

Ethnography and Design: Resources for Teaching and Research

Edited by
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Introduction

Upon Ken Friedman's request and following his process and format for editing *Museums and Galleries: Resources for Teaching and Research*, in October 2005 I sent out requests on several online listserves for resources relating to design and ethnography. Twenty-eight individuals responded with specific contributions, with even more requesting a copy of the result.

This document is a compilation of those responses with the authors aware that their suggestions would be included and distributed freely.

The original request was not only for books and articles, but also web sources and syllabi that might relate to "ethnographic research in design." In addition to the print resources, many web resources were offered while only one syllabus was received.

As such a resource is obviously best when current, and to prevent someone else from having to compile similar information in the future, an updateable online resource (wiki) has been created: designresearch.wikispaces.com. The information contained in this document, along with some personal resources, represents the inaugural posting to the wiki. Those who may be interested in keeping the resource updated are invited to join—and in fact are necessary for upkeep.

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Contributors:

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- 6) Marcus, Aaron <Aaron.Marcus@AMandA.com>
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- 10) Marylouise Caldwell <M.Caldwell@econ.usyd.edu.au>
- 11) Arch Woodside <woodsar@bc.edu>
- 12) Matthew Gorton <Matthew.Gorton@newcastle.ac.uk>
- 13) Eric J. Arnould <ēja1@email.arizona.edu>
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- 16) Anja M Maier <am521@hermes.cam.ac.uk>
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- 20) Michael Beverland <mbb@unimelb.edu.au>
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- 23) Luis Arnal <luisarnal@yahoo.com>
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- 25) Richard Linington <richard@experienceresearch.com>
- 26) Crysta Metcalf <Crysta.Metcalf@motorola.com>
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- 28) Mary J. Fambrough <DuchessTD@aol.com>

(1) Notes

From: Joel, Sian s.joel@napier.ac.uk

Hello Bruce,

Please find attached some "ethnographic research in design" references that I have. The list is very U.K. centric and it is also dominated by system designers - sorry about that. Apologies too that I haven't had a chance to edit the references properly. If nothing else, it highlights the main research groups within the U.K. for design ethnography.

Hope this helps,

Sian Joel

Ethnography and Design

King's College (London)

- Luff, P., Hindmarsh, J. and Heath, C. (eds.) (2000) *Workplace Studies: Recovering Work Practice and Information System Design*, Cambridge University Press
- Heath, C.C., Luff, P. & H. Knoblauch, H. (2004) Tools, technologies and organizational interaction: the emergence of 'workplace studies'. In Grant, D. Hardy, C., C. Osrick & L. Putman (eds) *The Handbook of Organizational Discourse* London: Sage. pp. 337-359.
- Heath, C. and J. Hindmarsh (2002) *Analysing Interaction: Video, ethnography and situated conduct*. To appear in May, T. (ed.) *Qualitative Research in Action*. London: Sage. pp. 99-121.
- Hindmarsh, J. & C. Heath (2000) Sharing the Tools of the Trade: The interactional constitution of workplace objects. *Journal of Contemporary Ethnography*, 29, 5, pp. 523-562.
- Luff, P. and Jirotko, M. (1998) Interactional Resources for the Support of Collaborative Activities: Common problems in the design of groupware and communityware. Ishida T. (ed.) *Community Computing and Support Systems*. Springer Verlag.

Lancaster University

- Ball, L.J., & Ormerod, T.C. (2000). Putting ethnography to work: The case for a cognitive ethnography of design. *International Journal of Human-Computer Studies*, 53, 147-168.

- Büscher, M.; Mogensen, P. Agger Eriksen, M.; Friis Kristensen, J. (2004). Ways of grounding Imagination. Proceedings PDC (Participatory Design Conference) 2004.
- Büscher M., Kompast, M., Lainer, R. and Wagner, I. (1999). Space for inspiration: ethnography and user involvement in designing the Wunderkammer. In Proceedings of ESPRIT i3 Workshop on Ethnographic Studies in Real and Virtual Environments: Inhabited Information Spaces and Connected Communities. Edinburgh 24-26 January 1999, pp. 3-13.
- Hughes, J.A., Randall, D. and Shapiro, D. (1992) "Faltering from Ethnography to Design", CSCW '92. ACM 1992 Conference on Computer-Supported Cooperative Work: Sharing Perspectives. New York, ACM Press, pp. 115-123.
- Hughes, J., King, V., Rodden, T. and Anderson, H. (1994) Moving out from the control room: Ethnography in system design. In Proc CSCW '94, p429-439, ACM Press.
- Hughes, J.A. et al (1993) "From Ethnographic record to system design: some experiences in the field" in Computer Supported Collaborative Work 1 (3), 123-147
- Huges, J. A. et al (1995) "The role of ethnography in interactive system design" in Interactions, Vol 2 (2).
- Martin, D. and Sommerville, I. (2004) Patterns of cooperative interaction: Linking ethnomethodology and design. *ACM Transactions on Computer-Human Interaction*, 11(1):59-89,
- Ormerod, T.C., Morley, N.J., Ball, L.J., Langley, C., & Spenser, C. (2003). Using ethnography to design a Mass Detection Tool (MDT) for the early discovery of insurance fraud Chapter in G. Cockton, et al. (Eds.): *CHI 2003: New Horizons—Extended Abstracts*. New York: ACM Press
- Rouncefield, M., Hughes, J., Rodden, T., Viller, S. (1994). Working with "Constant Interruption": *Proceedings of CSCW'94*
- Shapiro, D. (1994): The limits of ethnography: Combining Social Sciences for CSCW. In Proceeding of the 1994 ACM conference on Computer supported cooperative work, North Carolina, US p417-428
- Suchman, L. (1987) *Plans and Situated Actions: the Problem of Human-Machine Communication*, Cambridge University Press
- Suchman, L. (2000). 'Anthropology as 'Brand': Reflections on corporate anthropology'. Lancaster, Department of Sociology, Lancaster University.

Manchester University

- Sharrock, W. and Hughes, J. A. (2000) Ethnography in the Workplace: Remarks on its theoretical basis

- Sharrock, W (1996) *Project work: the organisation of collaborative design and development in software engineering* Computer Supported Co-operative Work Vol 5 pp 369-389

Manchester Metropolitan University

- Randall, D., Harper, R. and Rouncefield, M., (2004) *Fieldwork for Design* Amsterdam, Kluwer Academic Press
- Randall, D., Hughes, J., Sommerville, I., Rodden, T. and Bentley, R (1993), "Designing with Ethnography: Making Work Visible", *Interacting with Computers* , Vol 5, No. 2.
- Hughes, J.A and Shapiro, D. (1993) "Ethnography and Systems Design: Some Experiences from the Field", *CSCW: An International Journal*. Vol 1, No. 3
- Randall, D (1992) "Using Ethnography to Inform Design of Displays", The British Psychological Society Annual Conference, The University of Hertfordshire, 15-17 September, 1992, *Journal of Intelligent Systems* Special issue on CSCW.
- Randall, D., Marr, L. and Rouncefield, M (2001) "Ethnography, Ethnomethodology and Interaction Analysis", 2001,., *Ethnographic Studies*, Vol6

Napier University (Edinburgh)

- Joel, S., Smyth, M. and Rodgers, P. (2005) An ethnographical orientated study of designers in a collaborative design project in *International Workshop in Understanding Designers 05*
- Joel, S., Smyth, M. and Rodgers, P. (2005) An Ethnomethodological approach to the early stages of product design practice in *Engineering and Product Design Education Conference 05*
- McCaulay, C. and Crerar, A. (1998) Observing the Workplace Soundscape: Ethnography and Auditory Interface Design in *Proceedings of ICAD 1998*.
- Mival, O (2004) 'Crossing the Chasm: Developing and Understanding support tools to bridge the research design divide within a leading product design company', In: D. Marjanovic, *Proceedings of the International Design Conference May 18-21 2004, Dubrovnik, Croatia*.
- Strickfaden, Heylighen, Rodgers, Neuckermans (2005), 'The 'Culture Medium' in Design Education' *Proceedings of Engineering and Product Design Education 05*

Nottingham University

- Crabtree, A. and Rodden, T. (2002) Ethnography and design? *The International Workshop on "Interpretive" Approaches to Information Systems and Computing Research*, pp. 70-74, London: Association of Information Systems.

- Hemmings, T. and Crabtree, A. (2002) *Ethnography for Design? Proceedings of the International Workshop on "Interpretive" Approaches to Information Systems and Computing Research*, pp. 122-124, London: Association of Information Systems.

INCITE/RCA (Surrey University, Royal College of Art and Goldsmiths College, London)

- Wakeford, N, (2003) "A social history of the mobile phone with a view to its future" (with Lochoe, H & Pearson, I) *British Telecom Technology Journal* 21 (3) Special Issue: Telecoms Unplugged. July 2003, 203-211
- Reed, A. (2002). City of details: interpreting the personality of London. *Journal of the Royal Anthropological Institute*, 8, 127-141
- Reed, A. (2002). Henry and I: an ethnographic account of men's fiction reading. *Ethnos*, 67, 181-200.
- Reed A (2005) 'My blog is me". *Texts and Persons in the UK: Online Journal Culture and Anthropology*

Xerox

- Graham Button, ed, (1993) *Technology in Working Order: Studies of Work, Interaction, and Technology*, London: Routledge, .
- Graham Button, ed (1991), *Ethnomethodology and the Human Sciences*, Cambridge: Cambridge University Press,
- Button, G. (2000): The Ethnographic Tradition in Design. *Design Studies* vol. 21, no. 4, pp. 319-332.
- Paul Dourish & Graham Button (1998). On "Technomethodology": Foundational Relationships between Ethnomethodology and System Design *Human-Computer Interaction* 13: 395-432.

Additional

- Lewis, S., Mateas, M., Palmiter, S., & Lynch, G. (1996) Ethnographic data for product development: A Collaborative Process. *ACM Interactions*, III.6, pp. 52-69, November, 1996.
- Murray, D. (1993), 'An Ethnographic Study of Graphic Designers', In: Michelis, G.De., Simone, C. and Schmidt, K., *Proceedings of the Third European Conference on Computer-Supported Cooperative Work* 13-17 September 1993, Milan, Italy
- Squires, Susan and Bryan Byrne, eds.(2002). *Creating breakthrough ideas: the collaboration of anthropologists and designers in the product development industry*. Westport: Bergin Garvey.

Other reference lists and interesting links

- <http://www.louiseferguson.com/resources/ethnography.htm>

- <http://courses.unt.edu/cwasson/uxreadings.htm>
- <http://www.qual.auckland.ac.nz/ethrefs.htm>
- <http://www.purselipsquarejaw.org/2003/06/on-design-ethnography-and.php>
- <http://www.rca.ac.uk/csdi/interiorinsights/docs/about.html>
- <http://weeklyincite.blogspot.com>

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(2) Notes

From: Milestone, Juris juris@temple.edu

I think it is important to distinguish between ethnographic research IN design and ethnographic research OF design. My work on urban design and architecture would have to be put in the latter category, while much applied work, for instance, is in the former (I'm sure many on this list can elaborate on this point). With this in mind, I can suggest a few resources I'm looking at now that may not be on everyone's list regarding ethnographic work ON design, or the design process in architecture in particular (both are on-line):

David Williamson Shaffer's papers: Portrait of the Oxford Design Studio: An Ethnography of Design Pedagogy; and Studio Mathematics: Design pedagogy as a model for mathematics learning-he is an education scholar using the architecture studio as a model for pedagogy in other disciplines

- <http://coweb.wcer.wisc.edu/cgi-bin/cv.cgi>

American Institute of Architecture Students (AIAS). Studio Culture Task Force has put out several "reports" suggesting changes for improving studio education in architecture.

- http://www.aiasnatl.org/resources/r_resources_studioculture.htm

Though I am currently writing my dissertation, and therefore haven't even attempted to publish it yet, I wanted to use this opportunity to mention it in the hope of connecting with others interested in this and similar work. To that end I am pasting a part of the executive summary of my dissertation proposal, originally written for HUD, which funded the fieldwork last year. And by the way, if anyone knows of an architecture, urban design, or other such university department that would consider hiring an anthropologist with the interests expressed in the summary, I'd much appreciate hearing about it! Thank you!

Juris Milestone

- Diss. Title: UNIVERSITY EXPERTISE AND COMMUNITY

DESIGN: AN ETHNOGRAPHIC STUDY OF AN URBAN DESIGN WORKSHOP
[Juris Milestone]

Excerpt from Executive Summary of Dissertation Proposal:

My dissertation research will utilize ethnographic methods to explore how design is constructed and deployed by urban design professionals in architecture, landscape architecture, geography and public art, through discourses of place-making, aesthetic judgment, and community. I will accomplish this through an ethnographic study of an Urban Design Workshop, comprised of practitioners who are also university professors in these respective disciplines. With this Workshop as their forum, these professors are teaching their students the professional skills and values of urban design, interdisciplinarity, and place-making. They are also teaching their students about community-client partnership through active collaboration with civic associations, churches, schools and businesses in a low-income neighborhood in Philadelphia, Pennsylvania. Their ultimate goal is to generate several final products in the form of building designs, master plans, art installations, and zoning-change proposals for the communities they engage. In doing so, these professionals construct and deploy notions of community and sense-of-place which are often full of assumptions about the particular places and groups toward which they turn their attention; and frequently this conflicts with social realities on the ground in these communities. Nevertheless, designers are typically able to accomplish much in the way of educating individuals and groups about design, to the extent that the designer becomes an authority on the possibilities, and advisability, of particular projects. Contrary to how they often think of their own work as simply designing or problem-solving, this often has the effect of demarcating the limits of change, and shaping the nature of proposals for the built environment in specific, controlled ways, which can be linked to the political and symbolic economies in which designers work. Of central concern to this project, therefore, is documenting how aesthetic judgment becomes a form of expertise and how this is formulated and deployed through the training, socialization, and professional activities of designers and artists as they help to realize the goals of neighborhood revitalization. In this context, "design" is viewed as a kind of subjectivity making activity, which looks to shape people, through desire, toward the roles that are appropriate in a consumer capitalist economy and its areas of concern. In the case of urban design for economically neglected urban areas, design thus works to change, using rhetorics of place and community, individual subjectivities, shaping them into proper forms for action in civil society, consumer markets, communities and governments.



(3) Notes

From: Fiona Jane Candy fjcandy@uclan.ac.uk

I would like to suggest IVSA to you if you don't already know of it - International Visual Sociology Association. Their journal is Visual Studies. People are undertaking visual ethnography here:

- <http://www.visualsociology.org/>
- <http://www.visualanthropology.net/>
- <http://www.socresonline.org.uk/home.html>
- <http://www.socresonline.org.uk/10/1/contents.html>

There is work of some 'visual ethnographers' here (including mine).

Interested to hear back if you get anything more explicit on 'ethnographic research in design' -

Best wishes

Fiona

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(4) Notes

From: Rosan Chow rosan_chow@arcor.de

thanks for the initiative. i look forward to the compilation. i am sure there is a wide range of practice using ethnography in design, but using ethnography as a user study method that leads to "user requirements", the major source as 'everyone' knows, is

- "Creating Breakthrough Ideas: The Collaboration of Anthropologists and Designers in Product Development Industry" S. Squires and B. Byrne 2002. Westport: Bergin & Garvey.

I find this book informative. Perhaps except from the piece of C. Wasson, it is descriptive rather than critical. And after reading the whole book, I have a feeling that what is being practiced and called 'ethnography' is not really worth the name.

'Design ethnography' (as it comes to be called), seems to have lost much of the essence of cultural anthropological inquiry, as I understand it.

For me, from a design perspective, this is very interesting. I wonder if observing users for design 'by nature' doesn't require 'thick description' and therefore doesn't require the expertise of professional ethnographers. Please don't take this as dismissive of anthropologists contribution to design. For me, this is a purely technical question.

Rosan

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(5) Notes

From: Thomas Hawk THawk@frostburg.edu

Bruce. Suggest you include the following:

- Spradley, J.P. 1979. The Ethnographic Interview. New York: Holt, Rinehart, and Winston.
- Garfinkel, H. 1967. Studies in Ethnomethodolgy. Englewood Cliffs, NJ: Prentice-Hall.
- Goffman, E. 1974. Frame Analysis: An Essay on the Organization of Experience. Cambridge, MA: Harvard University Press.
- Goffman, E. 1981. Forms of Talk. Philadelphia, PA: University of Pennsylvania Press.
- Mehan, H. and Wood, H. 1983. The Reality of Ethnomethodology. Malabar, FL: Robert E. Krieger Publishing.
- Clifford, J. and Marcus, G.E. (Eds.) 1986. Writing Culture: The Poetics and Politics of Ethnography. Berkeley, CA: University of California Press.

Tom Hawk

Management Department
Frostburg State University
301-687-4485.

(6) Notes

From: Marcus, Aaron Aaron.Marcus@AMandA.com

Dear Bruce Tharp:

Re your call for citations, perhaps some of these will be of interest/use:

- Marcus, A. (1992). *Graphic Design for Electronic Documents and User Interfaces*, Addison-Wesley, Reading.
- Marcus, A. (1993, April). "Human Communication Issues in Advanced UIs," *Communications of the ACM*, 36(4), 101 – 109.
- Marcus, A. (1993, October). *Designing for diversity*. Proceedings of the 37th Human Factors and Ergonomics Society (pp. 258 – 261). Seattle, WA.
- Marcus, A. (1995). Principles of effective visual communication for graphical user-interface design. In R. Baecker et al. (Eds.), *Readings in human – computer interaction* (2nd ed., pp. 425 – 441). Palo Alto, CA: Morgan Kaufman.
- Marcus, A. (1998). Metaphor design in user interfaces. *Journal of Computer Documentation*, 22, 43 – 57.
- Marcus, A., et al. (1999, June). Globalization of user-interface design for the Web. Proc., 5th Hum. Fact. and Web Conf. Gathersburg, MD.
- Marcus, A. (2000). "International and Intercultural User Interfaces." In Dr. C. Stephanidis (Ed.), *User Interfaces for All*. (pp. 47-63). Lawrence Erlbaum Associates, New York.
- Marcus, A., & Gould E. W. (2000). Crosscurrents: Cultural dimensions and global web user-interface design. *Interactions*, 7, 32 – 46.

- Marcus, A., (2001). "User-interface design for air-travel booking: A case study of Sabre." *Info. Design Jour.*, 10:2, 186-206. J. Benjamins Pub. Co., Amsterdam, The Netherlands.
- Marcus, Aaron. (2002) "Globalization, Localization, and Cross-Cultural Communication in User-Interface Design," in Jacko, J. and A. Spears, Chapter 23, *Handbook of Human-Computer Interaction*, Lawrence Erlbaum Publishers, New York, 2002, pp. 441-463.
- Marcus, Aaron. (2002). "The Cult of Cute," *Fast-Forward Column, Interactions*, ACM Publisher, www.acm.org, 9:6, November/December 2002, pp. 29-33.
- Marcus, Aaron. (2002). "Culture Class vs. Culture Clash." *Fast-Forward Column, Interactions*, ACM Publisher, www.acm.org, 9:3, May/June 2002, 31-36.
- Marcus, Aaron. (2002). "User-Interface Design and Culture Dimensions." *Internationalization Workshop. Proceedings. ACM SIGCHI CHI-2002*, Minneapolis, MN, 21-24 April 2002, not circulated.
- Marcus, A. [2003] ."12 myths of Mobile UI Design," *Software Development Magazine*, May 2003, pp. 38-40. See: <http://milife.howardesign.com/jeff/12myths.html>.
- Marcus, Aaron [2003]. "Are You Cultured?" *New Architect*, 8:3, 28-31.
- Marcus, Aaron (2004). "It's About Time." *Fast Forward Column, Interactions*, 11:6, November-December 2004, pp. 16-21.
- Marcus, A. (2005). "User-Interface Design and Culture." In Aykin, Nuray, ed., *Usability and Internationalization of Information Technology*, Chapter 3. New York: Lawrence Erlbaum Publishers, 51-78.
- Marcus, A., and Baumgartner, V-J. (2004). "Mapping User-Interface Design Components vs. Culture Dimensions in Corporate Websites," *Visible Language*, MIT Press, 38:1, 1-65, 2004.
- Marcus, A., and Baumgartner, V-J. (2004). "A Practical Set of Culture Dimension for Evaluating User-Interface Designs" in *Proc, Sixth Asia-Pacific Conference on Computer-Human Interaction (APCHI 2004)*,

Royal Lakeside Novotel Hotel, Rotorua, New Zealand, 30 June-2 July 2004, 252-261.

- Marcus, A., and Baumgartner, V-J. (2005). "A Practical Set of Culture Dimensions for Global User-Interface Development." In Masood Masoodian, Steve Jones, Bill Rogers , Ed., Proc. of Computer Human Interaction: 6th Asia Pacific Conference, APCHI 2004, Rotorua, New Zealand, 29 June 29-2 July 2004, Volume 3101 / 2004 , p. 252-261. Berlin: Springer-Verlag GmbH, ISSN: 0302-9743, ISBN: 3-540-22312-6, Online at <http://www.springerlink.com/app/home/contribution.asp?wasp=99eqac4jwr2ruwbc33&referrer=parent&backto=issue,26,79;journal,309,1949;linkingpublicationresults,1:105633,1> (06 Mar 2005).

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(7) Notes

From: Carlos Bahiana cbahiana@oi.com.br

Dear bruce,

There goes what I've been reading so far. I've excluded bibliography on semiotics, pure usability and e-government, other subjects I have to deal with.

It is divided in categories. Some of the publications are probably found only in Portuguese language. Others I've substituted the Brazilian edition by the international or original edition:

Anthropology

- DAMATTA, Roberto. O que faz o brasil, Brasil?. Rocco. Rio de Janeiro, 1984
- HALL, Edward. Beyond Culture, New York: Anchor Books, 1981.
- GEERTZ, Clifford. The Interpretation of Cultures. New York: Harper Collins, 1973.
- HALL, Stuart e Du Gay, Paul. Questions of Cultural Identity. Sage: London, 1998.
- KUPER, Adam. Colônias, metrópoles: um antropólogo e sua antropologia. Mana. [online]. Apr. 2000, vol.6, no.1 [cited 14 August 2005], p.157-173. Available from World Wide Web:

http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0104-93132000000100006&lng=en&nrm=iso . ISSN 0104-9313.

- KUPER, Adam. Culture: The Anthropologists' Account . Cambridge, Mass. And London: Harvard University Press, 1999
- VELHO, Gilberto (org.) Antropologia Urbana, Rio de Janeiro.
- VELHO, Gilberto Individualismo e Cultura. Jorge Zahar Ed. Rio de Janeiro, 1981.

Usability and Anthropology

- BADRE, Albert N; LASKOWSKI. The Cultural Context of Web Genres: Content vs. Style.
<http://www.cc.gatech.edu/gvu/people/albert.badre/abstracts.html#genres> . 2001.
- BARBER; BADRE Albert N. Culturability: The Merging of Culture and Usability. Proceedings 4th conference on Human Factors and the web. Basking Ridge, NJ USA.
<http://www.cc.gatech.edu/gvu/people/albert.badre/abstracts.html>. 1998.
- BOURGES-WALDEGG, P. SCRIVENER, S.A. Meaning, the central issue in cross-cultural HCI Design, Interacting with Computers, Special Issue: Shared values and Shared Interfaces, 9, 3, 1998.
- EVERS V. (2000) Cross cultural understanding of graphical elements on the DirectED website. In Smith, A. (Ed) Proceedings of Annual Workshop on Cultural Issues on HCI. 5 December 2001, Putteridge Bury, University of Luton.
- EVERS, V. (2002) Cross-Cultural Applicability of User Evaluation Methods: A Case Study amongst Japanese, North American, English and Dutch Users. Proceedings CHI 2002, Minneapolis, April 15-20.
- LIGHT, Ann. Culture and Usability Feature: Culture as a Design Heuristic.
<http://www.usabilitynews.com/news/article1183.asp>
- MARCUS, Aaron in JACKO, Julie A.; SEARS, Andrew. The Human-Computer Interaction Handbook: Fundamentals, Evolving Technologies and Emerging Applications. Lawrence Erlbaum Assoc. 2002.

- MARCUS, Aaron; GOULD, Emilie W. in: 6th Conference on Human Factors and the Web. 2000, Austin, Texas. Cultural Dimensions and Global Web User-Interface Design: What? So What? Now What?
- VAN DAM, N., Evers, V., Arts, F. Cultural user experience issues in e-government: Designing for a multi-cultural society. Accepted for publication in Computer Science Lecture Notes 2003/2004.

Proposals of operationalization of culture

- HOFSTEDE, Geert. HOFSTEDE, Gert Jan. Cultures and Organizations: Software of the Mind., New York: McGraw-Hill U.S.A., 2004.
- TROMPENAARS, Fons. Riding the Waves of Culture: Understanding Diversity in Global Business. The Economist Books. London. 1993.

Others

- BOUDON, Raymond (org.). Tratado de Sociologia. Jorge Zahar Ed. Rio de Janeiro. 1995.
- CASTELLS, Manuel. The Internet Galaxy. Reflections on the Internet, Business, and Society. Oxford: Oxford University Press, 2001.
- JOHNSON, Steve. Interface Culture: How New Technology Transforms the Way We Create and Communicate. San Francisco: HarperEdge, 1997.
- LEFFA, Vilson J. Globalização e Formação Das Comunidades Digitais. <http://www.leffa.pro.br/global.htm> . UCPel - Universidade Católica de Pelotas.
- SAHLINS, Marshall. Culture and Practical Reason . Chicago: The University of Chicago Press, 1976.
- SORJ, Bernardo. Brasil@povo.com Jorge Zahar Ed. Rio de Janeiro. 2003

Regards,
Carlos Bahiana

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(8) Notes

From: Rebecca Portnoy rrp9@u.washington.edu

Hi Bruce,

I would definitely include in your list Tom Lee's book-Using Qualitative Methods in Organizational Research.

- Lee, Thomas W., Using Qualitative Methods in Organizational Research. Sage, 1998.

I would also like to request a copy of the completed list.

Thanks,
Rebecca Portnoy

Rebecca Portnoy
University of Washington Business School
Department of Management and Organization
Mackenzie Hall, Box 353200
Seattle, WA 98195
Phone: 206-616-2115
Fax: 206-685-9392

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(9) Notes

From: Robert DeFillippi rdefilli@hotmail.com

Hello Professor,

I read your call for ethnographic research curriculum materials and I would like to participate in your sharing of what you learn from others. I am working with a group at my university in the early stages of planning to offer a design management concentration in our Executive MBA program. We ourselves are looking for curriculum models to emulate. I will be happy to share any relevant syllabi we discover during our process of best practices search and I would like to be included in any discussion or sharing of your findings when they become available.

Thank you,

Robert DeFillippi (email: rdefilli@suffolk.edu)
Professor of Management and Director,
Center for Innovation and Change Leadership (url: ciclsuffolk.org)
Suffolk Business School
Suffolk University
Boston MA

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(10) Notes

From: Marylouise Caldwell M.Caldwell@econ.usyd.edu.au

Dear Bruce,

A few suggested readings:

- Arnould, Eric J. and Linda L. Price (1993), "River Magic: Extraordinary Experience and the Extended Service Encounter," *Journal of Consumer Research*, June, 20, 1, 24-45.
- Denzin, N. & Lincoln, Y. (2000). "An Introduction: The Discipline and Practice of Qualitative Research," In Denzin & Lincoln (Eds), *Handbook of Qualitative Research*. Thousand Islands, CA: Sage.
- Dubois, Anna and Lars-Erik Gadde (2002), "Systematic Combining: An Abductive Approach to Case Research," *Journal of Business Research*, 55, 7, 553-560.
- Kozinets, Robert (2002), "The field behind the screen: Using netnography for marketing research in online communities *Journal of Marketing Research*.FebVol.39, 61.
- Langley, Anne (1999), "Strategies for Theorizing from Process Data," *Academy of Management Review*, 24, 4, 691-710.
- Ragin, Charles C. (1987), *The Comparative Method*, University of California Press.
- Schouten, J. W. & McAlexander, J. (1995), "Subcultures of Consumption: An Ethnography of New Bikers," *Journal of Consumer Research*, 22 (June), 43-61.
- Schank, Roger C. (1998), *Tell Me a Story: Narrative and Intelligence*, North Western University Press.
- Thompson, Craig J., William B. Locander, Howard R. Pollio (1989), "Putting Consumer Experience Back into Consumer Research: The Philosophy and Method of Existential Phenomenology," *Journal of Consumer Research*, September 16, 133-146.

Best Wishes

Marylouise Caldwell

Senior Lecturer

Discipline of Marketing

Faculty of Business and Economics
H69, Corner Coddington and Rose Sts;
University of Sydney
Darlington 2006
Australia

(11) Notes

From: Arch Woodside woodsar@bc.edu

Ken,

Please see the attachment.

- Woodside, Arch G., "Theory of rejecting superior, new technologies." *Journal of Business and Industrial Marketing*, Vol. 11, No. 3/4. 1996, pp. 25-43.
- Woodside, Arch, Samir Gupta, and Jack Cadeaux. "Diffusion process models and strategic performance theory for new B2B electronic ventures." *Journal of Business and Industrial Marketing*, Vol. 19, No. 1. 2004, pp. 23-38.
- Liukko, Timo, Risto Vuori, and Arch G. Woodside, "Testing Manufacturers' Acceptance of Competing Subcontractor Price-Quality-Service Designs." *Industrial Marketing Management*, Vol. 26. 1997, 315-329.

Arch

Arch Woodside, Professor of Marketing
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arch.woodside.1@bc.edu

(12) Notes

From: Matthew Gorton Matthew.Gorton@newcastle.ac.uk

Dear Bruce,

I teach a second year undergraduate course in research methods for business and marketing. In terms of coverage of ethnographical design I use:

- Bryman, A. and Bell, E. (2003), Business Research Methods, Oxford: Oxford University Press, Chapter 14.

Good overview for students coming from a business background.

As practical examples I use:

- Pettigrew, S. (2002), 'A grounded theory of beer consumption in Australia', Qualitative Market Research: An International Journal, Vol.5, No.2, pp. 112-122

Plus a resource suggested on ELMAR concerning how multinationals attempt to market 'cool':

- <http://www.pbs.org/wgbh/pages/frontline/shows/cool/>.

I hope this helps and I would be interested in receiving your compilation.

Best wishes,
Matthew

Matthew Gorton,
Lecturer,
School of Agriculture, Food and Rural Development,
University of Newcastle,
Newcastle upon Tyne,
NE1 7RU,
United Kingdom.

Telephone: +44 (0)191 222 6927

Fax: +44 (0)191 222 6720

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(13) Notes

From: Eric J. Arnould eja1@email.arizona.edu

- Susan Squires and Bryan Byrne, eds. (2002) Creating Breakthrough Ideas: The Collaboration of Anthropologists and Designers in the Product Development Industry, Westport, CT: Bergin & Garvey.

Eric J. Arnould
PetSmart Distinguished Professor
Retailing and Consumer Sciences
FCSC 106A
PO Box 210033
1110 E. South Campus Drive
University of Arizona
Tucson, AZ 85721-0033
520 626 9670
ēja1@email.arizona.edu

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(14) Notes

From: "khchanjeffrey" (sent by Nabble.com) lists@NABBLE.COM

Bruce,

Here are a few on my table at the moment:

- Creating Breakthrough Ideas The collaboration of anthropologists and designers in the product development industry edited by Susan Squires and Bryan Byrne (2002). Connecticut: Bergin & Garvey
- Sparking Innovation through Emphathic Design by Dorothy Leonard and Jeffrey F. Rayport Harvard Business Review, Nov-Dec 1997
- Turn Customer Input into Innovation by Anthony W. Ulwick Harvard Business Review, Jan 2002
- Get Inside the Lives of Your Customers by Patricia B. Seybold Harvard Business Review, May 2001

Jeffrey

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(15) Notes

From: Anja M Maier am521@hermes.cam.ac.uk

Please find attached some references to ethnography and ethnographic studies in engineering design.

- M.K. Stacey & C.M. Eckert. An Ethnographic Methodology for Design Process Analysis. In /Proceedings of the 12th International Conference on

- Engineering Design/Munich: Technical University of Munich, 1999, volume 3, pp. 1565-1570.
- Agar, M. H. (1996), *The professional stranger : an informal introduction to ethnography*, 2nd, San Diego ; London: Academic Press.
 - Atkinson, H. (1983), 'Ethnography: Principles in Practice'. In: Hammersley & Atkinson (eds) (1983). *Ethnography: Principles in Practice*, Tavistock Publications.
 - Hammersley (1998). *Reading Ethnographic Research: A Critical Guide*, Second Edition. Longman.
 - Ball, L. J., Thomas C Ormerod (2000), 'Applying ethnography in the analysis and support of expertise in engineering design.' *Design Studies*, 21: 403-421.
 - Baird, F., Moore, C. J. and Jagodzinski, A. P. (2000), 'An ethnographic study of engineering design teams at Rolls-Royce Aerospace', *Design Studies*, 21 (4): 333-355.
 - Button, G. (2000), 'The ethnographic tradition and design', *Design Studies*, 21 (4): 319-332.

I am curious to see the result of your compilation. Thank you for putting it together.

With best regards,
Anja.

Anja M Maier
Research Student
University of Cambridge
Engineering Design Centre

Tel. home: 01223 503297
Tel. work: 01223 332828
Mobile: 07986 564464
<http://www-edc.eng.cam.ac.uk/people/am521.html>

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(16) NOTES

From: Lubomir S. Popov lspopov@bgnet.bgsu.edu

Hi Bruce,

This is a list of books or books in which there is a chapter by Amos Rapoport.

Best,

Lubomir

- TITLE Architectural anthropology / edited by Mari-Jose Amerlinck.
IMPRINT Westport, Conn. : Bergin & Garvey, 2001.
AUTHOR Rapoport, Amos.
- TITLE Australia as human setting; edited by Amos Rapoport.
IMPRINT Sydney, Angus and Robertson, Education, 1972.
- TITLE The home : words, interpretations, meanings and
environments / edited, with an introduction and afterword,
by David N. Benjamin assisted by David Stea; with a foreword
by David Saile ; contributors Eje Ar{226}en...[et al.]
IMPRINT Aldershot ; Brookfield, Vt. : Avebury, 1995.
AUTHOR Rapoport, Amos.
- TITLE Cross-cultural studies and urban form / Amos Rapoport.
IMPRINT College Park, Md. : Urban Studies Program, University of
Maryland, [1993]
- TITLE Culture-meaning-architecture : critical reflections on the
work of Amos Rapoport / edited by Keith Diaz Moore.
IMPRINT Aldershot ; Burlington, Vt. : Ashgate, c2000.
- TITLE Environment and culture / edited by Irwin Altman, Amos
Rapoport and Joachim F. Wohlwill.
IMPRINT New York : Plenum Press, c1980.
- TITLE History and precedent in environmental design / Amos Rapoport.
IMPRINT New York : Plenum Press, c1990.
- TITLE House form and culture.
IMPRINT Englewood Cliffs, N.J., Prentice-Hall [1969]
AUTHOR Rapoport, Amos.
- TITLE Human aspects of urban form : towards a man-environment
approach to urban form and design / Amos Rapoport.
IMPRINT Oxford ; New York : Pergamon Press, 1977.
AUTHOR Rapoport, Amos.

- TITLE The meaning of the built environment : a nonverbal communication approach / Amos Rapoport.
 IMPRINT Beverly Hills : Sage Publications, c1982.
 AUTHOR Rapoport, Amos.
- TITLE The meaning of the built environment : a nonverbal communication approach / Amos Rapoport ; with a new epilogue by the author.
 IMPRINT Tucson : University of Arizona Press, c1990.
 AUTHOR Rapoport, Amos.
- TITLE The Mutual interaction of people and their built environment : a cross-cultural perspective / editor, Amos Rapoport.
 IMPRINT The Hague : Mouton ; Chicago : distributed in the USA and Canada by Aldine, c1976.
- TITLE Classic readings in architecture / Jay M. Stein, Kent F. Spreckelmeyer [editors]
 IMPRINT Boston : WCB/McGraw-Hill, c1999.
- TITLE Arts of Africa, Oceania, and the Americas : selected readings / edited with critical introductory essays by Janet Catherine Berlo, Lee Anne Wilson.
 IMPRINT Englewood Cliffs, N.J. : Prentice Hall, c1993.
- TITLE Theoretical perspectives in environment-behavior research: underlying assumptions, research problems, and methodologies / edited by Seymour Wapner ... [et al.]
 IMPRINT New York : Kluwer Academic/Plenum Publishers, c2000.
- TITLE Tradition, location and community : place-making and development / edited by Adenrele Awotona, Necdet Teymur.
 IMPRINT Aldershot, Hants, England ; Brookfield, Vt., USA : Avebury, c1997.
- TITLE Companion encyclopedia of anthropology/ edited by Tim Ingold.
 IMPRINT London ; New York : Routledge, 1994.
- TITLE Handbook of Japan-United States environment-behavior research : toward a transactional approach / edited by Seymour Wapner ... [et al.]
 IMPRINT New York : Plenum Press, c1997.
- TITLE The writings of Amos Rapoport, 1964-2000.
 IMPRINT Milwaukee, WI : Center for Architecture and Urban Planning

AUTHOR Research, University of Wisconsin-Milwaukee, cc1999.
Rapoport, Amos.

- Culture, Architecture, and Design (Paperback) by Amos Rapoport
"Research on EBR and this approach are generally the subject matter of the field of environment-behavior studies (EBS), and I will be dealing with the..." (more) Paperback: 138 pages Publisher: Locke Science Publishing Co., Inc. (March, 2005) ISBN: 0974673609

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(17) Notes

From: "Sperschneider Werner" WSperschneider@Danfoss.com

Hej Bruce

Please take my paper below into your list.

- Sperschneider, W. and Bagger, K. (2000) Ethnographic fieldwork under Industrial Constraints: Towards Design-in-Context. NordiCHI 2000 Proceedings, STIMDI, Stockholm.

Med venlig hilsen / Best regards

Werner Sperschneider
Design Anthropologist (PhD)
User Centred Design, Danfoss A/S

Mads Clausen Institute for Product Innovation
Grundtvigs Allé 150
DK- 6400 Sønderborg

Phone: (+45) 65 50 1669
e-mail: wsperschneider@danfoss.com
<http://www.ucd.danfoss.com>

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(18) Notes

From: Jeff Axup axup@userdesign.com

Hi Bruce,

Most of my research draws on ethnographic methods and is for the purpose of design. A reference list is here:

- <http://www.mobilecommunitydesign.com/archives/000145.php>

I could simply do a keyword search for "ethnography" in my Endnote database and give you results if that's what you're interested in?

The difficulty with this kind of listing is how rapidly it becomes out of date. It might be appropriate to have an online resource that searches some of the online repositories such as the ACM or Springer for keywords in their papers relating to ethnography?

Cheers,
Jeff

Jeff Axup
Ph.D. Student - University of Queensland, Brisbane, Australia

Research: Mobile Group Research Methods, Social Networks, Group Usability
Contact: axup@userdesign.com
Blog: <http://mobilecommunitydesign.com>
Research: <http://www.itee.uq.edu.au/~backpack>
Academic: <http://www.infenv.itee.uq.edu.au>

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(19) Notes

From: Jeff Axup axup@userdesign.com

Bruce,
I've attached a file with 30 of so refs with keywords matching ethnographic. There's probably a lot of other ones but I don't want to spend the time to manually review the larger set at the moment.
Cheers,
Jeff

- Axup, J., Bidwell, N. J., & Viller, S. (2004). Representation of self reported information usage during mobile field studies: Pilots & Orienteers 2. OzCHI 2004: Supporting Community Interaction: Possibilities and Challenges, Wollongong Australia.
- Bannon, L., Bowers, J., Carstensen, P., Hughes, J. A., Kutti, K., Pycoc, J., et al. (1993). Informing CSCW System Requirements. Lancaster, UK: Lancaster University.
- Berg, S., Taylor, A. S., & Harper, R. (2003, April 5-10). Mobile Phones for the Next Generation: Device Designs for Teenagers. CHI 2003, Ft. Lauderdale, Florida, USA.

- Blythe, M., & Monk, A. (2002). Notes Towards an Ethnography of Domestic Technology. In DIS2002. London, England.
- Brown, B., & Perry, M. (2002). Of maps and guidebooks: designing geographical technologies. In DIS2002 (pp. 246-254): ACM PRESS.
- Button, G., & Dourish, P. (1996, April 13-18). Technomethodology: Paradoxes and Possibilities. CHI'96, Vancouver, Canada.
- Cheverst, K., Fitton, D., Rouncefield, M., & Graham, C. (2004). 'Smart Mobs' and Technology Probes: Evaluating Texting at Work. In ECITE 2004.
- Colbert, M. (2002). A Diary Study of Rendezvousing: Group Size, Time Pressure and Connectivity. Mobile HCI.
- Fish, R. S., Kraut, R. E., Root, R. W., & Rice, R. E. (1993). Video as a technology for informal communication. In Communications of the ACM (Vol. Volume 36 Issue 1).
- HOLLAN, J., HUTCHINS, E., & KIRSH, D. (2000). Distributed Cognition: Toward a New Foundation for Human-Computer Interaction Research. In ACM Transactions on Computer-Human Interaction (Vol. 7, pp. 174-196): ACM.
- Hughes, J., King, V., Rodden, T., & Andersen, H. (1994). Moving out from the control room: ethnography in system design. In Proceedings of the 1994 ACM conference on Computer supported cooperative work (pp. 429 - 439). New York, NY, USA: ACM Press.
- Hughes, J. A., O'Brien, J., Rodden, T., & Rouncefield, M. (1997). Designing with ethnography: A presentation framework for design. Designing Interactive Systems—DIS, Amsterdam, Netherlands.
- Hughes, J., O'Brien, J., Rodden, T., Rouncefield, M., & Viller, S. (2000). Patterns of home life: informing design for domestic environments. *Personal Technologies*, 4(1), 25-38.
- Hutchinson, H., Mackay, W., Westerlund, B., Bederson, B. B., Druin, A., Plaisant, C., et al. (2003). Technology Probes: Inspiring Design for and with Families. In CHI 2003 (April 5-10, ed., Vol. 5, Issue 1). Ft. Lauderdale, Florida: ACM.
- Ito, M., & Okabe, D. (2005). Technosocial Situations: Emergent Structurings of Mobile Email Use. In D. O. a. M. M. Mizuko Ito (Ed.), *Personal, Portable, Pedestrian Mobile Phones in Japanese Life*.

- Laurier, E., Whyte, A., & Buckner, K. (2001). An ethnography of a neighbourhood café: informality, table arrangements and background noise. *Journal of Mundane Behavior*.
- Leinbach, C. (2002). Managing for Breakthroughs: A View from Industrial Design. In S. Squires, Byrne, B. (Ed.), *Creating Breakthrough Ideas: The Collaboration of Anthropologists and Designers in the Product Development Process* (pp. 3-16). Westport, CT: Development Industry, Greenwood Publishing.
- Martin, D., Rouncefield, M., & Sommerville, I. (2002, April 20-25). Applying patterns of cooperative interaction to work redesign: e government and planning. CHI.
- Millen, D. R. (2000). *Rapid Ethnography: Time Deepening Strategies for HCI Field Research*. DIS, Brooklyn, New York.
- O'Hara, K., Perry, M., Sellen, A., & Brown, B. (2002). Exploring the relationship between mobile phone and document activity during business travel. In *Wireless world: social and interactional aspects of the mobile age* (pp. 180-194): Springer-Verlag New York, Inc.
- Plowman, L., Rogers, Y., & Ramage, M. (1995). *What Are Workplace Studies For?* Stockholm, Sweden.
- Ruhleder, K., & Jordan, B. (1997, 31 May- 3rd June). Capturing Complex, Distributed Activities: Video-Based Interaction Analysis as a Component of Workplace Ethnography. Proceedings of the IFIP TC8 WG 8.2 - International Conference on Information Systems and Qualitative Research, Philadelphia, USA.
- Shapiro, D. (1994). *The Limits of Ethnography: Combining Social Sciences for CSCW*. CSCW.
- Silverstone, R., & Sujon, Z. (2004). URBAN TAPESTRIES Experimental Ethnography, Urban Space and Communication Technologies. In.
- Tamminen, S., Oulasvirta, A., Toiskallio, K., & Kankainen, A. (2004). Understanding mobile contexts. *Personal Ubiquitous Comput.*, 8(2), 135-143.
- Taylor, A. S., & Harper, R. (2001). Talking 'Activity': Young People & Mobile Phones.

- Taylor, A. S., & Harper, R. (2002). Age-old Practice in the 'New World': A study of gift-giving between teenage mobile phone users. In CHI 2002 (April 20-25, 2002 ed.). Minneapolis, Minnesota, USA: ACM.
- (2004). Using Ethnography or Technology Probe: Understanding Children's future use of Roadside Interaction. Retrieved July 2004, from <http://www.interactiveinstitute.se/mobility/Files/roadchild2.pdf>
- Weilenmann, A. (2001). Negotiating Use: Making Sense of Mobile Technology. *Personal and Ubiquitous Computing*(5), 137-145.
- Weilenmann, A. (2003). Doing mobility. Doctoral Thesis, Göteborg.

Jeff Axup

Ph.D. Student - University of Queensland, Brisbane, Australia

Research: Mobile Group Research Methods, Social Networks, Group Usability

Contact: axup@userdesign.com

Blog: <http://mobilecommunitydesign.com>

Research: <http://www.itee.uq.edu.au/~backpack>

Academic: <http://www.infenv.itee.uq.edu.au>

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(20) Notes

From: Michael Beverland mbb@unimelb.edu.au

Hi Bruce

Good luck with the compilation. I'd like a copy when you're done. I've attached a paper of mine that might be relevant

Regards

Mike

- Beverland, Michael B. "Managing the Design Innovation—Brand Marketing Interface: Resolving the Tension between Artistic Creation and Commercial Imperatives." *Journal of Product Innovation Management* 2005; 22: 193-207.

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(21) Notes

From: Hank Sims Hank_Sims@rhsmith.umd.edu

Ken

I am sending this directly to your since the list typically does not take attachments.

the attached article is one that I did recently with coauthors Yun and Faraj using focused ethnography as the method. The method section of the paper does provide a description and some references about this method. I thought you might find this useful.

- Yun, Seokhwa, Henry P. Sims, Jr., Samer Faraj, and Yan Xiao. 2002. "Team Leadership and Coordination in Trauma Resuscitation." *Team-Based Organizing*, Volume 9, pages 183-208.

I would like to receive your final list of references, etc.

thanks
Hank Sims

Henry P Sims, Jr
Professor of Management & Organization
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[exerpt]

RESEARCH METHOD

We utilized a qualitative method in our research. Qualitative methods are particularly useful when describing a phenomenon from the emic perspective, that is, the perspective of the problem from the "native's point of view" (Vidich& Lyman, 1994). Qualitative research is usually conducted to explore phenomena about which relatively little is known. A qualitative method should be used in the situation "when little is known about a phenomenon . . . or when the research question pertains to understanding and describing a particular phenomenon or event about which little is known (Morse & Field, 1995, p. 10)." This study examined leadership phenomena in a trauma resuscitation team, which has received little prior research attention. Therefore, we employed a qualitative method, specifically focused ethnography, in order to: (1) explore the richness of the context; (2) understand the leadership phenomenon during trauma resuscitation; and (3) develop propositions that can be tested through a quantitative study in the future.

Focused Ethnography

Historically, ethnography evolved from cultural anthropology. A researcher conducts ethnography to "understand the cultural perspective of the group [the emic perspective] (Morse & Field, 1995, p. 154)." Ethnography allows the

researcher to view and understand phenomena in the context in which they occur and to develop a theory that explains the context and may be applicable to another setting. Fieldwork is essential and involves working with people for long periods of time in a naturalistic setting.

Recently, Boyle (1994) classified ethnography into four different categories such as classical/holistic ethnography, particularistic and focused ethnography, cross-sectional ethnography, and ethnohistorical ethnography. In the organizational literature, many studies have used focused ethnography, in that the researchers carefully selected topics before the qualitative data collection commences, and they generally limit observation to the selected topic. For instance, Ancona and Caldwell (1992) limited their qualitative investigation on the external activities of new-product teams. Manz and Sims (1987) focused on the roles, responsibilities, and performance of mature self-managing teams and the team leadership. We used focused ethnography in order to develop insight regarding team leadership in trauma setting.

- Ancona, D. G., & Caldwell, D. F. (1992). Bridging the boundary: External process and performance in organizational teams. *Administrative Science Quarterly*, 37, 527-548.
- Boyle, J. (1994). Style of ethnography. In: J. M. Morse (Ed.), *Critical Issues in Qualitative Research Methods* (pp. 159-185). Thousand Oaks: Sage.
- Manz, C. C., & Sims, H. P., Jr. (1987). Leading workers to lead themselves: The external leadership of self-managing work teams. *Administrative Science Quarterly*, 32, 106-128.
- Morse, J. M. (1994). Emerging from the data: The cognitive processes of analysis in qualitative inquiry. In: J. M. Morse (Ed.), *Critical Issues in Qualitative Research Methods* (pp. 159-185). Thousand Oaks: Sage.
- Vidich, A. J., & Lyman, S. M. (1994). Qualitative methods: Their history in sociology and anthropology. In: N. K. Denzin & Y. S. Lincoln (Eds), *Handbook of Qualitative Research* (pp. 23-59). Thousand Oaks, CA: Sage.

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(22) Notes

From Liz Sanders liz@maketools.com

Hi Bruce,

Here are my contributions to the request for papers on Ethnographic Research in Design. I am only sending papers that I have written recently. They are not currently online so I am sending attachments.

Here are the references:

- Sanders, E.B.-N., (2004) Ethnography and the Empowerment of Everyday People. A white paper written for Microsoft Corporation.
- [DOWNLOAD PDF]
- Sanders, E.B.-N., (2005) Information, Inspiration and Co-creation.
- Proceedings of the 6th International Conference of the European Academy of Design, University of the Arts, Bremen, Germany.
- [DOWNLOAD PDF]
- Sanders, E.B.-N. (2006) Scaffolds for Building Everyday Creativity.
- In Frascara, J. (Ed.), Designing Effective Communications: Creating Contexts for Clarity and Meaning, Allworth Press, New York. In press.
- [DOWNLOAD PDF]
- Sleswijk Visser, F., Stappers, P.J., van der Lugt, R., and Sanders, E.B.N. (2005) Contextmapping: Experiences from Practice. CoDesign, 1(2).
- [DOWNLOAD PDF]

Only the first one is strictly about ethnography. The others describe generative design research that is informed and inspired both by anthropology and psychology. So if you decide they are not relevant for this bibliography, that is fine.

Thanks for taking on this responsibility.
Liz

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(23) Notes

From: Luis Arnal luisarnal@yahoo.com

Here is a couple books somewhat hard to find but useful for your list:

- Zeisel, John, Inquiry by Design: Tools for Environment-Behavior Research, Cambridge University Press, New York, NY, 1995
- Schuler, Douglas and Aki Namioka, Participatory Design: Principles and Practices, Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers, 1993

I hope these are useful. Looking forward to seeing the compiled list.

Luis

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(24) Notes

From: Vincent Georgie vincent.georgie@hec.ca

Greetings Bruce,

Here are a few papers that I think you will find of note, regarding ethnography and design:

- Gould, Steven (1995) "Researcher Introspection as a Method in Consumer Research: Applications, Issues and Implications," *Journal of Consumer Research*, 21 (March) 719-722.
- Kozinets, Robert (2002), "The Field Behind the Screen: Using Net nography for Marketing Research in On-Line Communities," *Journal of Marketing Research*, 39 (February) 61-73
- Van Maanen, John (1988), *Tales of the Field: On Writing Ethnography*, Chicago: University of Chicago Press.
- Wallendorf, Melanie and Merrie Brucks (1993), "Introspection in Consumer Research: Implementation and Implications" *Journal of Consumer Research*, 20 (December) 339-359.

I'd love to receive a compilation of the work!

Best wishes,

Vincent

Vincent E. Georgie, BA, MBA
Candidat au PhD en Administration (Marketing)
Assistant à la Chaire de gestion des arts Carmelle et Rémi-Marcoux
Chargé de cours en Recherche Commerciale
Chargé de cours en Analyse de Marchés
Représentant des PhD à l'AGEMSPHD
HEC Montréal
Bureau: 4.361 (Pavillon Principal)
courriel: vincent.georgie@hec.ca

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(25) Notes

From: Richard Linington richard@experienceresearch.com

Hello Bruce,

Following your request on the AnthroDesign list please find a link to an article I have written on ethnography for designers working in the digital space. It's a little dated as it was written in 2000/2001.

- <http://www.experienceresearch.com/publications/EthnographyandDesign.pdf>

Kind regards,
Richard

Richard Linington | Anthropologist
people-centred research
Phone: +44 (0)7866 742628
www.experienceresearch.com

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(26) Notes

From: Crysta Metcalf Crysta.Metcalf@motorola.com

Hi Bruce,

I did not know you were looking for unpublished papers as well. I am attaching an unpublished paper we wrote a number of years ago, it can be found at

- <http://internet2.motlabs.com/user/papers/epatrick-crystam-vmc2001.pdf>

We also have a paper submitted to CHI 2006 entitled "Personal vs. commercial content: The similarities between consumer use of photos and music" but I cannot send a copy of that at this time.

Thank you for doing this, I look forward to seeing your compilation.

Sincerely,

Crysta

Crysta J. Metcalf, Ph.D.
Senior Staff Research Scientist/Anthropologist

Motorola Labs
1301 E. Algonquin Rd., Schaumburg, IL 60196
(847) 435-5638

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(27) Notes

From: François-X. N.I. NSENGA fxnsenga@cegep-st-laurent.qc.ca

Hello, Bruce!

Would these posts referred to below, in my response to Stephen's request, contain material that may be of interest for your compilation? Please check and if further explanation is needed, do not hesitate to contact me.

- <http://www.jiscmail.ac.uk/cgi-bin/webadmin?A2=ind04&L=phd-design&T=0&O=A&X=2E001838631C69576B&Y=bmtharp%40uchicago.edu&P=102129>
- <http://www.jiscmail.ac.uk/cgi-bin/webadmin?A2=ind04&L=phd-design&T=0&O=A&X=2E001838631C69576B&Y=bmtharp%40uchicago.edu&P=205153>
- <http://www.jiscmail.ac.uk/cgi-bin/webadmin?A2=ind03&L=phd-design&T=0&O=A&X=52087D454BFB63AE5E&Y=bmtharp%40uchicago.edu&P=96782>

François-X. N.I. NSENGA
Independent Researcher
In Industrial Design and Sociology

Box 643 Snowdon
Montreal, Quebec
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Phone & Fax: 514 737-8300

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(28) Notes

From: Regula Iselin iselin.bab@bluewin.ch

Hi Bruce

below some indications to my work, thanks for being interested and best regards
R.

- Iselin, Regula: Archäologie von Design und Ethnologie: die Rezeptionsgeschichte aussereuropäischer Kulturgüter (PhD thesis University Zurich, work in progress, will be completed in february 2006)
- Iselin, Regula: "Zur Archäologie von Design und Ethnologie." In: Tsantsa: Zeitschrift der Schweizerischen Ethnologischen Gesellschaft, Bern, Nr. 4, 1999, S. 189-193.
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(28) Notes

From: Mohammadali Zolfagharian ZolfaghM@unt.edu

Dear Bruce,

Here is what I have on design. It's attached.

- Simo

Simo
Mohammadali Zolfagharian
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Ethnographic Perspectives on Design

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Websites of Relevance to Design Anthropology

- Lucy Suchman's Home Page. <http://www.comp.lancs.ac.uk/sociology/staff/suchman/suchman.htm>
- Bonnie Nardi's Home Page. <http://www.darrouzet-nardi.net/bonnie/>
- Brigitte Jordan's Home Page. <http://www.lifescapes.org/>
- Marietta L. Baba's Home Page. <http://www.msu.edu/~mbaba/>
- Practical Gatherings, providing services and support for the growing profession of workplace anthropology. <http://www.practicalgatherings.com/>
- The Silicon Valley Cultures Project Website. <http://www.sjsu.edu/depts/anthropology/svcp/>
- Work, Interaction and Technology Research Group, The Management Centre, King's College London. <http://www.kcl.ac.uk/management/witrg/over.html>
- World's First Human Computer Interaction Rap. http://www.ok-cancel.com/archives/features/2004/02/worlds_first_hci_rap_we_got_it.html
- [Christina Wasson's Professional Web Page](#)
- [University of North Texas Department of Anthropology](#)

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(28) Notes

From: Mary J. Fambrough DuchessTD@aol.com

Hi Bruce,

I'm sending you my syllabus for a qualitative research course I have been teaching for the past several years that focuses on ethnographic methods. It has been very successful and I'm pleased with the ways it has evolved with each teaching. I was curious about your distinction "ethnographic research in design," and am wondering if there is a specific literature that I may not be aware of that focuses on the ethnography of design as unique. I recognize that there are many forms and approaches to ethnography, but have not come upon an approach that looks exclusively at design, so I was just wondering. I'd be interested in seeing what you compile and learning more.

Sincerely,
Mary

Mary J. Fambrough
Assistant Professor
Alliant International University
California School of Organizational Studies
San Francisco Bay Campus

ORG6031 Qualitative Research Methods
Fall 2004

Alliant International University
California School of Organization Studies
San Francisco Bay Area Campus

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Teaching Assistant Alexis Shoemate
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Tuesday 4:00 p.m. - 7:00 p.m.

Course Overview

This course is designed for graduate students engaged in the study of organizations and the people who comprise them. It presumes some knowledge of the foundational texts and theories of organizing and management, as well as an awareness of the various paradigms of inquiry a researcher might adopt. The purpose of this course is to familiarize students with qualitative methods of research. The approach is both theoretical and experiential. We begin with an exploration of the nature of qualitative inquiry—its purpose, scope, and contribution to knowledge in the social sciences. We will proceed to investigate specific methods used in qualitative work with a focus on ethnography and ethnographic methods including participant observation and interviewing. We will also explore approaches to data collection, interpretation, and analysis.

The latter part of the semester will offer an opportunity to read, talk, and think about questions of rigor, credibility, and validity in qualitative inquiry. These are highly contested areas in the arena of social science research that demand our creativity and critical thinking skills—areas in which the answers must come from us, not from the well-negotiated debates of historical experts.

Because qualitative research methods involve high levels of contact between the researcher and the researched, we will also spend time understanding ourselves as a key instrument of inquiry. The inherent subjectivity and intersubjectivity of knowledge creation in the qualitative realm raises important questions of ethics associated with the roles we assume and the implicit and explicit agreements we make with our informants.

This class involves significant reading and completion of applied fieldwork designed to structure and stimulate your thinking, while simultaneously building the skills of a qualitative researcher. Numerous assignments are required, most of which are connected with a multi-part field project culminating in a written ethnography.

Approach to Learning

Classes will be highly participative and interactive. Successful learning will be dependent upon your completion of field activities and reading assignments. I use an adult learning approach to course design, meaning that I believe all true learning for adults must be self-directed, propelled by a personal desire to engage in mental, emotional, and spiritual growth and development. My role is to create an environment and opportunity for you to learn the things you want and need to know. Your role is to approach the class with a positive attitude toward learning, a willingness to do the work necessary to acquire (or expand and refine your existing) skills and knowledge, and a desire to further develop as a scholar, practitioner, and human being. We all start in a different place, depending upon our educational backgrounds, life experiences, and natural abilities. I am committed to working with you to make this course relevant to you and your needs.

Required Texts

- Mishler, E.G. (1986) *Research Interviewing: Context and Narrative*. Cambridge, MA: Harvard University.
- Spradley, J.P. (1979). *The Ethnographic Interview*. Fort Worth: Harcourt Brace Jovanovich College Publishers.

Course readings will be available for copying.

You will also need to have the use of a portable tape recorder for interviews and several blank tapes.

Basis for Performance Evaluation

In order to complete the course, you are expected to carry out all assignments in a timely manner. You are also expected to produce work that warrants a grade of B or better. This is a standard for all work at AIU and is a standard for graduate work in most, if not all, institutions. All students are capable of exemplary work.

Homework assignments—Short papers, Interviews, transcriptions, and analyses.	40%
Field Notebook with all sections completed: <ul style="list-style-type: none"> • Condensed accounts. • Expanded accounts. • Journal. • Analysis and interpretation. 	15%
Completed Ethnographic Report	20%
Participation <p>Class preparation, contribution to the learning community, positive attitude toward new learning, support of other learners, and attendance. Participation also means raising relevant issues (e.g., unmet expectations, lack of clarity about assignments, perceived problems among the learning community) to either the instructor, teaching assistant, or the entire learning community.</p>	25%

Course Structure

This course is organized around a multi-part semester long assignment. The design is created to enact, as opposed to simply simulate, the process of conducting a qualitative research project. The structure of the course will expose you to the various steps or stages involved in carrying out research and should continually reinforce the applied relevance of what you are reading, writing, and actually doing in the field. Having used this design in the past, I can tell you with great certainty that your learning and success in completing the course with ease is directly dependent upon your staying current with all assignments. Please trust me on this one.

The design of each class is not rigid and may change somewhat with little warning. It is my hope that we will create a learning environment that is responsive to the emerging needs of the members of the community. Thus, there may be times when a topic arises that takes precedence over the one stated in the syllabus. Because this course is so dependent upon your

engagement and participation, the shape of the class is likely to reflect your personal interests and needs. I invite you to be an active force in shaping the learning experience for yourself and others.

Much of this class will be conducted in a seminar format. We will participate in frequent discussions in both large and small groups. The richness of this experience depends on you. There will be some lecture, but this methodology will be used minimally. During the course of the semester, I will involve you in conversation about my current research, and may also invite outside presenters to share some of their research experiences. We will also spend considerable time practicing interviewing and supporting each other's learning through feedback and coaching.

Course Schedule

WEEK & TOPIC	COMPLETED ASSIGNMENTS & FIELD PROGRESS	COMPLETED READING
<p>August 30</p> <p>Week 1</p> <p>Introduction to the course and qualitative research.</p> <p>Overview of the semester long assignment.</p> <p>Selecting a research informant and site. What does it mean to “enter the field?”</p> <p>IRB, Human Participants Committee approval.</p>	<p>To be completed in class:</p> <p>Personal statement of what you hope to learn from this course, specific research interests, and what new skills and knowledge you hope to gain.</p>	
<p>September 13</p> <p>Week 2</p> <p>Overview of qualitative research methodological approaches and why we’re focusing on ethnography.</p> <p>Introduction to ethnographic</p>	<p><u>Paper 1</u>: Reflections on your thoughts and concerns about entering the field as a researcher. What do you expect? What do you fear? What do you hope to learn? (2-3 pps.).</p> <p>Identify your informant and gain entry in the field. Obtain informant’s signature on the Informed Consent form. Give a copy to your informant and keep the</p>	<p>Vidlich & Lyman, “Qualitative Methods: Their History in Sociology and Anthropology” (Reading #1)</p> <p>Reinharz, “Who Am I? The Need for a Variety of Selves in the Field” (Reading #2).</p> <p>Spradley, Part One, “Ethnographic Research” pps. 1-40.</p>

<p>techniques and the role of the self-as-instrument.</p> <p>“Contracting” with your informant.</p>	<p>original for your records. Turn in a copy in class. Be an observer or participant observer in your site.</p> <p><u>Paper 2</u>: Turn in a written statement describing your informant and your case for why you selected this individual and site (1 page).</p>	
<p>September 20</p> <p>Week 3</p> <p>Why do we care about underlying assumptions?</p> <p>Framing your work in an epistemological and ontological frame and surfacing your embedded underlying assumptions.</p> <p>Observation and participant observation.</p> <p>Field notes and record keeping.</p> <p>The art of fieldwork.</p> <p>Introduction to interviewing.</p>	<p><u>Paper 3</u>: Consider your epistemological and ontological stance as well as your assumptions about your prospective informant and site (2-3 pps.). Include in this paper a list and explanation of your underlying assumptions about research in general, and this research project in particular.</p> <p><u>Set up a notebook/binder</u> for your field notes. Include sections for condensed accounts, expanded accounts, journal, and analysis and interpretation. Spradley will guide you in this process. Make at least one entry in each section covering your actions, findings, and responses to date. <u>Bring your notebook to class.</u></p>	<p>Spradley, Part Two, “The Developmental Research Sequence” Steps One through Three, pps. 41-77.</p> <p>Wolcott, Cpt. 5, “Fieldwork: The Basic Arts” (Reading #3).</p> <p>Warren, “Qualitative Interviewing” (Reading #4).</p>
<p>September 27</p>	<p>Continue field observation and taking of field notes.</p>	<p>Spradley, Part Two, “The Developmental Research</p>

<p>Week 4</p> <p>Interviewing.</p> <p>Group check-in after first interview</p> <p>Interviewing Practicum—Getting started.</p>	<p><u>Interview 1</u>. Prepare for, conduct, and record a descriptive ethnographic interview with your selected informant. <u>Transcribe and turn in the document created</u>.</p> <p><u>Written interview self-reflection 1</u>. (Answer guiding questions at the end of the syllabus. Use these questions for each of the interview self-reflection papers assigned throughout the semester.)</p> <p><u>Bring the tape</u> of your interview and your tape recorder to class.</p>	<p>Sequence” Step Four, pps. 78-91.</p>
<p>Week 5</p> <p>October 4</p> <p>Beginning analysis—the domain search.</p> <p>Concretizing the product of an ethnographic study using examples.</p> <p>Discussion of the presentation and representation of findings.</p>	<p>Continue field observation and taking of field notes.</p> <p>Conduct a preliminary domain search based on all or part of the interview you conducted. List the tentative cover term and included terms for each of the domains identified. Turn in results. <u>Paper 4</u>.</p>	<p>Spradley, Part Two, “The Developmental Research Sequence” Step Six, pps. 107-119.</p> <p>Miller et al., “Writing and Retelling Ethnographic Tales of a Soup Kitchen for the Homeless.” (Reading #5).</p> <p>Tillman-Healey, “A Secret Life in a culture of Thinness: Reflections on body, Food, and Bulimia” (Reading #6).</p> <p>Kiesinger, “From Interview to Story: Writing Abbie’s Life” (Reading #7).</p> <p>Kunda, “Methods: A Confessional of sorts”</p>

		(Reading #8). Foltz & Griffin, "She Changes Everything She Touches" (Reading #17).
October 11 Week 6 Data interpretation and meaning-making. Interviewing Practicum.	Continue field observation and taking of field notes. Conduct a thorough domain analysis of all material collected and turn in the completed document. <u>Paper 5</u> . <u>Interview 2</u> . Based on your analysis, prepare for and conduct a second ethnographic interview using primarily descriptive questions introducing several structural questions to further investigate several domains. <u>Transcribe and turn in</u> . <u>Written interview self-reflection 2</u> . <u>Bring the tape</u> of your interview and your tape recorder.	Spradley, Part Two, "The Developmental Research Sequence" Step Seven, pps. 120-131. Mishler, Cpt. 4, "Language, Meaning, and Narrative Analysis" pps. 66-116. Gubrium & Holstein, "Biographical Work and the New Ethnography" (Reading # 9).
October 18 Week 7 Continuing interpretation. The informant as co-inquirer and the joint construction of meaning. Preparing to write an ethnographic report.	Continue field observation and taking of field notes. Conduct a taxonomic analysis on one or more domains identified. Include a taxonomic diagram of one or more domains (see Spradley, p. 154). <u>Paper 6</u> . <u>Bring a sample of your field notes to share (make copies for everyone)</u> .	Spradley, Part Two, "The Developmental Research Sequence" Step Eight, pps. 131-154. Mishler, Cpts. 1 & 3. (I recommend that you review the Mishler book and refer to it throughout the semester to learn more about the theoretical underpinnings of interviewing, transcribing, and

Revisiting field notes and the research notebook.		narrative analysis.)
October 25 Week 8 Review the ethnographic process. Interviewing Practicum.	Continue field observation and taking of field notes. <u>Interview 3</u> : Conduct an ethnographic interview using both descriptive and structural questions. Transcribe and turn in. <u>Written interview self-reflection 3</u> . <u>Bring the tape</u> of your interview and your tape recorder.	Spradley, Part Two, "The Developmental Research Sequence" Step Nine, pps 155-172.
November 1 Week 9 On writing, and the continuing exploration of the role of the self. Interviewing Practicum	Continue field observation and taking of field notes. Review field data and search for contrasts that distinguish folk terms in one or more contrast sets you have already identified. Summarize. <u>Paper 7</u> . <u>Interview 4</u> : Formulate questions and conduct an interview in which you use descriptive, structural, and contrast questions. (See Spradley, p. 172). <u>Transcribe and turn in</u> . <u>Written self-reflection 4</u> . <u>Bring the tape</u> of your interview and your tape recorder.	Richardson, "Writing: A Method of Inquiry." (Reading # 10).
November 8	Continue field observation	Does, J., "Organizational

<p>Week 10</p> <p>Appreciation of Ethnographic Representation, Composition, and Presentation</p>	<p>and taking of field notes.</p> <p>Use this week for any catch up on interviewing or transcription.</p>	<p>and Social Change Opportunity: Ethnographic Study of a Security Guard in Berkeley, California” (Reading #16)</p> <p>Additional reading may be handed out for this class.</p>
<p>November 15</p> <p>Week 11</p> <p>Ending our engagement in the field.</p> <p>Rigor and quality in qualitative research.</p> <p>Interviewing Practicum.</p>	<p>Continue field observation and taking of field notes.</p> <p>Make a componential analysis of one or more contrast sets. (See Spradley, p. 184). Paper 8</p> <p><u>Interview 5</u>. Conduct an ethnographic interview to gather the necessary data to complete your componential analysis. <u>Transcribe and turn in</u>.</p> <p>Written self-reflection 5.</p> <p><u>Bring the tape</u> of your interview and your tape recorder</p>	<p>Spradley, Part Two, “The Developmental Research Sequence” Step 10, 173-184.</p> <p>Guba & Lincoln, “Establishing Trustworthiness.” (Reading #11).</p>
<p>November 22</p> <p>Week 12</p> <p>Interpretation, analysis, and narrative.</p> <p>Situating the self in writing up qualitative research. Issues of</p>	<p>Make a cultural inventory and identify as many cultural themes as possible. State all the cultural themes as brief assertions and turn in this document. <u>Paper 9</u>.</p>	<p>Spradley, Part Two, “The Developmental Research Sequence” Step Eleven, pps. 185-203.</p> <p>Kvale, “The Plurality of Interpretations.” (Reading # 12).</p> <p>Charmaz & Mitchell, “The Myth of Silent Authorship.” (Reading</p>

<p>voice, authenticity, validity, and reliability in qualitative scholarship.</p> <p>Rigor and quality in qualitative research.</p>		<p>#13)</p> <p>Richardson, L. "Evaluating Ethnography," (Reading #14).</p>
<p>November 29</p> <p>Week 13</p> <p>Ethics of research and the multiple levels of consideration.</p>	<p><u>Write and turn in</u> a rough draft of your ethnography.</p>	<p>Spradley, Part Two, "The Developmental Research Sequence" Step Twelve, pps. 203-222.</p> <p>Fine et al., "For Whom? Qualitative Research, Representations, and Social Responsibilities" (Reading #15).</p>
<p>December 6</p> <p>Week 14</p> <p>Qualitative Methodologies</p>	<p>Broad discussion of qualitative research methods and their application.</p> <p><u>Final Paper:</u> Write and turn in a final draft of your ethnography.</p> <p>Informal discussion of work in class. Focus on aspects of the research experience that can contribute to the learning of others in the community.</p> <p>Final wrap-up and evaluation.</p>	<p>Additional readings will be provided.</p>

A Note About Your Written Work:

At this point in your education, I expect your writing to be clear and well organized. Your work should show a growing level of scholarly sophistication and professionalism. All work turned in should be proofread, revised as needed, spell-checked, and in APA style. If you use references, a bibliography should be automatically included. I will provide some feedback on your writing in an effort to support the development of your skills in this area. In some cases, however, I may ask you to redo an assignment if the paper is submitted without adequate revision and proofing.

Overview of Written Assignments

All of the written assignments in this class are interrelated in some way. Most of them involve planning and conducting a field project, which will result in writing up a piece of original research. The other assignments are related because they build your skill as an interviewer and your self-awareness as a researcher and practitioner. These assignments can all be seen as supporting your field experience. The summary below is meant to help you structure your time. The readings are not equally distributed over the course of the semester. Rather, they are grouped categorically in ways that will probably be intuitively logical. This means that you will need to plan ahead to manage a varying workload.

Week #	Assignments Due
Week 2	Paper 1: Reflections on entering the field. Paper 2: Description of informant and site.
Week 3	Paper 3: Assumptions. Design and create notebook.
Week 4	Transcription of Interview 1. Written interview self-reflection 1.
Week 5	Paper 4: Preliminary domain search.
Week 6	Paper 5: Thorough domain analysis. Transcription of Interview 2. Written interview self-reflection 2.
Week 7	Paper 6: Taxonomic analysis and diagram.
Week 8	Transcription of Interview 3. Written interview self-reflection 3.
Week 9	Paper 7: Summary of contrasts. Transcription of Interview 4. Written interview self-reflection 4.
Week 11	Paper 8: Componential analysis. Transcription of Interview 5. Written interview self-reflection 5.
Week 12	Paper 9: Cultural themes.
Week 13	Rough draft of final paper due.
Week 14	Final paper due.

Guide for Written Self-Reflection of Interviews

After conducting and transcribing an interview, please write your answers to the following questions. Think about these questions as you listen to the interview and read your transcripts. Please feel free to include additional questions that assist your process of reflection on your effectiveness as an interviewer.

Approach the assignment with an open mind. Your improvement and skill level as an interviewer will increase if you adopt the habit of self-reflection. Critical compassionate self-reflection is a skill that is developed. It requires the desire and intent to learn, and an acceptance that practice is key to growth. Personal development is eased by a sense of humor, particularly an ability to laugh at yourself, and a belief that we can all become better at most everything we do, even if we already do it pretty well. Holding the intention to be less judgmental of others and yourself will serve you well as a learner, both in this course and throughout life.

As you respond to the following question, be sure to provide examples from the tape that support your points.

Ask yourself:

1. How do I feel about the success of this interview overall? Was it generally good, bad, or mixed?
2. What do I feel good about as I relive this interview?
3. How did I do with the explanation of the research purpose and/or the intent of this particular interview?
4. How did the interview context enable or constrain the interview process?
5. How did I do in building rapport with the informant? What worked? What didn't?
6. What kind of questions did I ask in the interview?
7. What kind of responses did I get?
8. How did my questions influence the informant's responses?
9. Were my questions leading? Did I put ideas in the informant's head?
10. Did I ask closed ended questions? Open-ended questions?
11. Did I ask multiple questions simultaneously?
12. Did I follow-up on things the informant brought up that might have been important, even if the question wasn't in my protocol?
13. How did I handle time within the interview?
14. Was there overlapping talk during the interview? Interruptions? How did I handle these things?
15. Did I use continuers and encouraging words during the interview (e.g., okay, mm-hmmm. Um)?
16. Did I treat the interview as a conversation? If so, what did I contribute to the conversation? If not, what was the effect?

17. Did I evaluate the informant's responses to my questions within the interview? If so, how did the informant respond to my evaluation?
18. Were my interview questions focused on the purpose of the research?
19. What would I do differently if I were able to do this interview again?
20. What suggestions for improvement do I have for my own interview techniques?
21. If I will be interviewing this informant again, what might I experiment with next time regarding my interviewing style, approach, or method?
22. One thing that really surprised me about myself in this interview situation was_____.¹

The Human Participants Committee (HPC) at Alliant International University has approved the form letter on the following pages for use in your field assignment. It will serve as an introductory letter and consent form for your use in the required field project for this class. No research is to be conducted until this form has been signed and filed with the instructor or teaching assistant.

¹ This list of questions was modified from, Roulston, deMarrais, & Lewis, "Learning to Interview in the Social Sciences," *Qualitative Inquiry*, Aug. 2003, Vol. 9, No. 4, pp. 643-668, Sage.

Dear _____,

Thank you for agreeing to participate in this small research project. The project will be conducted between September 1 and December 1, 2005.

I am a graduate student enrolled in a course in qualitative research methods at Alliant International University, College of Business and Organizational Studies, in San Francisco, California. In this course, I am learning to conduct an ethnographic field study in an organizational setting. In order to gain the skills necessary to be a competent researcher, I must practice observation and interviewing techniques in a real world setting. Thus, a requirement for completion of this course is to engage in field observation at a selected site, and to conduct five interviews with one individual. I will be keeping detailed notes of my observations. I will audio record, transcribe, and analyze the interviews as part of my hands-on training in research methods.

Through my observations and interviews, I will try to gain an understanding of the organizational environment and to answer questions like: "How are things done around here?" and "what do the things people say and do mean to them?" I will be writing a paper describing my findings as a requirement of the course I am taking.

You will be a confidential participant in this study. All tapes will be identified with a code rather than your name. Your real name will not be used in any written documents associated with this project. Likewise, the real name of your organization will not be used. All tape recordings will be erased or

destroyed by December 31, 2005. The data collected and the paper written may be shared with my learning colleagues and professor.

Participation in this project is voluntary. You may stop your participation at any time, for any reason. You are subject to minimal risk as a participant in this study since your name will not be used in association with any of the records or documents. Furthermore, you will not be asked to discuss anything you may consider private or confidential. You have the option to refuse to answer any question posed.

I appreciate your willingness to participate in this project. Please know that you are making a positive contribution to my education.

Your signature below signifies that you have carefully read and understood the above project description and voluntarily agree to participate. I will provide you with a copy of this form for your records.

Name: _____ Signature: _____

Date: _____

Please feel free to contact me at any time at the following: _____

_____(Fill in your name)