

# WRITING ETHNOGRAPHIC FIELDNOTES

SECOND EDITION



Robert M. Emerson,  
Rachel I. Fretz,  
and Linda L. Shaw

# Writing Ethnographic Fieldnotes

**Robert M. Emerson, Rachel I.  
Fretz, Linda Shaw**



## **Writing Ethnographic Fieldnotes:**

**Writing Ethnographic Fieldnotes, Second Edition** Robert M. Emerson, Rachel I. Fretz, Linda L. Shaw, 2011-12-25 In *Writing Ethnographic Fieldnotes* Robert M. Emerson, Rachel I. Fretz, and Linda L. Shaw present a series of guidelines, suggestions, and practical advice for creating useful fieldnotes in a variety of settings, demystifying a process that is often assumed to be intuitive and impossible to teach. Using actual unfinished notes as examples, the authors illustrate options for composing, reviewing, and working fieldnotes into finished texts. They discuss different organizational and descriptive strategies and show how transforming direct observations into vivid descriptions results not simply from good memory but from learning to envision scenes as written. A good ethnographer, they demonstrate, must learn to remember dialogue and movement like an actor, to see colors and shapes like a painter, and to sense moods and rhythms like a poet. This new edition reflects the extensive feedback the authors have received from students and instructors since the first edition was published in 1995. As a result, they have updated the race, class, and gender section, created new sections on coding programs and revising first drafts, and provided new examples of working notes. An essential tool for budding social scientists, the second edition of *Writing Ethnographic Fieldnotes* will be invaluable for a new generation of researchers entering the field.

*Writing Ethnographic Fieldnotes* Robert M. Emerson, Rachel I. Fretz, Linda L. Shaw, 1995-01 In this companion volume, John van Maanen's *Tales of the Field*, three scholars reveal how the ethnographer turns direct experience and observation into written fieldnotes upon which an ethnography is based. Drawing on years of teaching and field research experience, the authors develop a series of guidelines, suggestions, and practical advice about how to write useful fieldnotes in a variety of settings, both cultural and institutional. Using actual unfinished working notes as examples, they illustrate options for composing, reviewing, and working fieldnotes into finished texts. They discuss different organizational and descriptive strategies, including evocation of sensory detail, synthesis of complete scenes, the value of partial versus omniscient perspectives, and of first person versus third person accounts. Of particular interest is the author's discussion of notetaking as a mindset. They show how transforming direct observations into vivid descriptions results not simply from good memory but more crucially from learning to envision scenes as written. A good ethnographer, they demonstrate, must learn to remember dialogue and movement like an actor, to see colors and shapes like a painter, and to sense moods and rhythms like a poet. The authors also emphasize the ethnographer's core interest in presenting the perceptions and meanings which the people studied attach to their own actions. They demonstrate the subtle ways that writers can make the voices of people heard in the texts they produce. Finally, they analyze the processing of fieldnotes, the practice of coding notes to identify themes, and methods for selecting and weaving together fieldnote excerpts to write a polished ethnography. This book, however, is more than a how-to manual. The authors examine writing fieldnotes as an interactive and interpretive process in which the researcher's own commitments and relationships with those in the field inevitably shape the character and content of those

fieldnotes They explore the conscious and unconscious writing choices that produce fieldnote accounts And they show how the character and content of these fieldnotes inevitably influence the arguments and analyses the ethnographer can make in the final ethnographic tale This book shows that note taking is a craft that can be taught Along with *Tales of the Field* and George Marcus and Michael Fisher's *Anthropology as Cultural Criticism* *Writing Ethnographic Fieldnotes* is an essential tool for students and social scientists alike

**Writing Ethnographic Fieldnotes, Second Edition** Robert M. Emerson, Rachel I. Fretz, Linda L. Shaw, 2011-12-05 In *Writing Ethnographic Fieldnotes* Robert M Emerson Rachel I Fretz and Linda L Shaw present a series of guidelines suggestions and practical advice for creating useful fieldnotes in a variety of settings demystifying a process that is often assumed to be intuitive and impossible to teach Using actual unfinished notes as examples the authors illustrate options for composing reviewing and working fieldnotes into finished texts They discuss different organizational and descriptive strategies and show how transforming direct observations into vivid descriptions results not simply from good memory but from learning to envision scenes as written A good ethnographer they demonstrate must learn to remember dialogue and movement like an actor to see colors and shapes like a painter and to sense moods and rhythms like a poet This new edition reflects the extensive feedback the authors have received from students and instructors since the first edition was published in 1995 As a result they have updated the race class and gender section created new sections on coding programs and revising first drafts and provided new examples of working notes An essential tool for budding social scientists the second edition of *Writing Ethnographic Fieldnotes* will be invaluable for a new generation of researchers entering the field

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**Writing Ethnographic Fieldnotes** Robert M. Emerson, Rachel I. Fretz, Linda L. Shaw, 1995 In this book three leading scholars develop a series of guidelines suggestions and practical advice about how to write useful fieldnotes in a

variety of settings both cultural and institutional Using actual unfinished working notes as examples they illustrate options for composing reviewing and working fieldnotes into finished texts They discuss different organizational and descriptive strategies and show how transforming direct observations into vivid descriptions results not simply from good memory but more crucially from learning to remember dialogue and movement like an actor to see colors and shapes like a painter and to sense moods and rhythms like a poet A vigorous and persuasive response to those who say that fieldnotes are too idiosyncratic personal and dependent on natural talent to allow formal instruction this book shows that note taking is a craft that can be taught It is an essential tool for students and social scientists alike Writing Ethnographic Fieldnotes Robert M. Emerson,Rachel I. Fretz,Linda Shaw,1995 **Writing ethnographic fieldnotes** Robert M. Emerson,2000 Writing Ethnographic Fieldnotes Robert M. Emerson et. al,2011 **Handbook of Ethnography** Paul Atkinson,Sara Delamont,Amanda Coffey,John Lofland,Lyn Lofland,2007-04-25 I wish the Handbook of Ethnography had been available to me as a fledgling ethnographer I would recommend it for any graduate student who contemplates a career in the field Likewise for experienced ethnographers who would like the equivalent of a world atlas to help pinpoint their own locations in the field Journal of Contemporary Ethnography No self respecting qualitative researcher should be without Paul Atkinson s handbook on ethnography This really is encyclopaedic in concept and scope Many big names in the field have contributed so this has to be the starting point for anyone looking to understand the field in substantive topic theoretical tradition and methodology SRA News Ethnography is one of the chief research methods in sociology anthropology and other cognate disciplines in the social sciences This Handbook provides an unparalleled critical guide to its principles and practice The volume is organized into three sections The first systematically locates ethnography firmly in its relevant historical and intellectual contexts The roots of ethnography are pinpointed and the pattern of its development is demonstrated The second section examines the contribution of ethnography to major fields of substantive research The impact and strengths and weaknesses of ethnographic method are dealt with authoritatively and accessibly The third section moves on to examine key debates and issues in ethnography from the conduct of research through to contemporary arguments The result is a landmark work in the field which draws on the expertise of an internationally renowned group of interdisciplinary scholars The Handbook of Ethnography provides readers with a one stop critical guide to the past present and future of ethnography It will quickly establish itself as the ethnographer s bible **Introduction to Ethnographic Research** Kimberly Kirner,Jan Mills,2019-09-05 Introduction to Ethnographic Research streamlines learning the process of research speaks to the student at a foundational level and helps the reader conquer the apprehensions of mastering research methods Written in a conversational style authors Kimberly Kirner and Jan Mills use a focus on scaffolding across the chapters to help the student transition from step to step in the research process Case studies and first hand accounts are also featured in each chapter allowing the student to see the early steps successes and at times failures that accomplished researchers experienced in their

past These real examples further encourage the student that even the best researchers failed along the way and more importantly learned from those mistakes This text is designed to be used as a stand alone book but is enhanced by the use with the supplemental workbook Doing Ethnographic Research by the same authors This text has call outs to the supplemental text which allow for application and practice of the material learned

**Integrating Study Abroad Into the Curriculum** Elizabeth Brewer, Kiran Cunningham, 2023-07-03 With the increased interest in study abroad from government educators employers and students the question is is study abroad engendering the desired intercultural competencies and intellectual development To achieve this goal this book proposes two strategies structure study abroad to bridge the separation of academic learning from experiential and intercultural learning and integrate study abroad with the undergraduate curriculum In proposing this integration the editors take into account the need for institutional change and recognize faculty members concerns about maintaining the integrity of the curriculum teaching in areas outside their expertise and keeping up with ever evolving institutional missions This book opens with two chapters presenting different theoretical perspectives relevant to the integration of study abroad into the curriculum The following nine chapters provide examples from a variety of disciplines from anthropology and religious studies to literature urban studies biology and public health and within such contexts as distance learning service learning and the senior thesis The concluding chapter considers faculty development activities and institutional structures and policies that support curriculum integration While the examples are drawn from Beloit College and Kalamazoo College liberal arts colleges with substantial study abroad enrollments and nationally recognized for their innovative practices readers will recognize they are easily adaptable to their own institutions The two colleges achieved their curricular innovations with limited financial resources and in the context that most of their students are dependent on financial aid The transformational ideas and practices described here provide material for reflection and campus conversations for anyone concerned with developing global citizens and well educated students and offer a blueprint for implementation

Speaking Truths Valerie Chepp, 2022-02-11 The twenty first century is already riddled with protests demanding social justice and in every instance young people are leading the charge But in addition to protesters who take to the streets with handmade placards are young adults who engage in less obvious change making tactics In Speaking Truths sociologist Valerie Chepp goes behind the scenes to uncover how spoken word poetry and young people s participation in it contributes to a broader understanding of contemporary social justice activism including this generation s attention to the political importance of identity well being and love Drawing upon detailed observations and in depth interviews Chepp tells the story of a diverse group of young adults from Washington D C who use spoken word to create a more just and equitable world Outlining the contours of this approach she interrogates spoken word activism s emphasis on personal storytelling and truth the strategic uses of aesthetics and emotions to politically engage across difference and the significance of healing in sustainable movements for change Weaving together their poetry and personally

told stories Chepp shows how poets tap into the beautiful emotional personal and therapeutic features of spoken word to empathically connect with others advance intersectional and systemic analyses of inequality and make social justice messages relatable across a diverse public By creating allies and forging connections based on friendship professional commitments lived experiences emotions artistic kinship and political views this activist approach is highly integrated into the everyday lives of its practitioners online and face to face Chepp argues that spoken word activism is a product of and a call to action against the neoliberal era in which poets have come of age characterized by widening structural inequalities and increasing economic and social vulnerability She illustrates how this deeply personal and intimate activist approach borrows from builds upon and diverges from previous social movement paradigms Spotlighting the complexity and mutual influence of modern day activism and the world in which it unfolds *Speaking Truths* contributes to our understanding of contemporary social change making and how neoliberalism has shaped this political generation s experiences with social injustice

**The Best of the Best** Rubén A. Gaztambide-Fernández,2010-01-30 For two years Rub n Gaztambide Fern ndez shared the life of what he calls the Weston School an elite New England boarding school Vividly describing the pastoral landscape and graceful buildings the rich variety of classes and activities and the official and unofficial rules that define the school *The Best of the Best* reveals a small world of deeply ambitious intensely pressured students For Gaztambide Fern ndez Weston is daunting yet strikingly bucolic inspiring but frustratingly incurious and sometimes especially for young women a gilded cage for a gilded age *Anthropological Notebooks* ,1999

**Ethnography** Alan Bryman,2001-12-14 This set covers all the current issues and thinking in the burgeoning field of ethnography It makes available in one major reference work the seminal articles and sections of books that define the subjects today and draws together a comprehensive range of topics both anthropological and sociological selections classic and less well known selections *Telling About Society* Howard S. Becker,2007-11 Explores the unconventional ways we communicate what we know about society to others Becker explores the many ways knowledge about society can be shared and interpreted through different forms of telling fiction films photographs maps even mathematical models many of which remain outside the boundaries of conventional social science Eight case studies including the photographs of Walker Evans the plays of George Bernard Shaw the novels of Jane Austen and Italo Calvino and the sociology of Erving Goffman provide support for Becker s argument that every way of telling about society is perfect for some purpose The trick is as Becker notes to discover what purpose is served by doing it this way rather than that From publisher description *Discursive Possibilities* Amy Noelle Parks,2007

**Meeting English Proficiency in an Urban Secondary School** Sheila Shea,2001 [Handbook of Qualitative Research Methods in Marketing](#) Russell W. Belk,2006 This work offers both basic and advanced treatments intended to serve academics students and marketing research professionals It begins with a history of qualitative methods in marketing by Sidney Levy and continues with discussions of current thought and practice

**Participant Attitudes Regarding Their Involvement in Intensive**

**Leadership Development Programs** Michael Raymond Kovacic, 2003 This research focused on intensive leadership development programs conducted by the Michigan Farm Bureau and the Michigan Chamber Foundation Abstract

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