

CMM 393-INTRODUCTION TO THE ETHNOGRAPHY OF COMMUNICATION

SPRING SEMESTER 2014

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Class meets: M & W from 5 to 6:15 in SIH A

Office Hours: M & W from 2:30 to 3:30 pm and T & Th
from 3 to 4 and from 5:15 to 6:15 pm or by appointment

Course credit: 3.0 Hours

Prerequisite: CMM-200 and CMM-280 or instructor's permission

COURSE DESCRIPTION

Ethnography: *ethnos*- [from Greek] refers to “people, nation, class, caste, tribe, a number of people accustomed to live together” and *graphy* [from Greek] refers to the “process of writing or recording” or “a writing, recording, or description.” (from The Online Etymology Dictionary <http://www.etymonline.com>)

The Ethnography of Communication (EOC) is a theoretical approach to the study of culture as it surfaces in, and is constructed by communication practices that are shared, deeply felt, and accessible to members of a speech community. The EOC studies communication practices in particular contexts, and most importantly, from the perspective of those who partake in such practices. The first part of the semester will be devoted to the study of specific ways of speaking, rituals, discourse markers, terms of address, and cultural codes across different speech communities that will help us build a solid foundation of the EOC as a theoretical framework. This theoretical foundation is crucial for understanding and knowing how to implement the different qualitative/ethnographic methods necessary to carry out an EOC research project. The second part of the semester will cover some qualitative/ethnographic methods and we will learn how to use them. As the etymology of Ethnography indicates, the process of writing or recording is entailed in the meaning of the word, and as such, we will devote some time to the discussing the issues and politics of writing an qualitative/ethnographic report.

COURSE GOALS

The EOC as a theory may be new to some of you, but some of the ethnographic methods that we will study are not. Since most of you have varied cultural backgrounds and have travelled quite a bit, you know what it means to arrive in a new city, observe, learn, and behave in ways appropriate to the culture. In that sense you are all already using qualitative research methods and are potential ethnographers.

This course will:

- Help you develop a particular sensitivity to seeing how culture is located in the ways in which we communicate.
- Help you develop qualitative research skills that will be useful and applicable beyond the academic world (work, everyday-life situations, family and interpersonal relationships, and so on)
- Help you appreciate and enjoy the art of culturally making sense of ordinary and taken-for granted behaviors that at first sight seem to mean nothing beyond what we already know.
- Develop in you a long-lasting skill/interest in analyzing how people talk to each other, when they do it, what expressions they use, how they pronounce words, how they greet each other, and so on, in order to find out what it MEANS to them.

STUDENT LEARNING OUTCOMES FOR CMM 393

Upon completing this course, students will be able to:

SKILLS	ASSESSMENT
⊕ Understand the different communication research paradigms.	Exam, Quizzes, Class Discussion
⊕ Apply the definitions of culture and communication in their everyday lives.	Exam, Ethnographic Research Paper, Quizzes
⊕ Apply qualitative/ethnographic research methods effectively to specific communication situations.	Ethnographic Research Paper, Written Assignments 1, 2, & 3
⊕ Generate knowledge claims about cultural communication.	Ethnographic Research Paper, Written Assignments 1, 2 & 3
⊕ Understand culture within communicative practices.	Exams, Quizzes, Class Discussion
⊕ Analyze how culture and communication reflect and construct certain aspect of human activity such as identity, relationships, and society.	Class Discussion, Exam, Ethnographic Research Paper, Written Assignment 1, 2, & 3
⊕ Synthesize relevant peer-reviewed, and academic intercultural communication sources.	Ethnographic Research Paper
⊕ To apply effective organizational principles for high-impact presentations.	Final Project Presentation.
⊕ To design a high-impact PowerPoint presentation.	Final Project Presentation.
⊕ To speak extemporaneously in front of an audience.	Final Project Presentation.
⊕ To argue their ideas clearly and effectively	Final Project Presentation, Class Discussion.
⊕ To demonstrate basic documentary making skills.	Written Assignment 2
⊕ To demonstrate critical sensitivity and empathy (suspend their own cultural frameworks to avoid prejudice and negative judgment of different cultural systems).	Class Discussion, Interactions on Campus and outside (illustrated in reflections and commentary in the classroom), Research Paper.
⊕ Manage their interactions with individuals from other cultures, and their same cultures, effectively in order to maximize mutual understanding and develop positive relationships.	Class Discussion, Interactions on Campus and outside (illustrated in reflections and commentary in the classroom), Research Paper.

UNIVERSITY-WIDE UNDERGRADUATE STUDENT LEARNING OUTCOMES

Framed by our institutional Mission and the Five Dimensions of Saint Louis University Experience, SLU's University-wide undergraduate student learning outcomes define the essential educational expectations for all graduates, regardless of major. The outcomes are as follows.

Graduates will understand how knowledge is created and shared across forms and contexts.

- Demonstrate level-appropriate knowledge of the content of an academic discipline .
- Describe how ways of knowing differ among disciplines and cultures.
- Communicate effectively in multiple disciplines and contexts.
- Explain how Catholic, Jesuit traditions inform the University's mission.
- Apply religious knowledge to social, cultural and professional contexts.
- Integrate learning across disciplines to enhance understanding.
- Integrate learning from curricular and co-curricular experiences to enhance understanding.

Graduates will understand inquiry as sustained engagement with increasingly complex questions.

- Identify and apply multiple methods of inquiry to address complex questions.
- Systematically collect and analyze evidence.
- Critically evaluate and incorporate information and its sources.
- Consider increasingly complex questions to advance inquiry.
- Demonstrate writing as a mode of inquiry.

Graduates will understand themselves in solidarity with and for others locally, nationally, and globally.

- Demonstrate awareness of the complex identities of themselves and others.
- Act upon what they know in the service of others.
- Discern the ethical consequences of decisions, actions, and inaction.
- Discern how their engagement with diverse communities and cultures affects themselves and others.
- Demonstrate ability to work within and across communities to promote social justice.

Graduates will understand their relationship with the transcendent.

- Articulate if and how faith and reason inform their understanding of and openness to God.
- Demonstrate critical, informed and creative theological inquiry that deepens their understanding of the transcendent and the human condition.
- Describe the evolution of their vocational quest for personal and professional purpose.
- Articulate the rewards and challenges of living their beliefs with integrity.

COURSE DYNAMICS

Overall, the structure of the course will include, **lecturing, discussions, and activities & role plays**. The effectiveness of how the class unfolds highly depends on your **attitude, work** and, **discipline**. I expect that you have a positive attitude in class; I expect you read the assigned articles and book chapters before coming to class; and I expect that you always come to class ready to **think, discuss, apply, exemplify, theorize, critique, and evaluate** the materials you have read. This course requires that you are an **active learner** inside and outside the class. In the end, being active in class will result in achieving the **skills** outlined above and in an **enjoyable experience**. Let me know how I can help you meet these requirements in order to learn succeed in CMM-393.

REQUIRED MATERIALS

REQUIRED BOOK-:

Saville-Troike, M. (2003). *The ethnography of communication: An Introduction*. (3rd ed.) Cambridge, MA: Blackwell Publishing Ltd. (available at the bookstore)

SUPPLEMENTARY READINGS AVAILABLE ONLINE-

There is a set of required readings available online at: <http://cmm393introtoethnographyofcommunication.pbworks.com>

USEFUL BOOKS AVAILABLE IN OUR LIBRARY

Bauman, R., & Sherzer, J. (Eds.). (1974). *Explorations in the ethnography of speaking*. London: Cambridge University Press.

Baxter, L., & Babbie, E. (2004). *The basics of communication research*. CA: Wadsworth/ Thomson Learning

Carbaugh, D. (2005). *Cultures in conversations*. Mahwah: Lawrence Erlbaum.

Dahl, Ø. (1999). *Meanings in Madagascar: Cases of intercultural communication* London: Bergin & Garvey.

Denzin, N. K. & Lincoln Y. S. (Eds.) (2005). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.

Fitch, K., & Sanders, R. (2005). *Handbook of language and social interaction*. Mahwah: Lawrence Erlbaum Associates.

Gudykunst, W. (2000). *Asian American communication and ethnicity* Thousand Oaks: Sage Publications.

Gudykunst, W., & Ting-Toomey, S. (Eds.). (1996). *Communication in personal relationships across cultures*. Thousand Oaks, CA: Sage Publications.

Gudykunst, W. (Ed.). (2005). *Theorizing about intercultural communication*. Thousand Oaks, CA: Sage Publications Inc.

Gumperz, J., & Hymes, D. (Eds.). (1986). *Directions in sociolinguistics: The ethnography of communication* Oxford, NY: Basil Blackwell.

Jandt, F. E. (Ed.). (2004). *Intercultural communication: A global reader*. Thousand Oaks, CA: Sage Publications.

Kiesling, S., & Paulston, C. (2005). *Intercultural discourse and communication: The essential readings* Malden: Blackwell Publishing Ltd.

Lindlof, T. R. (2002). *Qualitative communication research methods*. Thousand Oaks, CA: Sage

Madison, S. (2005). *Critical ethnography: Methods ethics and performance* Thousand Oaks: Sage Publications.

Monaghan, L., & Goodman, J. (2007). *A cultural approach to interpersonal communication: the essential readings*. Malden: Blackwell Publishing Ltd.

COURSE ASSIGNMENTS AND THEIR VALUE

ASSIGNMENTS	POINTS	APPROX. VALUE	MY SCORE
Exam #1 (Midterm)	100	20%	
Qualitative/Ethnographic Research Study	125	25%	
Written Assignment #1: Ethnographic Analysis of a Film (WA #1)	25	5%	
Written Assignment #2: Writing and Interpreting Ethnographic Fieldnotes (WA #2)	25	5%	
Written Assignment #3: Mini-Documentary (WA #3)	25	5%	
3 Quizzes (@ 25 pts)	75	15%	Q1() Q2() Q3()
Ethnographic Research Study Presentation	75	15%	
Attendance & Participation	50	10%	
TOTAL	500	100%	

DESCRIPTION OF ASSIGNMENTS

Format for the Quizzes: Quizzes will be short (one or two pages) and their focus will be to assess that you do the readings and understand them, that you are able to establish connections among them, and that you are able to provide and analyze real-life situations that illustrate different concepts and theories. Quizzes will require that you write short answers to a range of 4 to 6 questions approximately. (See *Student Learning Outcomes table above to see specific skills that I will assess in this assignment*).

Format for the Midterm: Their focus will be to assess that you understand concepts and theories, that you are able to establish connections among them, that you are able to integrate and evaluate knowledge; and that you are able to provide and analyze real-life situations that illustrate different concepts and theories. (See *Student Learning Outcomes table above to see specific skills that I will assess in this assignment*).

Final Project: There are two options to choose from as a final project. One option is to conduct a traditional research study in which you investigate a cultural communication topic (first you review existing research on your subject, write a research question, collect and analyze data, and write up your results). The second option is to conduct the traditional research study, but a shorter written version that will be complemented with a documentary that you will create. (See *Student Learning Outcomes table above to see specific skills that I will assess in this assignment*).

Final Project Presentation: Regardless of your choice for a final project, you will have to present it to the class during the last two weeks of the semester. If you choose a traditional research study, then you'll have to present your paper in a conference-style way. If you choose the traditional research study plus the documentary, you'll have to present it as well, but the screening of the documentary will take place during finals week. (See *Student Learning Outcomes table above to see specific skills that I will assess in this assignment*).

Written Assignments: Application papers are short 3 to 4 page assignments that will focus on one or two skills at a time. As the title of the assignment says, you will have to take a concept, theory, and/or skill and put it into practice. (See *Student Learning Outcomes table above to see specific skills that I will assess in this assignment*).

Format Instructions:

The first 2 or 3 lines of the document should include the assignment number (e.g. Application Paper #1), a title for the assignment, and your name. Your written assignment needs to be grammatically sound and proofread. All assignments need to be typed.

Margins: 1 inch (top, bottom, left and right)

Font: Times New Roman, 12-point font

Line spacing: The whole document needs to be double spaced

Length: 3 or 4 pages maximum.

In-class Participation: Participation entails critical thinking, critical listening and sharing your thoughts and opinions with your classmates. You should come to class prepared and willing to discuss the readings or ideas for that day. Active and useful participation requires effort from your part. I expect that your contributions to the discussion be grounded in the assigned readings. Avoid going off on tangents. Only coming to class does not count as participation. I will keep track of your participation during discussions and in-class activities. In order to get credit for your presence in the classroom, you need to "participate" as described here. (See *Student Learning Outcomes table above to see specific skills that I will assess in this assignment*).

In-class Participation Respect: This classroom will be a safe place for expressing your opinions and discussing them in a reasonable fashion with your classmates. You are free to speak your mind in class. As such, you may hear opinions and viewpoints that are contrary to yours and since you are all adults, I will expect you to be respectful when we are engaged in class discussion. Nonetheless, if you feel uncomfortable because of a class discussion, you may speak with me at any time.

How will you earn your in-class participation grade?

- An "A" in participation means that you almost always participate in class (as described above).
- A "B" in participation means that you frequently participate in class (as described above).
- A "C" in participation means that you sometimes participate in class (as described above).
- A "D" in participation means that you seldom participate in class (as described above).
- An "F" in participation means that you rarely participate in class (as described above) and/or that you disrespect your peers.

CAVEAT: Missing classes and lateness will lower your participation grade.

Further instructions for each assignment will be provided in class

ATTENDANCE, PARTICIPATION & DISCUSSION POLICIES

ATTENDANCE: Attendance is mandatory for this course to run properly. I will expect your physical and mental presence for each class day. I expect you to pay attention to class material (no newspapers, magazines, headphones, etc.) Later arrivals are highly discouraged since they are disruptive for the class. Arriving 15 minutes late or longer will count as an absence. If you are unable to attend class, **it is your responsibility** to find out what assignments, handouts, activities, or instruction you missed (all supplementary readings are available in the Wiki workspace online. The schedule below contains a description of what will happen each in class. Ask me and/or your classmates to make sure you do not miss anything).

ABSENCES: Only university events and trips will be officially excused. However, it is your responsibility to make sure such events or trips do not interfere negatively with your performance in your classes. I will use my discretion to excuse medical situations.

ABSENCES & PENALTIES: You are allowed only 2 unexcused absences. **More than 2 unexcused absences will significantly lower your grade** (minus 5 points per unexcused absence after the second). **Missing 6 or more classes will be grounds to earn a failing grade.**

ABSENCES & ASSIGNMENT SUBMISSIONS: If you're sick and can't come to class the day an assignment is due, DO send it to me by email. You have all the dates for assignments scheduled in the syllabus. Plan your work ahead of time and be organized.

LATE WORK: You will lose **10% of your score**—per day—in any graded assignment submitted late **without an official excuse**. Submitting an assignment on time means to turn it in electronically on the due date. If you know that you are not going to turn in an assignment on time, let me know before it is due, in order to work out a solution.

COLLECTION OF ASSIGNMENTS FOR ASSESSMENT PURPOSES

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. **Thus, copies of your work for this course, including exams, quizzes, application papers, class discussions (video taped), oral presentations (video taped), final projects may be kept on file for institutional research, assessment and accreditation purposes.** If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

MISCELLANEOUS POLICIES

CLASSROOM BEHAVIOR: The use of cell phones and other electronic devices that may distract or disrupt the flow of class will not be tolerated. Yes, that includes WhatsApp ;-). Please, turn them off at the beginning of class or set them in FLIGHT mode. Laptops ARE authorized in the classroom as long as they are used to work on any aspect related to this particular course (taking notes, consulting electronic materials for discussion in class etc.) **Students using laptops for other non-academic purposes will be invited to leave the classroom, their absence will count as unexcused, and they will not be allowed to use laptops in the classroom.**

POLICY ON STUDENT-INSTRUCTOR COMMUNICATION: If you need to contact me outside the classroom, use the email address listed in this syllabus or post a comment in the Wiki workspace created for this course. I will reply to the email you send me within 24 to 48 hours (it usually takes much less than that!)

POLICY ON COMMUNICATION THROUGH THE WIKI WORKSPACE: I will use the Wiki workspace to communicate with you. Whenever I post a comment or make a change to the Wiki workspace, you will receive notification of it. Consequently, the email address you give me in class has to be one that you use on a daily basis. It is your responsibility to make sure that you have set up the "Preferences" in the Wiki workspace so that you "receive notification right away when the workspace has changed." When you sign up after you receive my invitation, you will have a chance to set up this option. If you don't know how to do this, please talk to me and I'll help you figure it out.

GRADE DESCRIPTION

A—An "A" performance is a superior performance. To earn an "A" on an assignment, you must extend increased effort to seeing and thinking beyond the surface level of the assignment as well as show particular skill in composing your work. To earn an "A" in the course, you must excel consistently throughout the semester. This means producing polished, well-crafted work that shows extreme effort, using the revision process to shape your message for a particular audience, taking an active leadership role in class, being organized, ambitious and articulate.

B—A grade "B" shows that you have done a little more than what is required for the assignment. For example, it may mean that you have done some extra research or an effective analysis on an assignment, or that you have produced a piece of discourse that is somewhat innovative and interesting. To earn a "B" in the course, you must exceed the minimum requirements of producing solid work as

well as show evidence of revision, be an active participant in the classroom, complete all activities carefully, and show preparation, improvement, and effort in every area.

☑ C—A grade of “C” is an average grade. A “C” indicates that you have met the minimum requirements of the assignment. A “C” indicates that you need to improve and that there is potential in your work. To earn a “C” in this course means that you have made a minimum effort in your assignments and in class participation.

☑ D—A grade of “D” means that your assignment has significant problems. For example, not completing part of an assignment or the assignment was not done on time. Also, a “D” will be given if you do not show sufficient effort, time, or concern for any particular assignment. Earning a grade of D or lower in this course means that you have not shown consistent effort toward improvement and have not met the minimum standards for the course.

☑ F—A grade of “F” will be given in a case where your work is seriously lacking. Getting an “F” is an indicator that shows lack of interest and effort. Intentional plagiarism will undoubtedly lead to a grade of F (actually a 0) and may also result in more serious consequences such as failing the course.

GRADE PERCENTAGES	
94-100% ⇨⇨⇨ A	77-79% ⇨⇨⇨ C+
90-93% ⇨⇨⇨ A-	74-76% ⇨⇨⇨ C
87-89% ⇨⇨⇨ B+	70-73% ⇨⇨⇨ C-
84-86% ⇨⇨⇨ B	61-69% ⇨⇨⇨ D
80-83% ⇨⇨⇨ B-	60% and below ⇨⇨⇨ F

ACADEMIC INTEGRITY GUIDELINES

Students are required to abide by the Academic Integrity guidelines summarized below.

The SLU-Madrid Academic Honesty Policies unabridged document can be found in the link here: http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University’s evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student’s own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student’s work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University.

STUDENT ACCOMMODATION STATEMENT

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to http://spain.slu.edu/academics/learning_resources.html.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to counselingcenter-madrid@slu.edu, or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

TENTATIVE SCHEDULE

EOC = The Ethnography Of Communication (our required text).

WiKi = Online workspace where you can find the required supplementary readings in order or appearance.

This is a tentative schedule and it is subject to change as the semester progresses depending on your learning needs.

Week	Day	Class Description	Reading for the Day	Assignments Due	
Philosophical Foundations: Interpretive Research					
Week 1	M-Jan-13	☺ Course Introductions ☺ What is the Ethnography of Communication (EOC)?			
	W-Jan-15	☺ Research Paradigms: Situating and understanding the interpretivist paradigm in context.	WiKi: Tracy (2013). Ch. 3: <i>Paradigmatic reflections and theoretical foundations.</i> (pp. 38–48).		
Week 2	M-Jan-20	☺ Theoretical Approaches (=methodologies) that use qualitative methods.	WiKi: Brewer (2000). <i>Ethnography as a Method and Methodology.</i> WiKi: Tracy (2013). Ch. 3: <i>Paradigmatic reflections and theoretical foundations.</i> (pp. 48–63).		
	Introduction to the EOC: Constitutive Terms and Concepts				
	W-Jan-22	☺ Understanding the ethnography of speaking as a theoretical approach: Basic terms and concepts.	WiKi: Philipsen & Coutu (2005). <i>The ethnography of speaking.</i>		
	F-Jan-24	Last day to Drop a Class Without a Grade of W and/or Add a Class			

Week 3	M-Jan-27	☺ Understanding the ethnography of speaking as a theoretical approach: More basic terms and concepts.	EOC: Ch. 1 <i>Communicative Competence</i> (pp. 18–22); <i>The Competence of Incompetence</i> (pp. 22–23); <i>Social Structure and Ideology</i> (pp. 30–35); <i>Routines and Rituals</i> (pp. 35–38); <i>Universals and Inequalities</i> (pp. 38–40)	
	W-Jan-29	☺ The goal of the EOC: The pursue of Communication as a Cultural Endeavor. •Instructions for WA #1	WiKi: Philipsen (2002) <i>Cultural Communication</i> .	
The Means of Speaking & The Meanings of such Means.				
Week 4	M-Feb-3	☺ Communicative Repertoires: Language codes and Ways of Speaking.	EOC: Ch. 3 <i>Varieties of Language</i> (pp. 41–50; 58–62 & the following sections: <i>Varieties associated with setting; with activity domain; with social class, status, and role; and with role relationship</i>).	* QUIZ #1 TODAY
	W-Feb-5	☺ German Terms of Address and their Social Meanings.	WiKi: Winchitz (2001) <i>Social meanings in German interactions: An ethnographic analysis of the second-person pronoun Sie</i> .	
Symbols, Rituals & Social Media				
Week 5	M-Feb-10	Last Day to Choose Audit (AU) or Pass/No Pass (P/NP) options		
	M-Feb-10	☺ Core Symbols in the Ethnography of Communication: An illustration.	WiKi: Lindsley (1998) <i>Communication and “the Mexican way”: Stability and trust as core symbols in maquiladoras</i>	* WA # 1 DUE TODAY
	W-Feb-12	Registration for Summer 2014 Session Begins		
	W-Feb-12	☺ Communication Rituals: An Illustration. ☺ Choose Research Topic	WiKi: Fitch (1990/1991) <i>A Ritual for Leave-Taking in Colombia</i> .	
	M-Feb-17	☺ Ethnography of Communication and Social Media. Appropriate “Ways of Tweeting.”	WiKi: Marwick & Boyd (2011) <i>“I Tweet honestly, I tweet Passionately: Twitter users, context collapse, and the imagined audience.</i>	
	W-Feb-19	MIDTERM EXAM		
The Components of your Ethnographic Study				



Week 7	M-Feb-24	<ul style="list-style-type: none"> Preparing your Ethnographic Study: Writing up the different parts of your project. Instructions for Final Ethnography of Communication Project 	<ul style="list-style-type: none"> Wiki: Tracy (2013). Ch. 12: <i>Writing part 1: The nuts and bolts of qualitative tales.</i> 	
	Ethnography of Communication Applications			
	W-Feb-26	<ul style="list-style-type: none"> Applications to practice: An Ethnography of communication in an organization I. 	<ul style="list-style-type: none"> Wiki: Baxter (1993) "<i>Talking things through</i>" and "<i>Putting it in writing</i>": <i>Two Codes of Communication in an Academic Institution</i> 	
Week 8	M-Mar-3	WINTER BREAK-NO CLASS		
	T-Mar-4	WINTER BREAK-NO CLASS		
	W-Mar-5	<ul style="list-style-type: none"> Applications to practice: An Ethnography of communication in an organization II. 	<ul style="list-style-type: none"> Wiki: Huspek (2000) <i>Oppositional Codes: The Case of the Penitentiary New Mexico Riot</i> 	
Week 9	Critical Ethnography			
	M-Mar-10	<ul style="list-style-type: none"> Critical influences in the Ethnography of Communication 	EOC: Ch. 8	
	The Ethnographic Documentary			
	W-Mar-12	<ul style="list-style-type: none"> Creating your own Documentary Instructions for WA #2 	<ul style="list-style-type: none"> Documentary Screening: <i>Capturing Reality: The Art of Documentary</i> 	
	W-Mar-12	Last Day to Drop a Class and Receive a Grade of W		
Week 10	M-Mar-17	<ul style="list-style-type: none"> Cultural Spaces: Ethnography of Gang Communication. 	<ul style="list-style-type: none"> Wiki: Conquergood (1994) <i>Homeboys and Hoods: Gang Communication and Cultural Space</i> 	
	W-Mar-19	<ul style="list-style-type: none"> The Ethnographic Documentary: An illustration. 	<ul style="list-style-type: none"> Documentary Screening: Conquergood's <i>The Heart Broken in Half</i> 	
Collecting Data for your Ethnography of Communication				
	M-Mar-24	<ul style="list-style-type: none"> Collecting data 1: Participant Observation & Fieldnotes Instructions for WA #3 	<ul style="list-style-type: none"> Wiki: Tracy (2013). Ch. 6: <i>Field notes, fieldnotes and field focus.</i> Wiki: APA Style Handout Wiki: Writing Literature Reviews. 	*QUIZ #2 TODAY

Week 11	W-Mar-26	<ul style="list-style-type: none"> Collecting data 2: Preparing the Ethnographic Interview. Mediated Interviews, Focus Groups. Learning how to transcribe interview data. 	<p>WiKi: Tracy (2013). Ch. 7: <i>Interview planning and design: Sampling, recruiting, and questioning.</i></p> <p>WiKi: Tracy (2013). Ch. 8: <i>Interview Practice: Embodied, mediated, and focus-group approaches.</i> (pp. 163–173 & 177–181)</p>	
Analyzing Data for your Ethnography of Communication				
Week 12	M-Mar-31	<ul style="list-style-type: none"> Data Analysis 1: Identification and Components of Communication. 	EOC: Ch. 4 (only pp. 108–143)	* WA # 2 DUE TODAY
	W-Apr-2	<ul style="list-style-type: none"> Data Analysis 2: Data Coding: 2 cycles of coding (Grounded Theory) 	WiKi: Tracy (2013). Ch. 9: <i>Data analysis: A pragmatic iterative approach.</i>	
Week 13	M-Apr-7	<ul style="list-style-type: none"> Grounded theory in action: An illustration . 	WiKi: Donovan-Kickent, Tollison, & Goins (2011) <i>A grounded theory of control over communication among individuals with cancer.</i>	
	W-Apr-9	<ul style="list-style-type: none"> Data Analysis 3: Interpretation of Data from the Native's Point of View-Avoiding impositions of exogenous meanings. 	WiKi: Emerson, Fretz, and Shaw (1995) <i>Ch. 5: Pursuing Members' Meanings.</i>	
	W-Apr-9	Registration for Spring Semester 2014 Starts		
Week 14	M-Apr-14	EASTER BREAK-NO CLASS		
	T-Apr-15			
	W-Apr-16			
	Th-Apr-17			
	F-Apr-18			
Week 15	M-Apr-21	<ul style="list-style-type: none"> Member's Meanings. Interpreting data from the native's point of view: An illustration through Russian toasting practices. 	WiKi: Nuciforo (2013). <i>Russian toasting and drinking as communication ritual.</i>	* WA # 3 DUE TODAY
	W-Apr-23	<ul style="list-style-type: none"> How to write qualitatively to create a sound paper: Choose data evidence and structure it effectively. 	WiKi: Tracy (2013). Ch. 13. <i>Writing part 2: Drafting, Polishing, and publishing.</i>	
Week 16	M-Apr-28	<ul style="list-style-type: none"> Data Analysis 4: Social Text Analysis 	WiKi: Maybin (2006) <i>Language, Struggle, and Voice: The Bakhtin/Volosinov Writings.</i>	* QUIZ #3 TODAY
	W-Apr-30	<ul style="list-style-type: none"> In-Class Data Analysis 	<ul style="list-style-type: none"> In-Class Data Analysis 	Bring your own data to class (transcribed, printed, handwritten, photocopied...) to analyze it in class.

	Th-May-1	HOLIDAY		
Week 17	Crafting High-Impact PowerPoint Presentations			
	M-May-5 Last Day of classes	Crafting High-Impact PowerPoint Presentations.	Crafting High-Impact PowerPoint Presentations.	* ETHNOGRAPHY OF COMMUNICATION STUDY DUE TODAY IN CLASS
Week 18	W-May-7	ETHNOGRAPHY OF COMMUNICATION PRESENTATIONS 15:30-18:30		

SUPPLEMENTARY READINGS REFERENCES

1. Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. Malden, MA: Wiley-Blackwell. (Ch. 3. Paradigmatic reflections and theoretical foundations).
2. Brewer, J. D. (2000). *Ethnography*. Buckingham: Open University Press. (Ethnography as method and methodology).
3. Philipsen, G., & Coutu, L. M. (2005). The ethnography of speaking. In K. L. Fitch & R. E. Sanders (Eds.), *The handbook of language and social interaction* (pp. 355–379). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
4. Phillipsen, G. (2003). Cultural Communication. In W. B. Gudykunst (Ed.), *Cross-cultural and intercultural communication* (pp. 35-51). Thousand Oaks, CA: SAGE Publications, Inc.
5. Winchatz, M. R. (2001). Social meanings in German interactions: An ethnographic analysis of the second-person pronoun Sie. *Research on Language and Social Interaction*, 34(3), 337–369.
6. Lindsley, S. L. (1998). Communication and “the Mexican way”: Stability and trust as core symbols in maquiladoras. *Western Journal of Communication*, 63(1), 1–31. doi:10.1080/10570319909374626
7. Fitch, K. (1990). A ritual for attempting leave-taking in Colombia. *Research on Language & Social Interaction*, 24, 209-224.
8. Marwick, A. E., & Boyd, D. (2010). I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience. *New Media & Society*, 13, 114-133. doi: 10.1177/1461444810365313
9. Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. Malden, MA: Wiley-Blackwell. (Ch. 12. Writing part 1: The nuts and bolts of qualitative tales).
10. Baxter, L. A. (1993). "Talking things through" and "Putting it in writing": Two Codes of Communication in an Academic Institution. *Journal of Applied Communication Research*, 21(4), 313–326.
11. Huspek, M. (2000). Oppositional codes: The case of the penitentiary of New Mexico riot. *Journal of Applied Communication Research*, 28(2), 144–144.
12. Conquergood, D. (1994). Homeboys and hoods: Gang communication and cultural space. In L. R. Frey (Ed.), *Group communication in context: Studies of natural groups*. Hillsdale, NJ: Lawrence Erlbaum.
13. Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. Malden, MA: Wiley-Blackwell. (Ch. 6. Field notes, fieldnotes, and field focus).
14. American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6 ed.). New York: American Psychological Association. (Selected pages)
15. Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. Malden, MA: Wiley-Blackwell. (Ch. 7. Interview planning and design: Sampling, recruiting, and questioning).
16. Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. Malden, MA: Wiley-Blackwell. (Ch. 8. Interview Practice: Embodied, mediated, and focus-group approaches. [pp. 163-173 & 177-181]).
17. Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. Malden, MA: Wiley-Blackwell. (Ch. 9. Data Analysis: A pragmatic iterative approach).
18. Donovan-Kicken, E., Tollison, A. C., & Goins, E. S. (2011). A Grounded Theory of Control over Communication Among Individuals with Cancer. *Journal of Applied Communication Research*, 39(3), 310–330. doi:10.1080/00909882.2011.585398
19. Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Writing ethnographic fieldnotes*. Chicago: The University of Chicago Press. (Ch. 5: Pursuing members meanings).
20. Nuciforo, E. V. (2013). Russian toasting and drinking as communication ritual. *Russian Journal of Communication*, 5(2), 161–175. doi:10.1080/19409419.2013.805670
21. Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. Malden, MA: Wiley-Blackwell. (Ch. 13. Writing part 2: Drafting, polishing, and publishing).
22. Maybin, J. (2001). Language, struggle and voice: The Bakhtin/Volosinov writings. In M. Wetherell, S. Taylor & S. J. Yates (Eds.), *Discourse theory and practice: A reader* (pp. 64-71). London: Sage.

QUALITATIVE RESEARCH ONLINE JOURNALS AND OTHER RESOURCES

- The Qualitative Report: An on-line journal devoted to qualitative research since 1990
 - <http://www.nova.edu/ssss/QR/index.html>
- Qualitative research journals
 - <http://www.nova.edu/ssss/QR/calls.html>
- Qualitative research webpages
 - <http://www.nova.edu/ssss/QR/web.html>
- The Inter-University Faculty Consortium on Qualitative Research Methods (CQRM)
 - <http://www.maxwell.syr.edu/moynihan/programs/cqrm/>
- “The MCS (pronounced 'mix') site is an award-winning portal or 'meta-index' to internet-based resources useful in the academic study of media and communication. It was originally established by Daniel Chandler in Spring 1995 and is hosted by the University of Wales, Aberystwyth.”
 - <http://www.aber.ac.uk/media/>
- Online Journal on Qualitative Research: *Social Research Update*
 - <http://sru.soc.surrey.ac.uk/>
- Journal of Ethnographic and Qualitative Research
 - <http://www.cedarville.edu/event/eqrc/journal/journal.htm>
- Online Journal on Qualitative Research: *Forum: Qualitative Social Research*
 - <http://www.qualitative-research.net/index.php/fqs/issue/archive>
- Famous sociologists
 - <http://www.sociosite.net/topics/sociologists.php#BERGER>
- Psychologist Kenneth Gergen (Resources about the social construction of meaning)
 - <http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?st=home&id=home>
- Coordinated Management of Meaning resources
 - <http://www.pearceassociates.com/index.htm>
- Douglas Maynard (Conversation Analysis and Ethnomethodology)
 - <http://www.ssc.wisc.edu/soc/faculty/pages/docs/maynard/DWMBBooks&Papers.htm> with downloadable journal articles.
- Establishing trustworthiness in qualitative research
 - <http://www.qualres.org/HomeLinc-3684.html>