

Reflexive Ethnographic Science



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Reflexive Ethnographic Science:

Reflexive Ethnographic Science Robert Aunger, 2004 Aunger proposes a solution to a fundamental debate in contemporary ethnography the source of ethnographic authority He advocates the method of reflexive analysis as a way of making ethnography a more scientific endeavor Aunger challenges standards of ethnographic practice in data collection analysis and presentation This book is a valuable reference for researchers in anthropology and other social sciences who employ interviewing and participant observation methods ethnographic method and theory *Reflexive Ethnography* Charlotte Aull Davies, 2012-10-02 First Published in 1998 Routledge is an imprint of Taylor Francis an informa company

Organizational Ethnography Daniel Neyland, 2007-11-15 This is an excellent resource for those interested in studying organizations in both formal and informal contexts Choice Taking readers through the practical history of ethnography from its anthropological origins through to its use in a ever widening variety of organizational academic and business contexts this book covers the whole research project process starting with research design and dealing with such practical issues as gaining access note taking project management analysing one s data and negotiating an exit strategy It is highly practical and incorporates a range of case studies illustrating organisational ethnography at work This book is an invaluable resource for anyone wanting to plan and conduct their own ethnographic observational or participant observational research in an organizational context whatever their level of experience and regardless of whether they are studying a business organization or other types of organization such as schools and hospitals **Ethnography in Social Science Practice** Julie Scott-Jones, Sal Watt, 2010-04-19 Ethnography in Social Science Practice explores ethnography s increasing use across the social sciences beyond its traditional bases in social anthropology and sociology It explores the disciplinary roots of ethnographic research within social anthropology and contextualizes it within both field and disciplinary settings The book is of two parts Part one places ethnography as a methodology in its historical ethical and disciplinary context and also discusses the increasing popularity of ethnography across the social sciences Part two explores the stages of ethnographic research via a selection of multidisciplinary case studies A number of key questions are explored What exactly is ethnographic research and what makes it different from other qualitative approaches Why did ethnography emerge within one social science discipline and not others Why did its adoption across the social sciences prove problematic What are the methodological advantages and disadvantages of doing ethnographic research Why are ethnographers so concerned by issues of ethics politics representation and power What does ethnography look like within different social science disciplines The book is aimed at social science students at both undergraduate and postgraduate level and each chapter has pedagogic features including reflective activities and suggested further readings for students *Teaching New Religious Movements* David G. Bromley, 2007-05-25 Since its inception around 1970 the study of New Religious Movements NRMs has evolved into an established multidisciplinary field At the same time both the movements and the scholars who study them have been the

subjects of intense controversy In this volume a group of senior NRM scholars who have been instrumental in the development of the field will offer pivotal essays that present the basics of NRM scholarship along with guidance for teachers on classroom use The book is organized topically around subjects that are both central to the study of NRMs and likely to be useful to non specialists Part I contains examinations of the definitional boundaries of the area of study varying disciplinary perspectives on NRMs unique methodological ethical problems encountered in the study of NRMs and the controversies that have confronted scholars studying NRMs and the movements themselves Part II examines a series of topics central to teaching about NRMs the larger sociocultural significance of the movements their distinctive symbolic and organizational features the interrelated processes of joining and leaving NRMs the organization of gender roles in NRMs media and popular culture portrayals of the movements the occurrence of corruption and abuse within movements and violence by and against NRMs Part III provides informational resources for teaching about NRMs which are particularly important in a field where knowing the biases of sources is crucial With its interdisciplinary approach the volume provides comprehensive accessible information and perspectives on NRMs It is an invaluable guide for instructors navigating this scholarly minefield

Chasing Religion in the Caribbean Peter Marina, 2016-09-11 Focusing on ten islands through the Caribbean this ethnography examines how charismatic religious leaders develop creative transnational religious networking strategies that help spread the movement and increase its potential to become a greater force in shaping the future in the English speaking Caribbean The large and explosive global Charismatic movement spread in powerful ways in the small and tranquil English speaking Caribbean It is here in the deep Caribbean world of demonic possessions spiritual demons and supernatural healers where the Charismatic movement continues to shape a resilient culture Placing the Charismatic movement in the realm of culture provides some highly surprising findings that reveal the potential of a religious movement and its ability for change in a late modern social world

Ethnography in the Open Science and Digital Age: New Debates, Dilemmas, and Issues Colin Jerolmack, Alexandra Murphy, Victoria Reyes, 2024-06-19 In the current moment ethnography is caught up in a number of debates that have led ethnographers to reflect on classic methodological and ethical dilemmas in new ways The replication crisis had led to a movement for open science e g registering hypotheses in advance sharing codes and data but it seems unclear that recommended best practices are appropriate to ethnography It s even up for debate whether ethnography is more of a social science or a genre The fact that many ethnographies are widely read invites questions and criticisms from beyond the ivory tower including our subjects about the ethics of representation e g who has license to write about whom and the extent to which journalistic standards of data verification and transparency e g fact checking naming sources should apply to qualitative research Some ethnographers are calling for more open critical discussions about the embodied dimensions of fieldwork including not only emotions but also issues like sexual intimacy and harassment There s also a growing expectation that ethnographers empower our subjects to represent and analyze themselves What s more as more of

social life is lived online it becomes increasingly unclear where the boundaries of the field site should be drawn and whether ethnographic conventions can be applied wholesale to the study of digital spaces **Taking Science Home**, 2017-01-01

This book narrates two teachers experiences creating and leading an elementary after school science program at a public housing authority The narrative employs a reflexive ethnographic approach to examine the reflections of each teacher during one academic year The book explores the teachers understandings of socially just teaching their pedagogical transformations and a vision of how science as a discipline was important in terms of enacting a culturally sustaining pedagogy The reflexive ethnographic perspective enables consideration of the implications of teachers positionality in teaching science to marginalized and or underrepresented students in informal learning contexts Through these examinations the book explains how collaboration was vital in the teachers efforts to become insiders in the setting and engage in culturally sustaining pedagogy The book also narrates the teachers development leading to articulation of a framework identified as the zone of pedagogical potential Finally the book uses the teachers reflections to consider the affordances of learning science The book concludes with a discussion of the implications from this research for promoting equitable practices in informal settings as well as the potential for those practices being useful in formal settings Thus the book should be of interest to researchers teachers educators and students of education and in particular science education **The Making of the Human Sciences in China**

Howard Chiang, 2019-05-07 This volume provides a history of how the human has been constituted as a subject of scientific inquiry in China from the seventeenth century to the present Organized around four themes Parameters of Human Life Formations of the Human Subject Disciplining Knowledge and Deciphering Health it scrutinizes the development of scientific knowledge and technical interest in human organization within an evolving Chinese society Spanning the Ming Qing Republican and contemporary periods its twenty four original synthetic chapters ground the mutual construction of China and the human in concrete historical contexts As a state of the field survey a definitive textbook for teaching and an authoritative reference that guides future research this book pushes Sinology comparative cultural studies and the history of science in new directions **Reviewing Qualitative Research in the Social Sciences** Audrey A. Trainor, Elizabeth Graue, 2013-03-05

Foundational characteristics of qualitative research include flexibility variation in application critique and innovation all of which derive from its subjective roots in interpretivism and constructivism While the scholars who design qualitative research projects envision these qualities as strengths such a breadth of practices and the assumptions that undergird them may present challenges during the peer review process As a result those who review and consume qualitative research often have important and difficult to answer questions about the project s design strategies tools and analysis with few guidelines for gauging the merit of the work The mission of this book is to provide a useful guide for researchers reviewers and consumers who are charged with judging the quality of qualitative studies In order to embrace the challenges and controversies that accompany this goal the editors have solicited experts representing multiple disciplines

and methods of qualitative inquiry Their contributions represent the rich diversity in the field while simultaneously producing a pragmatic and useful guide While it is neither possible nor desirable to compartmentalize qualitative approaches and issues into neatly organized categories the construct of method has been chosen as a common organizing device The introductory chapter explains the need for such a book and underscores the foundational strengths of qualitative research flexibility variation critique and innovation The remaining chapters review the principal approaches to qualitative research with care taken not to standardize rigidly define or oversimplify any approach For ease of use all methodological chapters are organized around the following elements of inquiry which reviewers tend to examine definition sampling data collection data analysis representation and congruency

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