

**Criminal Justice and Ethnography Part II. Professor David Brotherton, Ph.D**  
**Time: Tuesdays 4-6pm, Sociology Conference Room**

**Course Description:**

In this second part of an advanced course on ethnographic research we will focus on its methodological and analytical practice through the experience of data collection. This will involve a reflective and reflexive approach to field work, highlighting the gathering and managing of multiple forms of data, the development of analyses, the building of theory and the thinking through of policy-data relationships. Thus, the course will be divided into four parts: (i) Field Work Experiences; (ii) Analysis; (iii) Theory Development; and (iv) Presenting and Concluding the Project.

The course will be organized collectively and cooperatively and will provide students with the opportunity to share his/her data while reflecting on field experiences with peers in a supportive though critically constructive environment. Essentially, this will involve students in both the conscious and unconscious processes of research, as they move from a structured location to abstraction to an empirical field and finally to higher levels of abstraction. The final result, hopefully, is that students will feel both socially and intellectually empowered through conceiving, doing, and redoing the research act in its qualitative interpretation.

**Course Materials:**

The Naturalist Inquiry – Lincoln and Guba. Sage 1985.  
Basics of Qualitative Research – Strauss and Corbin. Sage 1990.  
The Ethnographic Interview – Spradley 1975.  
On Field Notes – Emerson.  
Plus articles on reserve.

**Requirements:**

During our weekly meetings students will report on their research endeavors and give three presentations: (i) on the collection of data; (ii) on approaches to analysis; and (iii) on the final research product and its findings. Along the way we will be reading relevant articles on: field work, methodology, ethics, analysis and epistemology which will encourage students to move between theory and practice, abstractions and concrete experiences. Two of the major aims of the course are to develop an appreciation of: reflexive field work which includes the embodiment of the researcher in the research act and the different forms in which data can be presented and manifested. We want, therefore, to continually push and cross the boundaries of field work which, in turn, have to be reflected in the act of writing. These foci will enable students to begin the mastery of some of the key components of critical ethnography.

**Grading :**

25% based on class presentations and participation  
25% based on two mid-terms  
50% based on a finished research product

## **Class Schedule and Topics:**

Week 1: The Act of Ethnography

Introduction to the course, recapping from last semester and the organization of assignments.

### **Part One: In the Field and Collecting Data**

Week 2: Entrée, Field Site Development and Meeting Informants

Week 3: Choosing a Sample

Week 4: Creating an Instrument and Doing an Interview

Week 5: Making and Writing Up Observations

Week 6: Collecting Multiple Forms of Data – What's In and What's Out?

1<sup>st</sup> Mid-Term on Field Work Experiences and Methodology

### **Part Two: The Tasks of Analysis**

Week 7: Managing the Data and Creating Codes

Week 8: Categorization, Constant Comparisons and Theme Development

Week 9: Analytical Induction, Grounded Theory and the Extended Case Study

Week 10: Writing a Narrative - Guest Speaker

2<sup>nd</sup> Mid-Term on Analytical Approaches

### **Part Three: Theory Development**

Week 11: What kinds of Theory?

Week 12: How does Data Support Theory and Vice Versa?

### **Part Four: Presenting and Concluding:**

Week 13: Different Forms of Presentation – Which to Choose

Week 14: Student Presentations of Final Project

Week 15: Student Presentations of Final Project