

**Field Methods I**  
**SOC 613**  
**Spring 2009**  
**Weds. 2-4:50 pm**  
**714 PLC**

Professor Yvonne Braun  
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Office: 721 PLC  
Office hours: Monday 11:30-Noon, 1-2 PM  
Tuesday 11:30-1 PM and by appt.  
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Course Description:

This graduate course is designed to introduce students to qualitative field methods. We will discuss techniques for gathering original data in a variety of field settings, and will consider a number of the thorny issues involved in: picking a site; getting in; ethical issues in conducting field work; doing human subjects protection protocol; and beginning to collect data through participant observation, interviews, and content analysis of documents. The course will require you to do original fieldwork and will also introduce you to writing field notes and transcribing interviews.

Please note that this is the first in a sequence of two courses in field methods in the Sociology Department. The second course will be in Fall 2009 (Wednesday afternoons), also taught by Professor Yvonne Braun, and will focus on analyzing and writing up qualitative data. Ideally, students will pick field sites in the spring term where they can continue to collect data over the summer. Thus, they will have ample data to analyze during the second term of the sequence (fall) and those planning to do master's theses or dissertations will be well-positioned to begin to produce original writing based on these data. Students are encouraged to take both courses of the sequence, but are not required to do so. Many of the required books used in this class will be used in the fall course as well.

Required Texts:

- Berg, Bruce L. 2006. Qualitative Research Methods for the Social Sciences. 6/E. Allyn and Bacon. ISBN: 0205482635 [Also used in Field Methods II]
- Charmaz, Kathy. 2006. Constructing Grounded Theory. Thousand Oaks: Sage Publications. [Also used in Field Methods II]
- Emerson, Robert, Rachel Fretz, and Linda Shaw. 1995. Writing Ethnographic Fieldnotes. Chicago: University of Chicago Press. ISBN: 0226206815 [Also used in Field Methods II]
- Emerson, Robert. 2001. Contemporary Field Research. Perspectives and Formulations (second edition). Prospect Heights, IL: Waveland Press. [Also used in Field Methods II]
- Rubin, Herbert J., and Irene S. Rubin. 2005. Qualitative Interviewing: The Art of Hearing Data. Thousand Oaks, CA: Sage. ISBN: 0761920757 [Also used in Field Methods II]

Recommended:

- Creswell, John. 2007. Qualitative Inquiry and Research Design. Thousand Oaks, CA: Sage. [Also used in Field Methods II]
- Weiss, Robert. 1994. Learning From Strangers: The Art and Method of Qualitative Interview Studies. New York: The Free Press. ISBN: 0684823128 [Also used in Qual Methods II]

## Evaluation:

Facilitation and Class Participation: 20%

Exercises: 40%

Final Proposal: 40%

## Exercises:

0% Field Notes Journal: ongoing, throughout quarter (not for credit, but critical to your training)

10% Participant Observation Exercise: conduct PO at fieldwork site, submit field notes and write up

10% Interview: submit protocol, conduct interview, submit field notes

10% Interview Reflection Exercise: transcribe portions of interview and submit analysis of interview as detailed in interview assignment (to be handed out)

10% IRB Protocol: proposal prepared for peer review

## ***Course Materials***

The required texts are on sale at the UO Bookstore and are on reserve at the Knight Library. Required articles are on Blackboard.

## ***Class Requirements***

Class Participation and Facilitation (20%): As a graduate seminar, the thoughtful and critical engagement of each student will be necessary as discussion will be central to our class time. I expect each student to come to class having completed the readings for that day and prepared to discuss and engage the readings and others in the class. In addition, each student will be expected to co-facilitate two class sessions (depending on enrollment). Sign-ups for class facilitation will be done the first day of class.

Exercises: The field exercises are designed to give you some practical experience planning, conducting and writing up some aspects of field research. These will have firm due dates and will be returned with comments.

- 1) *Field Journal*: Each student will create a field journal to be developed over the course of the term. This journal will include entries of thoughts, reflections, field notes, etc. related to your planning and participation in the field exercises as well as planning your research for your proposal. You should each plan to make a minimum of four entries over the course of the term in addition to those that are part of the assignments below. This is just a suggestion for a minimum; my hope is that you will use this journal as a space to interact with the ideas, concepts, debates, and tools in the readings and in class, as well as experiences around your fieldwork. My expectation is that these entries will reflect your engagement with the material and research process (not submitted for course credit).
- 2) *Participant Observation Exercise*: Choose a site for your field exercises for the term. For the purposes of this class, it should ideally be a site you are interested in but not necessarily familiar with and it must be off-campus. Reflect in your field journal why you chose this site, what you hope/expect to see and learn, and think reflexively about your position in the field. Plan to conduct participant observation at your fieldwork site three times: first for 15-20 minutes, then 30-45 minutes, and lastly for an hour. Each time, write detailed field notes and reflect on your field experiences. Begin to prepare for your next class exercise by thinking of someone in your field setting who you might interview. In your field journal, think and write about why you chose

this person (are you choosing the “individual” or their social position, for example), what perspective or knowledge or experience you think they might offer, your plan for the interview, some possible questions, and so on. Field notes of PO exercise due April 29<sup>th</sup> (10% of grade).

- 3) *Interview*: Based on your participant observation experiences at your field site, you will choose an interviewee, design an interview protocol, and, after receiving voluntary consent, conduct a substantial interview (length to be discussed). Ideally, you will audio tape your interview so that you can transcribe it from the tape later. Either way, you will want to find time to write detailed field notes as soon after the interview as possible. Submit your interview protocol (due May 13<sup>th</sup>) and field notes including a self-reflexive evaluation of the interview experience (due May 20<sup>th</sup>). 10% of grade.
- 4) *Interview Reflection Exercise*: Using the instructions provided on a separate sheet, analyze and reflect on the interview you conducted. This exercise will require you to transcribe portions of the interview, but you may want to commit to transcribing ½ hour of the interview in order to get a sense of the labor of doing transcription. Exercise (not full transcription) due May 27<sup>th</sup>. (10% of grade)
- 5) *Institutional Review Board (IRB) application*: Early in the term we will meet with a campus IRB officer to discuss ethical considerations when working on research with human subjects. In order to carry out your research over the summer, you will need to submit an IRB application. As you develop your research proposal over the course of the term you will want to keep in mind the IRB considerations. Some of the information necessary for your proposal will go in the IRB application, and some of the information needed for the IRB application is not necessary for a research proposal. We will do a peer review of each others’ applications and provide feedback in class during week nine (May 27<sup>th</sup>). (10% of grade)

#### Final Project Proposal (40%)

Each student should develop a research proposal that is informed by the readings, discussions, and experiences over the term. This should be a detailed, feasible proposal describing a research agenda that could be carried out over the summer (and may actually be done by some of you). It should be a 15 page proposal in which you clearly define your research question or topic, situate your research in significant sociological literature and ideas, and outline your proposed research theoretically and methodologically.

#### *Assignment due dates*

Field Site proposal:	April 8
Participant observation:	April 29
Interview protocol:	May 13
Interview fieldnote:	May 20
Interview exercise:	May 27
IRB application (for peer review):	May 27
In-class presentation	June 3
Final proposal and field journal:	June 8

#### Class and Reading Schedule:

#### **Week One 4/1**

#### **Introduction to Class: What is Qualitative Research?**

*Introduction to class and qualitative research. Discuss topics and methods of interest, class assignments and expectations. Sign up for class facilitation.*

- Berg, Bruce. 2006. Chapter 1 – Introduction, pp. 1-18. Qualitative Research Methods for the Social Sciences. 6/E. Allyn and Bacon.
- Naples, Nancy A. 2003. “Chapter 2: Epistemology, Feminist Methodology, and the Politics of Method.” Pp. 13-33 in Feminism and Method: Ethnography, Discourse Analysis, and Activist Research. NY: Routledge.
- Rubin, Herbert J., and Irene S. Rubin. 2005. “Chapter 1: Listening, Hearing, and Sharing Social Experiences.” Pp. 1-18 in Qualitative Interviewing: The Art of Hearing Data. Thousand Oaks, CA: Sage Publications.

**DUE NEXT WEEK:** Pick a site for class fieldwork. Start field journals with a brief entry about why that site, anticipate any issues with site, possible interviewees, and your relationship to the site and others. What do you hope to learn?

**Week Two 4/8 – Class will end early at 3 PM due to Pacific Sociological Association meetings  
Qualitative Research Design: Research Design and Institutional Review Board/Human Subjects,  
[Guest: IRB officer?]**

*Discuss research design and human subjects/IRB. Share and discuss sites for class fieldwork exercises.*  
American Sociological Association (ASA) Code of Ethics

[<http://www.asanet.org/page.wv?section=Ethics&name=Ethics>]

University of Oregon Human Subjects in Research: Guidelines and Institutional Review Board

[<http://humansubjects.uoregon.edu/about.html>]

- Berg, Bruce. 2006. Chapter 2 – Designing Qualitative Research, pp. 19-52 and Chapter 3 – Ethical Issues, pp. 53-88, in Qualitative Research Methods for the Social Sciences. 6/E. Allyn and Bacon.
- Charmaz, Kathy. 2006. “An Invitation to Grounded Theory” and “Gathering Rich Data.” Pp. 1-41 in Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis. Thousand Oaks, CA: Sage Publications.
- Creswell, John W. 2007. Chapter 3--Designing a Qualitative Study, pp. 35-51, and Chapter 4-- Five Qualitative Approaches to Inquiry, pp. 53-96 in Qualitative Inquiry & Research Design: Choosing Among Five Approaches. Thousand Oaks, CA: Sage Publications (second edition).
- Rubin, Herbert J., and Irene S. Rubin. 2005. Chapter 2--Why We Do What We Do: Philosophy of Qualitative Interviewing, pp. 19-38, and Chapter 3--Design: Choosing Topics and Anticipating Data Analysis, pp. 39-63 in Qualitative Interviewing: The Art of Hearing Data. Thousand Oaks, CA: Sage Publications.

*Recommended Reading:*

- Curran, Sara R. 2006. “Research Ethics are Essentials: Ethical Considerations for Research in Cross-Cultural Settings.” Pp. 197-216 in A Handbook for Social Science Field Research: Essays and Bibliographic Sources on Research Design and Methods, edited by Perecman, Ellen, and Sara R. Curran. Thousand Oaks, CA: Sage Publications.
- Smith, Linda Tuhiwai. 2005. “On Tricky Ground: Researching the Native in the Age of Uncertainty.” Pp. 85-108 in The Sage Handbook of Qualitative Research (3<sup>rd</sup> e.d), eds. Norman K. Denzin and Yvonna S. Lincoln.
- Stacey, Judith. 1991. “Can There Be a Feminist Ethnography?” Pp. 111-119 in Women's Words, edited by Sherna Berger Gluck and Daphne. New York, NY: Routledge.
- Watts, Michael. 2006. “Essentials for Research Design: In Search of the Holy Grail: Projects, Proposals, and Research Design, But Mostly About Why Writing a Dissertation Proposal Is So Difficult.” Pp. 175-196 in A Handbook for Social Science Field Research: Essays and Bibliographic Sources on Research Design and Methods, edited by Perecman, Ellen, and Sara R. Curran. Thousand Oaks, CA: Sage Publications.

**DUE THIS WEEK:** Field site proposal due in-class today.

### **Week Three (April 15)**

#### **Introduction to a variety of methods, defining the study, data collection.**

- Gottlieb, Alma. 2006. "Ethnographic Methods: Ethnography: Theory and Methods." Pp. 47-66 in A Handbook for Social Science Field Research: Essays and Bibliographic Sources on Research Design and Methods, edited by Perecman, Ellen, and Sara R. Curran. Thousand Oaks, CA: Sage Publications.
- Berg, Bruce. 2006. Chapter 7 – Action Research, pp. 222-237.
- Berg, Bruce. 2006. Chapter 8 – Unobtrusive Measures in Research, pp. 239-259.
- Berg, Bruce. 2006. Chapter 9 – Historiography and Oral Traditions, pp. 264-279.
- Berg, Bruce. 2006. Chapter 10 – Case Studies, pp. 283-300.
- Berg, Bruce. 2006. Chapter 11 – An Introduction to Content Analysis, pp. 303-336.
- Creswell, John W. 2007. "Chapter 6: Introducing and Focusing the Study." Pp. 101-115 in Qualitative Inquiry & Research Design: Choosing Among Five Approaches. Thousand Oaks, CA: Sage Publications (second edition).
- Creswell, John W. 2007. "Chapter 7: Data Collection." Pp. 117-145 in Qualitative Inquiry & Research Design: Choosing Among Five Approaches. Thousand Oaks, CA: Sage Publications (second edition).

#### Recommended:

- Weiss, Robert. 1994. Chapter 1, pp. 1-15 in Learning From Strangers: The Art and Method of Qualitative Interview Studies. New York: The Free Press.
- Smith, Dorothy E. 1987. "Institutional Ethnography: A Feminist Research Strategy." Pp. 151-179 in The Everyday World as Problematic: A Feminist Sociology. Boston: Northeastern.

DUE IN TWO WEEKS: Plan to carry out field observation next week to be due week five (5/1).

### **Week Four (April 22)**

#### **Introduction to Participant Observation**

*Entry, Rapport, Writing Field Notes. Basic techniques for fieldwork: listening, watching, conversing, participating & doing fieldnotes, entering the field, developing and maintaining field relationships, locating key informants and interviewees, logistics.*

- Berg, Bruce. 2006. "Chapter 6 – Ethnographic Field Strategies." Pp. 171-215 in Qualitative Research Methods for the Social Sciences. 6/E. Allyn and Bacon.
- Goffman, Erving. 2001. "On Fieldwork." Chapter 5, pp. 153-158 in Contemporary Field Research Perspectives and Formulations, 2<sup>nd</sup> edition, edited by Robert Emerson. Waveland Press.
- Emerson, Robert, and Melvin Pollner. 2001. "Constructing Participant/Observation Relations." Chapter 11, pp. 239-259 in Contemporary Field Research Perspectives and Formulations, 2<sup>nd</sup> edition, edited by Robert Emerson. Waveland Press.
- Emerson, Robert, Rachel Fretz, and Linda Shaw. 1995. "Fieldnotes in Ethnographic Research," "In the Field: Participating, Observing, and Jotting Notes" and "Writing Up Fieldnotes I: From Field to Desk." Chapters 1-3, pp. 1-65 in Writing Ethnographic Fieldnotes, Chicago: University of Chicago Press.
- Sprague, Joey. 2005. Chapter 3—Authority and Power, pp. 53-80 in Feminist Methodologies for Critical Researchers. Walnut Creek, CA: Alta Mira Press.
- Twine France Winddance. 2000. "Racial Ideologies and Racial Methodologies." Ch. 1, pp. 1-34 in Racing Research, Researching Race. New York: New York University Press.

DUE NEXT WEEK: Exercise: Conduct Participant Observation at Fieldwork site. Do write-up.

## **Week Five (April 29)**

### **Participant Observation continued**

*Share and discuss students' experiences in the field and their field journals.*

- Emerson, Robert, Rachel Fretz and Linda Shaw. 1995. "Writing Up Fieldnotes II: Creating Scenes on the Page." Chapter 4, pp. 66-104 in Writing Ethnographic Fieldnotes. Chicago: University of Chicago Press.
- Sprague, Joey. 2005. Chapter 5—Qualitative Shifts: Feminist Strategies in Field Research and Interviewing, pp. 119-163 in Feminist Methodologies for Critical Researchers. Walnut Creek, CA: Alta Mira Press.
- Wolf, Diane L. 1995. "Introduction." Pp. 1-56 in Feminist Dilemmas in Fieldwork. Boulder, Colorado: Westview Press.
- Naples, Nancy A. 2003. Chapter 4, "The Insider/Outsider Debate: A Feminist Revisiting." Pp. 49-66 in Feminism and Method. NY: Routledge.
- Kondo, Dorinne K. 2001. "How the problem of "Crafting Selves" Emerged," Ch. 8, pp. 188-202 in Contemporary Field Research Perspectives and Formulations, 2<sup>nd</sup> edition, edited by Robert Emerson. Waveland Press.
- Warren, Carol. 2001. "Gender and Fieldwork Relations," Ch. 9, pp. 203-223 in Contemporary Field Research Perspectives and Formulations, 2<sup>nd</sup> edition, edited by Robert Emerson. Waveland Press.
- Thorne, Barrie. 2001. "Learning from Kids," Ch. 10, pp. 224-238 in Contemporary Field Research Perspectives and Formulations, 2<sup>nd</sup> edition, edited by Robert Emerson. Waveland Press.

DUE THIS WEEK: Field notes from participant observation (including copies for class)

DUE 5/13: Think of potential interviewee and brainstorm interview questions for protocol.

## **Week Six (May 6)**

### **Introduction to Interviewing**

- Berg, Bruce. 2006. Chapter 4 – A Dramaturgical Approach to Interviewing, pp. 89-138.
- Rubin, Herbert J., and Irene S. Rubin. 2005. "Chapter 4: Continuing The Design: Making the Research Credible." Pp. 64-78 in Qualitative Interviewing: The Art of Hearing Data. Thousand Oaks, CA: Sage Publications.
- Rubin, Herbert J., and Irene S. Rubin. 2005. "Chapter 5: Conversational Partnerships." Pp. 79-107 in Qualitative Interviewing: The Art of Hearing Data. Thousand Oaks, CA: Sage Publications.
- Rubin, Herbert J., and Irene S. Rubin. 2005. "Chapter 6: The Responsive Interview as an Extended Conversation." Pp. 108-128 in Qualitative Interviewing: The Art of Hearing Data. Thousand Oaks, CA: Sage Publications.

#### Recommended:

- Weiss, Robert. 1994. Chapters 2-5, pp. 15-150 in Learning From Strangers: The Art and Method of Qualitative Interview Studies. New York: The Free Press.

DUE NEXT WEEK: Interview protocol due next week 5/13.

DUE 5/20: Prepare to conduct interview (write-up due 5/20).

## **Week Seven (May 13)**

### **Interviewing**

- Rubin, Herbert J., and Irene S. Rubin. 2005. "Chapter 7: Structuring the Interview." Pp. 129-151 in Qualitative Interviewing: The Art of Hearing Data. Thousand Oaks, CA: Sage Publications.
- Rubin, Herbert J., and Irene S. Rubin. 2005. "Chapter 8: Designing Main Questions and Probes." Pp. 152-172 in Qualitative Interviewing: The Art of Hearing Data. Thousand Oaks, CA: Sage Publications.
- Johnson, John M. 2001. "In-Depth Interviewing." Pp. 103-120 in Handbook of Interview Research: Context & Method, eds. Jaber F. Gubrium and James A. Holstein. Thousand Oaks: Sage.
- Adler, Patricia A., and Peter Adler. 2001. "The Reluctant Respondent." Pp. 515-536 in Handbook of Interview Research: Context & Method, eds. Jaber F. Gubrium and James A. Holstein. Thousand Oaks: Sage.
- DeVault, Marjorie L. 1999. "Talking and Listening from Women's Standpoint: Feminist Strategies for Interviewing and Analysis." Pp. 59-83 in Liberating Method: Feminism and Social Research. Philadelphia: Temple University Press.

Recommended:

- Briggs, Charles L. 2001. "Interviewing, Power/Knowledge and Social Inequality." Pp. 911-922 in Handbook of Interview Research: Context & Method, eds. Jaber Gubrium and James Holstein. Thousand Oaks: Sage.
- DeVault, Marjorie, and Liza McCoy. 2001. "Institutional Ethnography: Using Interviews to Investigate Ruling Relations." Pp. 751-776 in Handbook of Interview Research: Context & Method, eds. Jaber F. Gubrium and James A. Holstein. Thousand Oaks: Sage.
- Gubrium, Jaber F., and James A. Holstein. 2001. "From the Individual Interview to the Interview Society." Pp. 3-32 in Handbook of Interview Research: Context & Method, eds. Jaber F. Gubrium and James A. Holstein. Thousand Oaks: Sage.
- Warren, Carol B. 2001. "Qualitative Interviewing." Pp. 83-102 in Handbook of Interview Research: Context & Method, eds. Jaber F. Gubrium and James A. Holstein. Thousand Oaks: Sage.
- Atkinson, Robert. 2001. "The Life Story Interview." Pp. 121-140 in Handbook of Interview Research: Context & Method, eds. Jaber F. Gubrium and James A. Holstein. Thousand Oaks: Sage.
- Johnson, Jeffrey C., and Susan C. Weller. 2001. "Elicitation Techniques for Interviewing." Pp. 491-514 in Handbook of Interview Research: Context & Method, eds. Jaber F. Gubrium and James A. Holstein. Thousand Oaks: Sage. [regarding very structured interviews]

DUE THIS WEEK: Interview protocol due today in-class.

DUE 5/20: Conduct interview  
Write field notes on interview

DUE 5/27: Transcribe portions of interview  
Do interview reflection exercise  
IRB protocol for peer review????

**Week Eight (May 20)**

**Interviewing continued**

- Morgan, David L. 2001. "Focus Group Interviewing." Pp. 141-160 in Handbook of Interview Research: Context & Method, eds. Jaber F. Gubrium and James A. Holstein. Thousand Oaks: Sage.
- Berg, Bruce. 2006. Chapter 5 – Focus Group Interviewing, pp. 144-168.
- Poland, Blake D. 2001. "Transcription Quality." Pp. 629-650 in Handbook of Interview Research: Context & Method, eds. Jaber F. Gubrium and James A. Holstein. Thousand Oaks: Sage.
- Rubin, Herbert J., and Irene S. Rubin. 2005. "Chapter 9: Preparing Follow-Up Questions." Pp. 173-200 in Qualitative Interviewing: The Art of Hearing Data. Thousand Oaks, CA: Sage Publications.

Rubin, Herbert J., and Irene S. Rubin. 2005. "Chapter 10: The First Phase of Analysis: Preparing transcripts and coding data." Pp. 201-23 in Qualitative Interviewing: The Art of Hearing Data. Thousand Oaks, CA: Sage Publications.

*Recommended:*

Grele, Ronald J. (editor). 1991. Envelopes of Sound: Six Practitioners Discuss the Method, Theory, and Practice of Oral History and Oral Testimony. Chicago: Precedent Publications.

DUE THIS WEEK: Interview conducted; Fieldnotes on interview

DUE NEXT WEEK: Interview Reflection Exercise  
IRB application for final project for peer review exercise in-class????

**Week Nine (May 27)**

DUE THIS WEEK: Interview Reflection Exercise  
IRB/Human subjects applications for peer review discussion.

**Week Ten (June 3)**

**Oral Presentations of Research Proposal**

**Final Proposals due Monday, June 8 by 5 PM. Please turn into instructor's mailbox in 736 PLC.**

### **Recommended texts:**

- Atkinson, Paul, Amanda Coffey, Sara Delamont, John Lofland and Lynn Lofland. 2001 (2007). Handbook of Ethnography. Los Angeles: Sage Publications.
- Campbell, Marie, and Frances Gregor. 2004. Mapping Social Relations: A Primer in Doing Institutional Ethnography. Walnut Creek: Alta Mira Press. ISBN:
- Creswell, John W. 2007. Qualitative Inquiry & Research Design: Choosing Among Five Approaches. Thousand Oaks, CA: Sage Publications (second edition).
- DeVault, Marjorie. 1999. Liberating Method: Feminism and Social Research. Philadelphia: Temple University Press. ISBN: 1566396980
- Grele, Ronald J. (editor). 1991. Envelopes of Sound: Six Practitioners Discuss the Method, Theory, and Practice of Oral History and Oral Testimony. Chicago: Precedent Publications. ISBN: 0275941841
- Kleinman, Sherryl. 2007. Feminist Fieldwork Analysis. Thousand Oaks, CA: Sage. ISBN: 9781412905497
- Naples, Nancy A. 2003. Feminism and Method: Ethnography, Discourse Analysis, and Activist Research. New York: Routledge Press. ISBN: 041594449X
- Perecman, Ellen, and Sara R. Curran (editors). 2006. A Handbook for Social Science Field Research: Essays and Bibliographic Sources on Research Design and Methods. Thousand Oaks, CA: Sage Publications.
- Prus, Robert. 1996. Symbolic Interaction and Ethnographic Research: Intersubjectivity and the Study of Human Lived Experience. Albany: SUNY Press. ISBN: 0791427021
- Ragin, Charles C., and Howard S. Becker. 1992. What is a Case? Exploring the Foundations of Social Inquiry. Cambridge: Cambridge University Press. ISBN: 0521421888
- Sprague, Joey. 2005. Feminist Methodologies for Critical Researchers. Walnut Creek, CA: Alta Mira Press (Gender Lens Series). ISBN: 0759109036
- Twine, France Winddance and Jonathan W. Warren (eds.). 2000. Racing Research, Researching Race: Methodological Dilemmas in Critical Race Studies. New York: New York University Press. ISBN: 0814782426
- Wolf, Diane L. (ed.) 1995. Feminist Dilemmas in Fieldwork. Boulder, Colorado: Westview Press. ISBN: 0813384990
- Wood, Linda, and Rolf Kroger. 2000. Doing Discourse Analysis: Methods for Studying Action in Talk and Text. Thousand Oaks, CA: Sage.