

**DPLS 779: Researching the Unfamiliar: Experiences in Observational Research Methods  
Study Abroad: Florence Summer 2015**

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## Course Information

**Course Name:** Researching the Unfamiliar: Experiences in Observational Research Methods

**Course Number:** DPLS 779

**Credits:** 3

**Day of the Week/Time:** TBD

**Dates:** Spring Semester 2015 Online and Summer May 16-June 4 in Florence, Italy

**Location:** Study Abroad: Gonzaga-in-Florence

**Instructor:** JoAnn Danelo Barbour, Ph.D.

**Email:** barbourj@gonzaga.edu

**Phone:** 509-313-3630 in Spokane; TBD in Florence

**Office Hours:** As needed: Please call or email or ask professor for appointment.

## Course Description: Goals & Objectives\*

**\*Please Note:** This new course and syllabus are still under construction. Please understand that texts, assignments, and day-to-day meetings/discussions/seminars will be open to change and movement within the syllabus or taken from the syllabus. The final syllabus will be posted on January 15 and the course will proceed under that syllabus. Course goals and objectives will stay as written below.

### Course Goals

Clifford Geertz is noted for the axiom that anthropologists ought to make the “familiar strange and the strange familiar.” As part of the Study Abroad Program at Gonzaga, this course is designed to provide students an opportunity to choose an object, place, and/or space for observation and complete a brief research project in Florence, Italy, an opportunity to study that which may be strange and unfamiliar and make it familiar, and in the doing more understandable and not so strange.

### Course Objectives

By the end of the course the student will be able to demonstrate knowledge, understanding, and application of the following:

- Terms and definitions associated with ethnographic and observational research;
- Theoretical, philosophical, and interpretive perspectives and approaches to ethnographic research;
- Formulating a research design: purpose, guiding questions, rationale, methods, methodology, the selection of appropriate researcher roles, and the description of the object and setting/context investigated;
- The practice of a variety of data collection strategies used in ethnographic research;
- Coding techniques used to analyze data collected;
- Data analysis strategies;
- Interpretation and writing the results of data analysis of an ethnographic research project; and
- Ethical issues related to the use of ethnographic methods.

## Reading Materials

**Please Note:** Texts will be chosen for several purposes, so please read this section carefully. There are required texts and readings that will inform one's understanding of ethnographic and observational research processes. Most assigned readings will be from these texts; it is the expectation from this professor that students do the required reading before class. (See syllabus for reading assignments.) Additionally, there are required texts that will inform one's understanding of Florence. It is expected that students do some of the reading before coming to Florence, and continue to read more briefly after leaving Florence. Finally, there are supplemental texts and readings that one can choose to add to a professional library or use to go more deeply into a particular topic of interest. It is from the supplemental readings that the first pre-Florence assignments are taken.

### Required Texts: Ethnographic and Observational Research

- Angrosino, M. V. (2007). *Naturalistic observation*. Walnut Creek, CA: Left Coast Press.
- Bailey, C. A. (2006). *A guide to qualitative field research*. Pine Forge Press: Thousand Oaks, CA.
- Emerson, R. M., Fretz, R., & Shaw, L. (2011). *Writing ethnographic fieldnotes*, 2<sup>nd</sup> ed. The University of Chicago Press: Chicago.
- LeCompte, M. D., & Schensul, J. J. (1999). *Designing and conducting ethnographic research: Vol. 1 of ethnographer's toolkit*. Walnut Creek, CA: AltaMira Press.
- Schensul, S. L., Schensul, J. J., & LeCompte, M. D. (1999). *Essential ethnographic methods: Observations, interviews, and questionnaires*. AltaMira Press: Plymouth, UK.

### Required Texts: Florence

- Fortune, J. (2011). *To Florence con amore: 90 ways to love the city*.
- Streetwise Florence Map. (2014). *Laminated city center street map of Florence, Italy-folding pocket size travel map with train*.

### Supplemental Reading List: Ethnographic and Observational Research

- Bachelard, G. (1994). *The poetics of space*. Boston: Beacon Press.
- Gallagher, W. (1993/2007). *The power of place: How our surroundings shape our thoughts, emotions, and actions*. New York: HarperCollins.
- Kilde, J. H. (2008). *Sacred power, sacred space: An introduction to Christian architecture and worship*. New York: Oxford University Press.
- Schensul, S. L., Schensul, J. J., & LeCompte, M. D. (1999). *Essential ethnographic methods: Observations, interviews, and questionnaires*. AltaMira Press: Plymouth, UK.
- Wolcott, H. F. (2009). *Writing up qualitative research (3rd ed.)*. Thousand Oaks, CA: Sage.

## Supplemental Reading List: Florence

- Dunant, S. (2004). *The birth of Venus*. New York: Random House
- Fortune, J. (2009). *Invisible women: Forgotten artists of Florence*. Florence, Italy: The Florentine Press.
- Fortune, J., & Falcone, L. (2012). *Art by women in Florence: A guide through five hundred years*. Florence: The Florentine Press.
- Hibbert, C. (2003). *The house of Medici: Its rise and fall*. New York: Perennial.
- Holler, A. (1983). *Florencewalks: Four intimate walking tours of Florence*. Holt Paperbacks.
- King, R. (2001). *Brunelleschi's dome*. New York: Penguin Putnam.
- Machiavelli, N. (any copy). *The prince*.
- Martines, L. (2003). *April blood: Florence and the plot against the Medici*. New York: Oxford University Press.
- Najemy, J. M. (2008). *A history of Florence 1200-1575*. Chichester, West Sussex, UK: Blackwell Publishing.
- Parks, T. (2006). *Medici money: Banking, metaphysics, and art in fifteenth-century Florence*. New York: W. W. Norton & Company.
- Steves, R. (2014 or 2015). *Florence and Tuscany 2014 [or 2015]*. Berkeley, CA: Avalon Travel.
- Stone, I. (1987). *The agony and the ecstasy*. New York: Signet.
- Walker, P. R. (2002). *The feud that sparked the renaissance: How Brunelleschi and Ghiberti changed the art world*. New York: HarperCollins.

## Additional Material

- Additional required readings will be posted on Blackboard.

## Assignments and Grading

### Attendance Policy and Class Participation

Because a large part of each class is participatory, class attendance is expected. If a student wishes to earn a grade of A- or better for the course, he or she must attend the course/group meetings at least 90% of the time the course/group meets.

### Assignments

Assignments are due when specified. This professor may refuse to accept a late paper. If the late paper or project is accepted, it will incur a lower grade. This professor reserves the right to decide whether to accept the late assignment or not to accept the late assignment. A scoring guide or rubric will be included with each project or assignment.

### Research

Please note that each student will conduct a small qualitative research study during this course. It will take place within and around the city of Florence, Italy. The assignment and specifics will be posted on BlackBoard. The final research report/paper will be due two weeks after the

conclusion of class in Italy or by July 1, noon, PDT, at the very latest. Papers received after the July 1 due date/time may not be accepted.

**Grading**

Final grade is based on accumulated evaluations over the entire session. Scoring rubrics are distributed for each assignment. The assignments, grading, and evaluation process will be posted online and discussed the first day of class.

**Assignment and Readings Due Before Florence in May: *Go to BlackBoard*** (See reading materials above.)

**Purpose:** The purposes of the preliminary assignments are threefold. 1) Students can orient themselves to the geography, history, and cultural background of Florence before they arrive so that they can “hit the ground running” when face-to-face class begins in Florence. 2) Students can begin to inform themselves of naturalistic inquiry so they can begin their research projects as soon as they arrive in Florence; and 3) students can begin to write reflections on their readings before Florence and on their observations and experiences and reflective commentaries as soon as they arrive in Florence.

**Description/Assignment:** Write two 4-5 page (1200-1500 words) reflective commentaries on two books of your choice: one from the Supplemental Reading List: Ethnographic and Observational Research and one from the Supplemental Reading List: Florence. The purpose of a reflective commentary is to discuss what you thought about this text, that is, to report some thoughts about your chosen book, and not simply to summarize the book. Be sure in the thesis statement in your commentary that you provide a purpose or direction to your reflection. That is, what is your purpose in this paper? The suggestions below ought to help guide your reflections and writing:

- Comment on the book(s) you just read relative to your future work in qualitative research. What general lessons or meanings did you take away from your reading? How has/have the author(s) helped you become a better researcher from your reading?
- Perhaps you did not like the book you thought you would when you first chose it. Share your reasons why you did not like the book and make suggestions on how the author(s) could have improved the book(s). Be specific in your suggestions, that is, provide examples from the book(s) to support your contentions.
- Perhaps you are left with several unanswered questions after reading a particular book. What are those questions? From which chapters or sections in the book did they arise? What sorts of questions might you have for the author(s) in those particular chapters or sections? Why these questions; what do they have to do with qualitative research?
- In a particular book, choose a few chapters or “ways of observation” that were particularly meaningful for you and explain why. How will these ways of observation help you in your research? What research issues were raised in these particular chapters or generally in the book?
- Perhaps an author or authors evoked particular feelings or emotions from your reading. Thus, write what you felt after reading a specific book. Be sure to provide examples that help the reader understand what you mean by a particular feeling evoked. What meaning do these feelings/emotions have to your work as a qualitative researcher?

The written reflection will be evaluated; a scoring rubric is included below.

**Writing Specs:** NOTE: These specifications are important. Part of one's grade is the ability to follow directions and specifications. Please read this section carefully. These specs will be followed for all papers in this course.

- Follow the page length requirement. Professor will stop reading after maximum pages, which may vary per assignment.
- Margins: one inch all around.
- Font: Times New Roman, size 12.
- Page numbers: top right hand corner also in Times New Roman, 12 Font.
- No header or footer is needed. *Do not* add a header or a footer.
- Double space. *Do not* skip a line between paragraphs.
- Align text to the left.
- All paragraphs should be indented. Indent paragraphs ½" from left margin. *Do not* skip a line between paragraphs.
- Add a cover page, but do not count or number the cover page. The first page of the narrative is page one. Fix the paragraphing so there is NO added space between sections or paragraphs. (Thus, go to the menu bar: *Paragraph*. Under the tab *Index and Spacing*, the "Spacing Before" should be "0", the "Spacing After" should be "0", the "Line Spacing" should be "Double", and the box should be checked that says "Don't add space between paragraphs of the same style.")

Student \_\_\_\_\_ Date \_\_\_\_\_ Points \_\_\_\_\_

### SCORING CRITERIA FOR QUALITATIVE RESEARCH THEORY & DESIGN ASSIGNMENTS

<b>Gonzaga University</b> <b>Doctoral Program in Leadership Studies</b> Professor JoAnn Danelo Barbour  <b>SCORING CRITERIA</b>	<b>ACCOMPLISHED</b>  <b>4 pts.</b>	<b>DEVELOPING</b> <b>NEEDS SOME WORK</b> [See Explanation.] <b>3-2 pts.</b>	<b>NEEDS WORK</b> [See Explanation.]  <b>1-0 pts.</b>
<b>I.</b>			
<b>Communicates Effectively: Mechanics</b> <ul style="list-style-type: none"> <li>• Grammar, punctuation, paragraphs, spelling, APA: appropriate, accurate; few to no errors</li> <li>• excellent sentence/paragraph construction</li> <li>• followed assignment specifications</li> </ul>			
<b>Expectations of Assignment</b> <ul style="list-style-type: none"> <li>• assignment is addressed thoroughly</li> <li>• response meets or exceeds all requirements indicated in instructions</li> <li>• attachments and/or additional documents are included if required/needed</li> </ul>			
<b>II.</b>			
<b>Communicates Effectively: Structure: Clarity, Organization, Flow</b> <ul style="list-style-type: none"> <li>• writing is clear, concise, engaging</li> <li>• thoughts expressed in a coherent, logical manner; easily understood by reader</li> <li>• writing organized, flows well (fluid), not choppy</li> </ul>			
<b>III.</b>			
<b>Introduction</b> <ul style="list-style-type: none"> <li>• explanation of issues or background as needed</li> <li>• thesis statement, focus of essay clearly stated</li> </ul>			
<b>Conclusion(s), Implications, Consequences</b> <ul style="list-style-type: none"> <li>• clearly stated</li> <li>• objectively reflects upon own assertions</li> <li>• connection to evidence/position clear &amp; relevant</li> </ul>			
<b>IV.</b>			
<b>Discussion of _____</b> <ul style="list-style-type: none"> <li>• section is informative and accurate</li> <li>• contains salient information</li> <li>• is comprehensive and does not contain contradictions</li> </ul>			
<b>V.</b>			
<b>Argument &amp; Evidence</b> <ul style="list-style-type: none"> <li>• specific, nuanced, interpretive thesis statement/ purpose appropriate to assignment</li> <li>• clear, compelling connections and analysis</li> <li>• thoughtful, productive selection and use of evidence from interviews and/or documents and/or other data</li> <li>• does not omit data or information because it is inconvenient <i>but also</i> does not include data or information irrelevant to the report's thesis/focus</li> </ul>			

**Comments:**



## Schedule of Topics, Reading Assignments, and General Assignments\*

Dates: May 16, 2015 to June 4, 2015

\*Except for Session #1, this schedule is in draft form until its completion by January 15, 2015. [Note: After final schedule is determined, course outline, readings, and/or assignments may change slightly depending on student and/or professor needs, and availability of sites on particular days/times. Some flexibility in site changes will be expected by professor and students.]

Class	Topic/Assignments	Readings Due* Author: Chps	Assignments Due	Pts/✓
5/16 Saturday	<b><i>Arrival in Florence</i></b> <ul style="list-style-type: none"> <li>• Welcome Dinner</li> <li>• Introductions</li> <li>• Focus of everyone's fieldwork</li> </ul>			
5/17 Sunday	<b><i>Florence/Firenze Walkabout</i></b> <ul style="list-style-type: none"> <li>• Orientation to geography &amp; neighborhoods of Firenze</li> </ul>			
Session #1 5/18 Monday	<b><i>F2F: Situating Course</i></b> <ul style="list-style-type: none"> <li>• Debrief Walkabout</li> <li>• Intro/Overview of Course</li> <li>• Research Design</li> <li>• Purpose/Research Questions</li> </ul> <b><i>Fieldwork: Afternoon Free</i></b>			
Session #2 5/19 Tuesday	<b><i>F2F: Writing Field Notes</i></b> <ul style="list-style-type: none"> <li>• Naturalistic Observation</li> <li>• Theoretical Frames</li> <li>• Characteristics of Ethnography</li> </ul> <b><i>Fieldwork:</i></b> <ul style="list-style-type: none"> <li>• <i>Piazza San Marco</i></li> <li>• <i>Accademia</i></li> </ul>			
Session #3 5/20 Wednesday	<b><i>F2F: Coding Field Notes</i></b> <ul style="list-style-type: none"> <li>• Memoing</li> <li>• Archives &amp; Secondary Sources</li> <li>• Use of Photographs</li> </ul> <b><i>Fieldwork:</i></b> <ul style="list-style-type: none"> <li>• <i>San Lorenzo</i></li> <li>• <i>Mercato</i></li> </ul>			
Session #4 5/21 Thursday	<b><i>Fieldwork:</i></b> <ul style="list-style-type: none"> <li>• <i>Piazza della Signoria</i></li> <li>• <i>Galleria degli Uffizi</i></li> <li>• <i>Palazzo Vecchio</i></li> <li>• <i>Santa Croce</i></li> </ul>			
Session #5 5/22 Friday	<b><i>F2F: Writing Descriptions</i></b> <b><i>Fieldwork:</i></b> <ul style="list-style-type: none"> <li>• <i>Piazza Santa Maria Novella</i></li> <li>• <i>Perfumeria</i></li> <li>• <i>Stazione Santa Maria Novella</i></li> </ul>			
5/23 Saturday	FREE WEEKEND			
5/24 Sunday	FREE WEEKEND			

Class	Topic/Assignments	Readings Due* Author: Chps	Assignments Due	Pts/✓
Session #6 5/25 Monday	<b>F2F: Sharing</b> <ul style="list-style-type: none"> <li>• Lessons from the Field</li> <li>• Outlining Final Report</li> </ul> <b>Fieldwork: Afternoon Free</b> <i>Suggest a stroll, lunch, and lingering in Piazza della Repubblica</i>			
Session #7 5/26 Tuesday	<b>F2F: Analyzing Field Notes</b> <b>Fieldwork:</b> <ul style="list-style-type: none"> <li>• Piazza del Duomo; Campanile</li> <li>• Santa Maria dei Fiori (Duomo)</li> <li>• Museo dell'Opera del Duomo</li> <li>• Battistero di San Giovanni</li> </ul>			
Session #8 5/27 Wednesday	<b>Fieldwork: Oltrano</b> <ul style="list-style-type: none"> <li>• Santo Spirito</li> <li>• San Miniato</li> <li>• Piazzale Michaelangelo</li> </ul>			
Session #9 5/28 Thursday	<b>F2F: Trustworthiness of Research</b> <ul style="list-style-type: none"> <li>• Validity</li> <li>• Reliability</li> </ul> <b>Fieldwork: Afternoon Free</b>			
Session #10 5/29 Friday	<b>Fieldwork:</b> <ul style="list-style-type: none"> <li>• Bargello</li> <li>• Santa Croce</li> <li>• Ponte Vecchio</li> </ul>			
5/30 Saturday	FREE WEEKEND			
5/31 Sunday	FREE WEEKEND			
Session #11 6/1 Monday	<b>F2F: Writing the Final Report</b> <b>Fieldwork:</b> <i>Boboli Garden (see assignment)</i>			
Session #12 6/2 Tuesday	<b>F2F: Sharing</b> <ul style="list-style-type: none"> <li>• Lessons from the Field</li> <li>• Preliminary Findings: Share with class</li> </ul> <b>Fieldwork: Afternoon Free</b>			
Session #13 6/3 Wednesday	<ul style="list-style-type: none"> <li>• Goodbye Dinner</li> <li>• Highlights</li> <li>• Formative course evaluation</li> </ul>			
Session #14 6/4 Thursday	Departure from Florence <i>Addio Firenze</i>			
*Note: Please note additional pdf-readings may be posted on BB.				