

PSYCH 109: QUALITATIVE INQUIRY --- SYLLABUS

Fall Semester 2019 --- T, Th 10:25-11:40 --- JC 001

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Office hours: Tu 9:00 - 10:00; and by appointment <JC 316>

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Sections: 901: T 5:00-6:00pm (JC 343); 902: T 6:00-7:00pm (JC 343); 903: W 5:00-6:00pm (JC 343); 904: W 6:00-7:00pm (JC 343) <follow the sections for which you had signed up; do NOT switch!>

Catalog Description:

Psychology 109 --- Qualitative Inquiry

Covers the principles of engagement in qualitative inquiry—with particular emphasis on taking observation notes, collecting and analyzing verbal interview data, and analyzing people in interaction. Classes take the form of a mix between lecture discussion, and exercises, supplemented by

- an individually conducted ethnographic “Note-Taking-Project”
- collecting Verbal Interview Data + working those data up - carried out as a small group project

QUALITATIVE INQUIRY presents an introduction into the underlying principles of how to do **qualitative, interpretive, inquiry** within the discipline of Psychology. *Qualitative Inquiry* is a valid tool in making sense of people's experiences, their lives, and everyday actions (*behavior*) -- particularly of what they 'tell us' in the form of storied accounts. The following three components form the central structure of the course:

(I) Why we focus on *QUALITY* and *INTERPRETATION* (rather than *hypothesis-testing*) in *Psychology* -- Here we address issues/questions like: What is the *aim* of doing psychological inquiry (what are we interested in)? What is the status of *the person* and what is *inquiry* (as a better term for "research")? What is the status of *knowledge* in the business of making sense of humans and their actions? What is the role of us as 'learners/students//researchers//professionals'?

(II) Taking Notes on (“observing”) people in their social settings: How do we understand 'from LOOKING' (*observing*) what people are *up to* ('*their business*')? Is what I see and put into descriptions “innocent” (“*objective*”)? What is '*participant observation*' as a methodological tool? How can we employ this tool in doing *psychological inquiry*? What are the potential merits of using ethnographic (observational) methods? Being "objective" versus "neutral", versus "interested" and "involved"? Can/should *the everyday-mundane* (and potentially *boring*) be of interest for us as psychologists?

(III) Interpreting people's verbal accounts: What do people do, when they talk (as in giving verbal accounts)? Why do people tell stories? What are the roles of the interviewer and the interviewee? What do *interview data 'reveal'*, particularly '*in-depth*' or '*narrative*' interview data? How are we to *interpret* people's stories? What is the role of '*conversations*' in *Qualitative/Interpretive Psychology*? We will use issues around '*Gender*' and '*Masculinity*' as examples.

The course consists of a mixture of **(a)** (theoretical and practical) **readings** and **(b) practical training**:

The readings will cover ***factual knowledge about terminologies*** such as, ‘*ethnography*,’ ‘*observation*,’ and ‘*interviewing*’ and will introduce ***fundamental principles*** such as ‘*interpretation*,’ ‘*discourse*’ and ‘*narratives*’ – working toward qualitative ***skills applied to the analysis*** of people (as in people’s behaviors=what they DO); which are examples for conducting analysis of real people in real situations (outside of the lab or experimental conditions).

The practical training consists of **two hands-on projects (outside the classroom)** and acquiring **analytic micro-skills (practiced inside the classroom)**:

- (i) a ‘Note-Taking’ (ethnographic) project that is carried out over the first five weeks (on campus);
- (ii) collecting and analyzing verbal data – carried out over the second half of the semester (off campus);
--- and, in addition, we will work
- (iii) on visual data in class—data that we will learn to micro-analyze.

In order to link all components productively with approach-and-theory of qualitative/interpretive inquiry, and engage in the business of active learning, your ***continuous involvement*** is absolutely necessary. The assigned fifteen readings have to be read before class! There are no midterms or finals, but ***quizzes for all 16 classes for which a reading is assigned*** + one quiz on *the syllabus* + occasional quizzes on *in-class-exercises*. Furthermore, the ethnography project is to be ***continuously*** updated in the form of ***portfolio*** entries<which are to be handed in to your PLA at two Portfolio-Check occasions before the final due date (for final deadline check below)>. Out of the 16 quizzes you can take (syllabus quiz not included), the 14 best will count toward your final quiz- and homework-grade (but remember: **NO MIDTERM + NO comprehensive FINAL!!**)

PSYC 109 consists of three hours per week in class (Tu/Th 10:25-11:40 – faculty assisted learning), and a one-hour long section consisting of PLA assisted learning, making it a four-credit-hour course. Since each four credit hour course totals in 180 hours of engaged academic time per semester, the weekly time-commitment with this course comes to 8-9 out-of-class-hours of engaged academic time. Thus, please be not surprised in case the actual amount of engaged academic time in a particular week may add up to more than 10 hours. However, we will make all efforts to avoid that these kinds of ‘intensive weeks’ coincide with preparing for midterm or final exams or other intensive work-related events on campus. Be advised that in this course you can design and regulate a good chunk of your active academic engagement through planning ahead. This type of self regulation is actually one of the Learning Goals to accomplish for this semester. Your PLAs will assist you in this.

Tentative Schedule

Aug 27 Introduction to "Qualitative Inquiry" --- *watching Sir Ken Robinson + watching Kyoto Clips*; --

---homework before next class, Aug 29: <i> as soon as possible after the first class, **conduct a FIRST note-taking-session in your chosen field; and** <ii> **prepare for first Quiz on Bochner** <make use of Study Questions> and **post first Squib-Attempt** on Moodle (within your PLA-slot - under your name); **and** <iii> **watch Kyoto clips by yourself and give a written account of what's happening** (= what is it that we see?) -- (take this as a first step in Note-Taking (=observing) = describing what we take to be noteworthy);

...thereafter, additional **homework**: <iv> **by Friday midnight** answer the questions {see below in gray = p. 9 of syllabus} and post them on Moodle within your PLA slot (under your name); **then, thereafter by Saturday midnight** <v> plan <in WRITING> and conduct a video-recorded '**tour**' of your field, and post it on Moodle within your PLA-slot (under your name); and finally <vi> **by SUNDAY midnight**: have your first **Weekly Summary Report** in the form of **Self Reflections** posted on Moodle

Aug 29 Reading 1(F): Bochner, A.P. (1997). It's about time: Narrative and the divided self. *Qualitative Inquiry*, 3, 418-438. Introduction (cont.) discussing *what we "see"* in the clips <going over syllabus> <discussing choices for the observation project> <<First Quiz: Bochner>>

PART I: THEORY -- QUALITATIVE INQ + PREPARING TO *Take Notes*

Sep 03 Intro (cont.) <syllabus + discussion of the fields + theoretical stuff> <Handing in (+posted on Moodle by Friday night) your answers to questions <see below in gray>><at this point: Have two Field-Visits completed + posted>> <<Second Quiz: Topic: Syllabus>>

Sep 05 APPROACHES TO QUAL RESEARCH I:

Reading 2: Goldenberg, Sheldon (1992). *Thinking methodologically* (pp. 321-344). New York: Harper Collins Publishers. <<Have at least THREE Field-Visits completed>> <**first portfolio check// Interim Assessment I** bring your portfolio to class: <all your plans, notes, summaries + class/section-notes, handouts... including ethnography summary/report <on at least three visits> **due today**> before class

Sep 10 APPROACHES TO QUAL RESEARCH II:

Reading 3(F): Fish, S. (1980). How to recognize a poem – When do you see one? In S. Fish (Ed.), *Is there a text in this class?* (pp. 322-337). Cambridge, MA: Harvard University Press

Sep 12 APPROACHES TO QUAL RESEARCH III:

Reading 4: Shank, G.D. (2002). *Qualitative research. A personal skills approach* (pp. 18-33). Upper Saddle River, NJ: Merrill Prentice Hall. <<NOTE of CAUTION: Try to read this assignment carefully//critically: The author argues that there are seven different TYPES (categories) of 'observers.' Before you try to identify yourself with one (or several) of these categories (and say "HEY-THIS-IS-ME"), try to consider whether at this point into your project of collecting notes, you may have passed this stage of needing to have a categorial identity assigned by someone outside; because you may have already developed//formed "your own identity" in the field (and in discussions within your community). – In other words: Try to decide whether having someone develop and assign these 'categories' for you is helpful for your own identity formation process as an emerging ethnographer.>>

Sep 17 APPROACHES TO QUAL RESEARCH IV:

No Quiz! << in-depth working through ethnography exercise- - > No Quiz!

Wednesday, September 18th: OPTIONAL MEETINGS for OBSERVATION DISCUSSION (times tba)

PART II: TAKING NOTES (Ethnography):

Sep 19 DOING ETHNOGRAPHY I: No reading -- class discussion: pulling first part of course together <<reading previous students' exemplars- -discussion in PLA-groups> <**second portfolio check//**

Interim Assessment 2 <all your plans, notes, summaries + class/section-notes, handouts... including your ethnography summary/report due today> - before class

Sep 24 DOING ETHNOGRAPHY II:

Reading 5(F): Maracek, J. (2003). Dancing through minefields: Toward a qualitative stance in psychology. In P.M. Camic, J.E. Rhodes, & L. Yardley, *Qualitative research in psychology* (pp. 49-69). Washington, DC: American Psychology Association.

STOP visits to your fields TODAY! (= Sep 24 noon)

Sep 26 DOING ETHNOGRAPHY III:

<no reading – no quiz> homework for this class to-be-announced

PART III: IDENTITY + IDENTITY ANALYSIS & COLLECTING VERBAL DATA

Oct 01 INTRO TO IDENTITY + IDENTITY ANALYSIS:

Reading 6: Dege, M., & Bamberg, M. (2020). History of identity - Identity, sense-of-self, and subjectivity. In M. Bamberg, M. Watzlawick & C. Demuth (Eds.) *Sage psychology handbook of identity*. London, UK: Sage.

Oct 03 DISCOURSE ANALYSIS I:

Reading 7: Silverman, D. (2007). Instances or sequences? In D. Silverman (Ed.), *A very short, fairly interesting and reasonably cheap book about qualitative inquiry* (pp. 61-84). Thousand Oaks, CA: Sage.

PORTFOLIO DUE! (NO EXTENSIONS!) Please make sure that ALL hand-written notes, hand outs, postings and marked correspondence between instructor and student are included!!! = Final Ethnography-Project-Write-Up + (Integrative Midterm Assessment) (don't include readings!)

Oct 08 DISCOURSE ANALYSIS II

Reading 8: Bamberg, M., De Fina, A., & Schiffrin, D. (2010) Discourse and identity construction. In S. Schwartz, K. Luyckx & V. Vignoles (Eds.), *Handbook of identity theory and research*. Berlin/New York: Springer Verlag.

Oct 10 NARRATIVE + AND THE ANALYSIS OF INTERVIEW DATA I:

Reading 9: Murray, M. (2018). Narrative data. In U Flick (Ed.), *The SAGE handbook of qualitative data collection* (pp. 264-279). London, UK: Sage.

Oct 17 no reading <interviewing exercise> <<hand in **Homework: Segment JF's Life-Stages>>**

Oct 22 NARRATIVE + AND THE ANALYSIS OF INTERVIEW DATA II:

Reading 10: Holstein, J.A., & Gubrium, J.F. (2004). The active interview. In D. Silverman (Ed.), *Qualitative research. Theory, method and practice* (pp. 140-161). London, UK: Sage.

Oct 24 NARRATIVE + AND THE ANALYSIS OF INTERVIEW DATA III

Reading 11: Talbot, J., Bibace, R., Bokhour, B., & Bamberg, M. (1996). Affirmation and resistance of dominant discourses. The rhetorical construction of pregnancy. *Journal of Narrative and Life History*, 6,

225-251.

<< 3rd portfolio check // **Interim Assessment** due – reflecting on individual and team progress of new unit – tying dots together – moving toward our final write-up – the Integrative Final Assessment>>

Oct 29 NARRATIVE + AND THE ANALYSIS OF INTERVIEW DATA IV

Reading 12: Bamberg, M. (2020). Narrative analysis - An integrative approach: Small stories and narrative practices In: M. Järvinen & N. Mik-Myer (Eds.), *Qualitative Analysis - Eight Traditions*. London, UK: Sage.

Oct 31 no reading <interviewing exercise II> <<hand in **Homework**: Analysis of JF segments>>

Nov 05 NARRATIVE ANALYSIS + IDENTITY I:

Reading 13: Greenbank, E. (2020). Discursive navigation of employable identities in the narratives of former refugees. (Chapter 2: Theoretical and conceptual framework). Amsterdam, The Netherlands: Benjamins. (Greenbank's chapters 4-7 are available on Moodle)

Nov 07 NARRATIVE + AND THE ANALYSIS OF INTERVIEW DATA V:

Reading 14: Clark, A. (2010). Stumbling into identity: College as the unrefined exploration of agency. Unpublished Honors Thesis at Clark University, Department of Psychology.

Nov 12 No Quiz! <<<reading: Kleger: discussion in PLA-groups> <read only two cases: 4) Rose: pp. 12-18 AND 5) Kevin: pp. 18-21>>> No Quiz! << 4th portfolio check // **Interim Assessment** due – reflecting on individual and team progress of new unit – tying dots together – moving toward our final write-up – the Integrative Final Assessment – due December 3>>

Nov 14 NARRATIVE ANALYSIS + IDENTITY II:

Reading 15: Schroeder, J. (2019). “What’s retired?”: Women’s identities in the context of professional and encore careers. Unpublished Honors Thesis at Clark University, Department of Psychology (146pp).

Nov 19 NARRATIVE ANALYSIS + IDENTITY III:

Reading 16: Johnson, G.C., & Watson, G. (2004). ‘Oh Gawd, How am I going to fit into this?’: Producing (mature) first-year student identity. *Language and Education*, 18, 6, 474-487. (When reading this article, try to “translate” the authors’ methods of analysis into ‘Positioning Theory’ and ‘Identity Navigation of the Three Identity Dilemmas’

Nov 21 NARRATIVE ANALYSIS + IDENTITY IV:

Nov 26 Wrapping up Projects AND Theory + preparing for final write-up

Dec 03 + 04 Tu, Wed: **5:00-6:00pm**, and Tu, Wed **6:00-7:00pm**: group presentations

Dec 03 + 05 **Class: group presentations** FULL PORTFOLIO due on **Tu DECEMBER 03** -

INTEGRATIVE FINAL ASSESSMENT on Qualitative Inquiry, Psychology, and Learning @ ClarkU (LEEP) = your ‘**Overall** Learning Experience’

Verbal Data Analysis Project Write-Up due on **First Day of Exams**

FINAL GRADES will be based on:

- quizzes + homework: 25%
- the note-taking (ethno) project: 18%
- class participation (+ posting on Moodle): 12%
- Squibs: 15%
- final portfolio report 22%
- verbal data analysis: 8%

Information regarding your standing is available in light of performance in quizzes, and by mid-semester in the portfolio grade. Final grades will be determined on the overall performance. Engagement in and ownership of the projects is absolutely necessary for a passing grade. Another aspect of engagement is class attendance (which is mandatory) and active participation. Having missed more than two classes by the time of Fall-Break and four classes overall, results in an “attendance issue” which has to be reported to the Dean of the College. Our Quiz-Policy allows students to take quizzes outside of class if arranged beforehand. In case a student is late for class for more than 5 minutes, the quiz may be taken after class <per person as a one-time exception>; lateness of more than ten minutes or leaving class early results in no quiz-grade. The use of laptops, i-pads, cell-phones etc. is not necessary in class, unless there is a special permission-note certifying the necessity of its use. All readings will be available on MOODLE.

QUIZ Procedures: Out of overall twenty-eight classes, fourteen quizzes will count toward your overall QUIZ-GRADE; the two worst grades for sixteen quizzes – or missed ones – will be dropped. Any additional missed quiz will count as a zero grade. --- For each individual quiz you will receive a set of study questions beforehand—one of which will serve as the question for the quiz (which will take place at the beginning of class for which the particular reading was assigned). Thus, we will not discuss the readings first in class and THEN quiz your understanding; rather, you can make use of your PLA-team to discuss the readings and study questions beforehand, and you can make use of on-line group discussions on Moodle. As mentioned, if you need *extra time* or *quiet time* to sit the quiz (usually about the first ten minutes of class-time), we can set you up during this time, but you need to appear ten minutes earlier, and this needs to be arranged before class (well in advance). If you appear 5 minutes late for class and miss the quiz, you can make it up after class (though expect a different question from the one that the rest of class received). If you come late to class (ten minutes +) and miss the quiz, or if you leave class after the quiz, be aware that it will count as a zero-quiz-grade. - - - Please do not expect to be rewarded with a grade in the A (or even B) -range if you have skimmed the assigned text briefly in the hope to be able to hit the jackpot by waffling. As mentioned earlier, your PLA-team can serve as a resource to practice your understanding and contextualization of the assigned readings (though do not expect your PLA to hand you the answers on a silver-platter)! - - The quizzes will be graded by your TAs, and prototype-answers for each grade will be posted on MOODLE after the quizzes are taken. In case of religious holidays or similar reasons, please approach the instructor one week in advance so we can find a way that you can sit the quiz at an earlier date. In all other cases regard a missed class (together with a missed quiz) as one of the two freebies — set up for exactly this purpose (Religious Holidays are the only exception). - - - **HOMEWORK-GRADE:** Quizzes and Homework together will add-up to 25% of your overall grade. The Homework will be graded by the instructor - after consultation with the PLA. You will receive feedback with each homework assignment; and when you receive back the instructor’s comments on your **Final Ethnography-Project-Write-Up + Integrative Midterm Assessment**, you also will receive your midterm feedback on your overall standing with regard to your homework in the form of a letter-grade. Note that the homeworks don’t require particular intellectual challenges; rather, they demand your (time-) commitment.

SQUIB Procedures: In order to encourage you making full use of your PLA-team as an on-line discussion groups to improve your understanding of the readings, **15%** of your class grade will be based on posting **squibs** to Moodle for each reading in a special area established for your PLA-group (“**SQUIBS +**

Discussion of Readings). A ‘squib’ is a summary of the assigned reading, making sense of it within the context of previous readings—and the overall learning goals of this course (see above) and in-class exercises. A ‘squib’ consists in average of a good number of paragraphs (=thematic units); and it also may want to take account of previous postings on the reading under discussion from other students in your group. You also are encouraged to make use of the Study Questions for your squibs. Your quibs are due (to-be-posted) at 1:00AM on the day for which the readings are assigned (and will be quizzed). Please post your squib on MOODLE in response to your previous squib. In case you’d like to comment on a classmate’s squib, respond to theirs.

TAKING NOTES (“observing”): Ethnography: Learning to TAKE NOTES on what we interpret as “noteworthy”, and to subsequently work these notes up into a FORMATIVE REPORT (about what you have learned *to-take-note-of*, and what you feel is worthy to share with others/newcomers to *your field*—PLUS, as a reflective assessment of your learning experience), is not necessarily a straightforward task. In the past, some students in 109 took this (i) to pose an interesting challenge, because they see themselves as ‘interested in people’ and as ‘people watching’ all the time *anyway*: they embrace this assignment, make it theirs and continuously work on it; some (ii) start this way, but become disillusioned, because watching the same place becomes easily “repetitive and boring” and they may start to disaffiliate with the project; and yet (iii) some typically start very hesitant, because they prefer to stay “safe” in the classroom and “watch” by learning about others from distant video-clips, and consequently never find their own footing and alignment with note-taking *in ‘the field’* and learning in a world outside the classroom. (Compare these types of “Note-Takers” with the categories Shank suggests!) ----- This learning experience is a PROJECT-EXPERIENCE, i.e., it requires active involvement: a good amount of engagement, and continuous reflection. We are working with a scaffold system, i.e., we are bringing in a support system that will make it possible for all students to become equally successful. In addition, make use of your PL-group! They are a good chunk of your support-system.

Here are the basic pillars of this support system:

(A) We will watch a three video clips in our first class, to be watched again after class—and you are asked to “*TAKE NOTES on* what you see = *take as ‘note-worthy’*, and reflect on this exercise <<to be posted on Moodle>> in order to be in a better place when it comes to picking YOUR ‘note-taking site’ for the next six weeks -- to hang out and *observe* people and take notes on what they do.

(B) You will start off by reading final ethnography reports from a previous semester and discuss these reports in your PLA-group (there will be more final reports from previous semesters to be discussed in your PLA-group later on when it comes to the stage of working toward your own final report).

(C) There is one reading that is available on day 2 of classes (Reading 4 – by Shank, 2002) = in case you feel you want to go into the ethnography project with more ‘safety,’ don’t hesitate to consult this article (some students previously have found this article helpful; others have found it more helpful to be read + discussed later in the course = AFTER they had established their own footing in the field).

(D) You need to share with each other your experiences in the field; and in order to guarantee this, we will spend time in group-meetings with our Peer-Learning-Assistants (PLAs) to read previous reports AND to continuously share our own experiences (it also may be advisable to meet additionally on Thursdays or Fridays with your PLA group to share and exchange opinions and experiences).

(E) We are continuously reading about and will be discussing ‘*Ethnography*’ (as a more systematic form of ‘*Working Up-Part-Whole-Relationships*’) in class.

(F) There will be the option for two short extra sessions with the instructor on **Wednesday, Sep 18** to discuss your progress and work toward the final ethnography write-up.

An additional – and very important part of the scaffold for this project is:

(G) your Learning Portfolio = a method where you continuously collect your plans, your notes, your summaries (from each visit to the field), your class-notes, and your weekly summary-REPORTS in the form of **SELF REFLECTIONS** - and reporting on your own learning progress. -----

While Malinowski (1922) and Mauss (1950) refer to villagers in the Pacific Islands and ‘other social systems’ as THEIR sites for doing ethnography, YOUR choices will be a bit more limited—but at the very least will take you OUTSIDE THE CLASSROOM!

“If one lives in a village without any other occupation than observing the lives of natives, one is in constant contact with their daily activities, transactions and ceremonies. You have in front of you examples of beliefs as they are really lived and, immediately, all the flesh and blood authentic life of the native enriches the framework of theoretical constructions (...) the “imponderabilia of everyday life”. These are things like daily tasks, hygiene, ways of eating and preparing food, styles of conversation and the evening social life in the village, the existence of strong friendships or animosity.... “ (B. Malinowski, 1922).

“There are “totalities”, there are whole social systems of which we ought to describe the functioning (...). Within this concrete observation of social life, we can find ways to discover new facts (...). Within societies, we observe much more than ideas or rules, we grasp human beings, groups and behaviour” (M. Mauss, 1950).

---Please reflect the clips that we watched in our very first class along those lines—these are the kinds of “CONNECTIONS” we are asking you to make—“PARALLELS” we ask you to draw – in what will become your weekly routine of **Reports/ Self-Reflections** ... – which form the basis for your **Interim Assessments** – which form the basis for your **Integrative Midterm Assessment** after 6 weeks; and your **Integrative Final Assessment** at the end of the semester.

Here are the choices for your note-taking sites in this semester:

Pick either (1) or (2) or (3) or (4) - taking notes on people engaging in “*doing*” something that results...

- (1) take notes of “*doing lunch*” in Clark's main dining hall
- (2) take notes of “*doing bistro*” in Clark's Bistro
- (3) take notes of “*doing commons*” in Goddard Library (ground-floor)
- (4) take notes of “*doing library*” in Goddard Library (2nd floor-up)

We are talking about “**DOING** *these sites*”, because we take notes on what people are **DOING** === their actions + activities, because we cannot see (directly) their *manners*, their *beliefs*, their *friendships*, their *sentiments*, etc. We will theoretically back up + elaborate that *these sites are coming to existence* (*emerge*) (before our eyes as note-takers - and materialize in the form of notes), because the ‘natives’ engage agentively in (supposedly/hopefully) a meaningful construction of these sites.

Portfolio Checks: Remember: *your portfolio documents (not illustrates) your LEARNING ACTIVITIES* Your **first** portfolio check with your **Interim Assessment 1** is due on the **4th day of classes (SEP 05)**. Please bring your portfolio to class containing any documents that may be relevant to your learning (including class notes and prints from what you have posted on Moodle thus far) collected thus far. In addition, **WeeklySummary reports** in the form of **Self Reflections** are to be posted on Moodle every Sunday (midnight); they contain a list of the activities, readings, exercises, etc. conducted over the week – if possible annotated (= making connecvtions between each other) - and what you took away from those activities. Your **Interim Assessments** will summarize and reflect your learning DEEPER at each due-point and summarize/reflect critically on the progress with your ethno project.

You will constantly be reminded and updated (in the PLA-meetings and in class—see our overall SCAFFOLD) with regard to how to progress with this project). The **second** time the portfolio is to be handed in is in **class 8**, you are asked to write up **Interim Assessment 2**, i.e., connect more of the dots that you assume to be relevant at this point in time – this may include “old dots,” because they may make ‘new sense’ – summarizing, connecting and reflecting – and also relating these connections/reflections to the learning goals (i.e., the institution’s as well as departmental/psych goals, and course-specific learning goals). Your weekly **Reports/Self-Reflections** are a first step toward listing the activities and beginning to reflect on your learning progress, as in connecting the list of activities, readings, exercises, and move those self-reflections//assessment into the next step = your **INTERIM ASSESSMENTS**. In order to work on this as a skillset (and to better realize your strengths and weaknesses) you have to take the learning objectives for this course into account and lay out how you/they are coming along. Because this is (for most of you) something new, you are encouraged to discuss your work and your progress in your PLA-groups from the very start. Note that there are previous students’ reports posted on Moodle as exemplars which you can read and discuss with your peers in your PLA-Groups. When your **final ethnography-project report** is due, bringing the note-taking ethno project to full completion, it will contain your **final ethnography report** and your final <thus far> **Integrative Midterm Assessment** in which you will be able to integrate your project into what you have learned through readings, discussions, class exercises, etc.

In case you want additional check-ups, feel free to contact your PLA or the instructor; but keep in mind that the note-taking project is a *continuous* learning process - organized by yourself - conducted over the period of six weeks, collected and documented in your portfolio. Keep also in mind to collect **ALL** your thoughts and notes (in *hand-written* format, and *date* them) in your **PORTFOLIO** which is **due** with your **Integrative Midterm Assessment** and **Final Ethnography Write-Up** in **class 12** before class <to be fair: portfolios can NOT be accepted after this date>. - - - With your second portfolio check (**class 8**) you will be asked to hand in **your Interim Ethnography Report and previous Interim Assessment**. You will receive more hand-outs regarding your ethnography project; but keep **the special meeting** in mind (Wednesday, September 18), if you are interested in a (voluntary) update discussion on issues concerning your ethnography project.

GENERAL GUIDELINES FOR THE NOTE TAKING (**ETHNOGRAPHY**) PROJECT

! read before you start your visits to the fields !

WHAT IS THE PURPOSE OF THIS PROJECT? ---- TWOFOLD PURPOSE:

- (A) This is a **practical** exercise in exploring the methodological tool of ethnographic observation: By the end of this six week project I will be able to show and tell <by way of my portfolio collection> how I progressively learned to make use of observations as a method for psychological inquiry (exploring the lives + subjectivities of “the natives”). I will be able to show how I collected data (notes) and how I worked with the notes that I collected to make sense of people’s actions and interactions (*identities*).
- (B) This is a **practical** exercise in exploring ‘others’: I picked a site (“field”) where I am *learning* from “the natives,” and <hopefully> I will find out (learn) something about (from) these natives that I didn’t know before. <The ‘natives’ are the experts—letting me into their world—teaching me; I am a novice + learner>

Questions for you to answer **BEFORE** the video-tour:

- before you do your video-tour** posted in the form of statements/answers on MOODLE **before you do your video-tour**
- Why am I choosing the _____ <my site > as my field for observations?
 - What’s in it for me (=what do I believe I could LEARN here)?
 - Is there ANYTHING to learn from watching common (everyday) folks like ‘them’
 - How do I approach the task at hand optimally (together with friends, alone, or whichever way)?
 - How do I best blend in, and how will I be able to concentrate on ‘them’ and best learn from ‘them’?
 - Which of the offered observation-sites can I utilize the most (or best) for this experience?

<<reflect here whether it is good-or-bad for your learning process to be familiar with the world you want to explore??>>

---Is what I will be doing ethically appropriate?

<<(Am I *spying* on people or doing what I'm doing all the time anyway – only now a little bit more systematically?)---Please reflect the difference between ETHICS and '*feeling uncomfortable*' when caught looking around//at others!!>>

---Given that I have a choice between different sites, where would I feel most comfortable?

<<Do reflect here whether '*being comfortable*' is really relevant? – Did Malinowski in the Pacific Islands feel "comfortable"?? – Why would anyone want to feel "comfortable"? – "comfortable" with **WHAT**?>>

---Should I ask for permission to observe others?

<<Reflect here also a bit on what it is you may want to observe! – No tape-recorders! – And most definitely no visual recordings!!!>>

---What should I focus on?

<<everything=the place in its 'totality? - or should I be "focused" and pay only selective attention to particulars? – Reflect the exercise with the clips we watched in our first class>>

---What role do my **notes** play in my observation project?

---How can I turn this project into a productive experience?

<<Do reflect here also a bit on how you can sustain your efforts (=keep it up over 10 visits to the field)>>

ASSIGNMENT Schedule – DUE DATES:

<<be aware that additional assignments may be asked to hand in on a short notice—either by email or in class or in PLA-meetings>>

For the first week: follow **SPECIAL ASSIGNMENT SHEET** + 2nd Class: first QUIZ (BOCHNER)

Every Sunday night: post your weekly Reports/Self-Reflections on Moodle

3rd Class: QUIZ: Syllabus; + hand in Answers to above <gray> questions (posted on Moodle Fr night)

4th Class (and every subsequent class that has an assigned reading): starts with a QUIZ

4^h Class: 1st PORTFOLIO CHECK (make sure...< Interim Ethnography Report + Interim Assessment)

8th Class: 2nd PORTFOLIO CHECK (make sure...< Interim Ethnography Report + Interim Assessment)

12th Class: PORTFOLIO DUE --- Hand in **your whole PORTFOLIO** = everything + **Integrative**

Midterm Assessment + Final Ethnography-Write-Up, (don't include readings!)

17th Class: <<3rd portfolio check – Interim Assessment: reflecting on individual and team progress of new unit – tying dots together – moving toward our final write-up – the Integrative Final Assessment>>

22nd Class: <<4th portfolio check – Interim Assessment: reflecting on individual and team progress of new unit – tying dots together – moving toward our final write-up – the Integrative Final Assessment>>

DEC 3rd + your **INTEGRATIVE FINAL ASSESSMENT** on 'Qualitative Inquiry = your 'Overall Learning Experience' + Final Verbal-Data Project Write-Up' Hand in **your whole PORTFOLIO** (including the ethnography portfolio + write-ups) <take the readings OUT!>

LEARNING OBJECTIVES for 109

General Frame: LEEP Learning Outcomes

In December of 2009, the Clark faculty unanimously adopted the following statement of Clark's learning goals. It sets out the five characteristics that all Clark graduates should possess and be able to demonstrate.

Clark is a small research university that values liberal education. We aspire to engender in our students a love of learning, a respect for inquiry and imagination, and a spirit of engagement with the world in all its diversity and

complexity. At Clark, a student's pursuit of liberal education is understood as a developmental and socially situated process that engages students actively in the discovery and creation of knowledge. Clark graduates will be liberally educated people who possess and can demonstrate the following five characteristics:

Foundational Liberal Education Skills and Capacities

1. **Knowledge of the Natural World and Human Cultures and Societies**—including foundational disciplinary knowledge and the ability to employ different ways of knowing the world in its many dimensions.
The acquisition of this knowledge will be focused by rigorous engagement with big questions, both contemporary and enduring.
2. **Intellectual and Practical skills**—including inquiry and analysis, the generation and evaluation of evidence and argument, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving.
These skills will be practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.
3. **Personal and Social Responsibility**—including ethical reasoning and action, the intercultural understanding and competence to participate in a global society, civic knowledge and engagement locally as well as globally, and the lifelong habits of critical self-reflection and learning.
These abilities will be anchored through active involvement with diverse communities and real-world challenges, taking particular advantage of Clark's urban location and global connections.
4. **Ability to Integrate Knowledge and Skills**—including synthesis and advanced accomplishment across general and specialized studies, bridging disciplinary and interdisciplinary thinking, and connecting the classroom and the world.
This will be experienced through progressively more advanced knowledge creation, contextual reasoning, and the construction of shared meaning and opportunities for reflection.

Clark's Defining Contribution: The Capacity for Effective Practice

5. **Capacities of Effective Practice**— including creativity and imagination, self-directedness, resilience and persistence, and the abilities to collaborate with others across differences and to manage complexity and uncertainty.
These will be demonstrated by application of knowledge and skills to issues of consequence and by emerging membership in larger communities of scholarship or practice.

ALL Learning Goals will surface throughout the semester. However, THIS semester, the instructor and PLAs will focus on Learning Goals 1, 2 & 5: (1) *Knowledge of Cultures and Societies* <as in: *OTHERS*>, (2) *Intellectual & Practical Skills*, and (5) *Capacities of Effective Practice*. You are asked to continuously reflect on your learning progress with regard to these three objectives, especially in your *Self Assessments*.

In addition, YOU are asked to pick ONE more (more concrete) Learning Goal from any of the five Learning Objectives – and make that goal the center of your own critical reflections throughout the semester.

Start your **Interim Assessment 1** with your PERSONAL Learning Goal that YOU have decided to make your focus for this semester (for THIS course), and briefly reason why and how this Learning Goal is important to you. You will use this statement as your basis for elaboration – and be able to reflect at the end whether + how you have progressed.

Class Attendance Policy: Attendance in class and PLA-groups is absolutely required. In case you cannot make it to class, inform the instructor and your PLA in advance, and state who will be able to take class-notes and go over them with you (this includes religious holidays). In case you don't have anyone, we will ask someone (or, in rare cases, your

PLA <or instructor> may be able to give you a brief account of what we covered in class (though make sure you let us know in advance!). Note that we will be working with material in class that will surface in study- and quiz-questions; in addition, there will be a number of important announcements. Therefore it is of utmost importance that you come to class and PLA-group meetings and stay on top of what is covered. Having missed more than three classes by the time of Fall Break and four classes overall, results in an “attendance issue” which has to be reported to the Associate Dean of the College. (Religious holidays are excluded from this regulation; but make sure and let the instructor *and* your PLA know in advance which of the religious holidays you will be observing; and make arrangements to take quizzes in advance – not thereafter.)

Academic Integrity/Cheating & Plagiarism: Academic integrity is a basic value for all higher learning. Simply expressed, it requires that work presented must be wholly one's own and unique to that course. All direct quotations must be identified by source – even those that refer to your peers' work or to your own previous work. Academic integrity can be violated in many ways: for example, by submitting someone else's paper (or excerpts thereof) as one's own; cheating on an exam; submitting one paper to more than one class; copying a computer program; altering data in an experiment; or quoting published material without proper citation of references or sources. Attempts to alter an official academic record will also be treated as a violation of academic integrity.

To ensure academic integrity and safeguard students' rights, all suspected violations of academic integrity have to be reported to the College Board. Such reports must be carefully documented, and students accused of the infraction are notified of the charge. In the case of proven academic dishonesty, the student will receive a sanction, which may range from an F in the assignment or course to suspension or expulsion from the University. (The complete academic integrity policy is available with Academic Advising at <http://www.clarku.edu/offices/aac/integrity.cfm>)

Students With Disabilities: Students who require accommodations in this course should contact Jane Daigneault or the person on charge, Coordinator of Disability Services at Clark University at 508-793-7468 or jdaigneault@clarku.edu.] Additional language can be found at the Academic Advising website at <http://www.clarku.edu/offices/aac/ada/index.cfm>

Grade Appeal Policy: I take the evaluation of your portfolios very seriously, because I know that you all take the preparation for and completion of your assignments very seriously. In arriving at a grade for progress as documented in your portfolio and for your final grade, I use what is referred to as peer reference norm grading. I compare your assignment to those of students in the class which I believe represent excellence, both in the content of their work and the presentation of that content. If you are dissatisfied with your grade and feel an academic injustice has been done, you should do the following:

- Read the comments at the end of your portfolio assignments which explain why you received the grade you did and reread your work with these comments in mind.
- Request a copy of an example of an excellent portfolio, read it and compare it to your own.
- If you have completed steps 1 and 2, but still feel you wish your portfolio to be reread, write a maximum one page explanation of why you feel your work deserves a higher grade; attach it to your portfolio, and give it to me either at the beginning or at the end of the class period.
- Allow at least a two day time interval for me to reread your portfolio and explanation and then come to see me during office hours or by appointment.
- In case you do not understand the final grade that you received covering your progress in this class as documented in the portfolio, write up a brief statement summarizing your understanding of how you performed and what grade you feel you deserved.
- Since this will be at least the second time I have read your work, I reserve the right to leave the grade unchanged, to increase the grade, or to decrease it.

Disclaimer

The instructor reserves the right to make changes to any information contained in this syllabus at any time during the semester. An updated version of the syllabus will be discussed and distributed to students if changes are made.

COLOR CODING:

YELLOW: typically: Homeworks/Due-Dates -- **Weekly Summary Reports** in the form of **Self Reflections** - (to be posted by Sunday Midnight)

GREEN: **Interim (summary) Assessments** – Due at times of Portfolio Check

BLUE: (a) **Final Ethnography-Project-Write-Up** + **(Integrative Midterm Assessment** = your Learning Experience thus far)

AND

(b) **<<INTEGRATIVE FINAL ASSESSMENT** on 'Qualitative Inquiry, Psychology + Learning @ Clark U (LEEP) = your '**Overall** Learning Experience + your **Final Verbal Data Analysis Project Write-Up>>** (due dates see syllabus)

Purple: highlighted for: **please NOTE** – special attention!

Gray: (occasional highlights) – e.g., the *questions to answer before your first visit to the field...* + **LEEP-Learning Goals** (so you can revisit them before reflecting and assessing your learning progress – each Sunday AND before integrative midterm and final assessments)