kind of community people in the area want.

Your paper is due on the day of our final exam.

God luck and enjoy the course.

DJM

University Guidelines:

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost’s Office website at:

https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@slu.edu or by phone at [314.977.3484](tel:314.977.3484). Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to Disability Services. Confidentiality will be observed in all inquiries.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g., sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX coordinator (or that person's equivalent on your campus) and share the basic facts of your experience**. This is true even if you ask the faculty member not to disclose the incident. The Title IX contact will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

For most students on the St. Louis campus, the appropriate contact is Anna R. Kratky (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy, and for resources, please visit the following web addresses: <https://www.slu.edu/here4you> and <https://www.slu.edu/general-counsel>.

