In this course we will learn how "to do" ethnographic research by considering various examples of book and article-length qualitative and ethnographic studies and by proposing and implementing a small research project. Discussion and readings will focus on the place of ethnographic research in education, theoretical foundations of ethnography, methods of ethnographic research, analysis of ethnographic data, the writing of an ethnographic report, and the utilization of findings. We will also explore representations in data collection and in the dissemination of qualitative research. The readings chosen for the course reflect a range of "problematiques" with which researchers and educators grapple. Hence, we will consider among other issues, relationships among different kinds of institutions, schools, parents & families, students, social and economic class, achievement, ethnicity, culture, nationality, age, race, gender, religion, language use, identity politics, etc. In learning how to do ethnographic research we will examine how other researchers have theorized about the "nitty-gritty" of everyday life in various places and times, and how they represent their ethnographic data and their roles as researchers and how the doing of research has changed over time in connection to "who" does research. We will examine salient notions of reflexivity and representation as we engage in fieldwork and course readings. Throughout the course we will emphasize the connection between ethnography as method and ethnography as a theoretical space or site. As such, we will evaluate both our work and the work of others as being historically, politically, socially, geographically, socio-economically, and linguistically situated.