



SOCIOLOGY 479: Field Studies in Sociology

Course Description and Objectives:

This course takes a hands-on approach to sociological research. Throughout the semester we will interview local residents of the San Luis Valley about the worlds they live in and the issues that affect their lives. Along the way we will learn about qualitative studies, interviewing techniques, digital archives, audio production, film production, and website management. In addition, students will become familiar with the ethical issues related to research with human subjects, learn how to propose research questions, and engage in in-depth conversation about a specific topic.

Assignments will include readings, short videos, and independent interviews. Although there will be lectures from time to time, the course will focus on classroom discussions. In addition, a large part of class time will be dedicated to preparing for, and interviewing, local residents of the SLV. Together, we will use excerpts from these interviews, as well as footage from field visits, to contribute to the Voices of the Valley project. The course will culminate with a fieldtrip through southern Colorado and northern New Mexico.

Student Learning Outcomes:

1. Examine different approaches to qualitative research.
2. Critically analyze an array of qualitative studies.
3. Participate in qualitative research.
4. Develop strong oral and written communication skills.
5. Foster analytical thinking.

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Adams State University
Department of Sociology
Spring 2016
W 2:00-5:00
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Textbooks: Readings will be provided through the course website (benjaminjameswaddell.com).

Assignments/Exams:

Reflections (15%): Following each interview students will turn in brief reflection about the interview. The reflection should address those issues that students found most interesting. Students should also address potential connections between assigned readings and the content of the interview. Reflections should be between 2 pages in length. Your reflections will play an instrumental role in shaping the course project, *Voces del Valle* or Voices of the Valley, which we will work on together throughout the semester.

Transcriptions (15%): Each student will transcribe an interview for the Voices of the Valley project. Details regarding this assignment will be given early on in the semester.

Participation (40%): In class students should be prepared to discuss the assigned material each week. This course will depend heavily on *student-generated* discussion and participation. In order to receive full participation points students will be expected to do assignments and partake in classroom discussions and interviews.

Come each week prepared to share:

- (1) What you learned from the readings
- (2) What you found interesting about the readings
- (3) How you think the readings relate to the individual we are interviewing for that week and/or your own experiences in the SLV.

Final Project (20%): In this course students will conduct an original qualitative study that implements visual, audio, and/or written components. Each project should focus on issues related to the SLV. Students are urged to begin their projects early in the semester. More details concerning this assignment are available on the course website. Do know, however, that students will be expected to submit a formal proposal early in the semester. We will discuss each of your projects at length in class.

Final Presentation (10%): In this course students will conduct an original qualitative study, and they will present their findings to the rest of the course at the end of the semester. More details concerning this assignment will be available on the course website. You can also view the Prezi on “writing a qualitative research paper for college.” The presentation has examples, proper citations for ASA, and a suggested layout for an ethnographic research paper. Please see: <http://prezi.com/user/t7ohn7lhwwgg/>

Note: This class will include both lecture and discussion; however, focus will be placed on the latter. For this reason it is expected that students *read* the assigned material *before class* so that they can actively participate in classroom discussions. It should go without saying but active participation requires students to be present in the classroom. If a student misses an extensive amount of class (more than 3 classes), his/her *overall* grade for the course will drop by one letter grade (from A to B, B to C, etc.) for each absence beyond 3. Please note, anyone that arrives to class more than 5 minutes late is considered absent for that particular class period. It should go without saying; however, students should, under no circumstances, walk into a live interview late.

Extra Credit: For the writing assignment if you utilize the writing lab I will increase your final grade, for that particular assignment, by 5 percent (you will need to provide edited drafts with your final essay). This includes write-ups and reflections.

Persons with Disabilities: If you have any sort of disability or personal problem which prevents the fullest expression of your abilities, please let me know as soon as possible during the semester - before it interferes with your work - so that I can make a reasonable accommodation to your needs.

Academic Misconduct: Taking the easy way out will have real consequences in this class (check out turnitin.com). Plagiarism, cheating, or any other form of academic dishonesty will not be tolerated. Any student engaging in academic dishonesty will be dropped from the course and formal charges will be brought before the Department Chair.

Voices of the Valley Project: Throughout the semester we will work as a group to create a short video—20-25 minutes—that recompiles information gathered during the interviews that we conduct in class and during site visits. The purpose of the video is to visually capture the unique cultural nuances of the San Luis Valley. This is a class project that will require the full participation of everyone in order to be successful. It is my hope that by the end of the semester you will be proud to be associated with the *Voices of the Valley* project.

Date	Topic	Interviewee(s)	Reading /Assignments
01/20	-Introduction to course		-Syllabus (benjaminjameswaddell.com) -Discuss: • Course • Voices of the Valley • Final projects. • Watch Voices of the Valley VI
01/27	-Analytical filmmaking		-Roy Germano, “Analytic Filmmaking.” (Website.) -Jeffery Gould, “Analytic Filmmaking as Social Scientific Research: A Response to Roy Germano.” (Website.) -Watch excerpts of <i>The Otherside of Immigration</i> . -Discuss Voices of the Valley in relation to Germano’s work.
02/03	-Qualitative research in perspective		-NFS Guide (Website): • Best, “Defining Qualitative Research.” • Collier, “Qualitative versus Quantitative: What Might This Distinction Mean?” -Bourgois, “Crack in Spanish Harlem: Culture and Economy in the Inner City.”

			(Website.) -View prezis "Ethnographic field notes." -Excerpts from, <i>The Story of Hip Hop and the Crack Generation</i> (Planet Rock)
02/10	-Interviewing, transcribing, and data management	-Paul Echeverria (Confirmed)	-Gorden, "Tactics in the Interview." (Website). -Lillian Gomez interview (Website.) • Interview Protocol • Transcript • Clean version of interview -Talk with Paul Echeverria -Watch, "Barbara Walters interviewing style." http://goo.gl/miwOid -Watch, "Shooting an interview." http://goo.gl/vu00j5 -Watch excerpts from interviews. -Plan interviews with local resident.
02/17	-History in the southern SLV	-Julie Chacon	-Read, "The Sangre de Cristo Land Grant in Costilla County." -Read, "The Hispano Homeland." -Talk with Julie Chacon from the Sangre de Cristo Heritage Area -Charlie Jaquez interview (Website.) • Interview Protocol • Transcript • Clean version of interview -Watch, <i>Milagro Beanfield Wars</i> . -Plan questions for Reyes Garcia.
02/24	-Hispanic history, chicana movement, and education in the SLV	-Reyes Garcia and Lucy Jaramillo ()	-Read, <i>Garcia v. Vilsack</i> • http://goo.gl/6sJXU5 -Talk with Reyes Garcia and Lucy Jaramillo -Prepare protocol for 1st interview • Lee Crowther, Comm. Lender • Discrimination in the SLV
03/02	-1 st Interview	-Lee Crowther or Kasey Russell? ()	-Interview Lee Crowther at FSWB in Alamosa. -Discuss interview. -Prepare protocol for 2nd interview • Mayor of Antonito, Aaron Abeyta • Land and discrimination -Watch, "A Letter to Mumper." http://goo.gl/wnrli2
03/09	-2 nd Interview	-Aaron Abeyta	-Interview Aaron Abeyta in Antonito at

			the Mayor's office. -Drive through old villages near Antonito; Mogotes, Garcia, etc. -Prepare protocol for 3rd & 4th interviews • Local rancher, Alfonso Abeyta • Local rancher, Martha Abeyta • Discriminatory lending in the SLV
03/16	-3 rd & 4 th Interviews	-Alfonso & Martha Abeyta	-Interview Alfonso and Martha -Prepare protocol for 5th interview • Local rancher, Faustin Martinez -Assign transcriptions for Spring Break and hand out jump drives with interviews.
03/23	-Spring Break	-Spring Break	-Work on transcriptions.
03/30	-5 th Interview	-Faustin Martinez	-Interview Faustin Martinez -Discuss interview -Prepare protocol for 6th & 7th interview • Dennis Lopez's parents • Rio Grande Watershed -Discuss final projects
04/06	-6 th & 7 th Interviews	-Dennis Lopez's parents	-Interview Dennis Lopez's parents - Prepare protocol for 8th interview • TBA
04/13	-8 th Interview		-Interview, TBA -Joe Gallegos?
04/20	-9 th Interview		-Interview, TBA -Joe Martinez, Alamosa State Bank?
04/27	-10 th Interview		-Interview, TBA
05/04			
05/07	-Class trip to Southern Colorado and Northern New Mexico	-Field trip on the May 7 th and 8 th to Santa Fe, NM.	
Finals	-Final Presentations/Projects	-Final Project due in class. -Time and place TBA.	