Catalog Course Description:
This course is the first in a two-part sequence on fieldwork. This first semester focuses on data collection. This includes a focus on gaining access to a field site, selecting a case, matching a research question with a methodology, and the nuts and bolts of taking and writing fieldnotes. The course is designed primarily for doctoral students who would like training in this method for their dissertation work. E10.2140 is a prerequisite for this course.

Course Overview:
The set of qualitative methods that this course will call fieldwork generally requires that a researcher make an extended and extensive stay in a particular setting and get to know the people, the dynamics, the shared meanings, the symbols, and the conflicts of the setting. Often, ethnographers participate in some (varied) way in the life of the setting, as “participant observers.” Fieldwork, or ethnography, is a particularly useful and meaningful way to come to know and understand the social world. Because researchers participate in the world they study, they can come to know the complexity of this world. They can also, while they are “in the field,” test their hunches, learn to be surprised, be proven wrong over and over again, and acknowledge nuances and conflicts. Ethnographic research is also a very human endeavor, in that it often relies on trusting human relationships and that ethnographers often bring their own identities and emotions to bear on their work in the field. In fact, ethnographers’ subjectivity is often an essential part of the research (and there is much debate in the literature about what this means and whether this is a desirable and useful part of the method).

E10.2140 is a prerequisite for this course. This course is the first in a two-part sequence on fieldwork. This first semester of the sequence focuses on data collection. This includes a focus on gaining access to a field site, selecting a case, matching a research question with a methodology, and the nuts and bolts of taking and writing field notes (which constitute the primary data in fieldwork). The second course in the sequence, E10.2244. Fieldwork: Data Analysis, offered in the spring, focuses on analysis of data collected in the field. The course is designed for doctoral students who would like training in this method for an eventual dissertation. Doctoral students may also already be in the field, collecting dissertation data. The course provides an opportunity to continue existing research or to begin a new fieldwork project. Data collected in the course may be for use just for class, or it may be for use in the dissertation. If data collected in the course is intended for the dissertation, or any use beyond the course, students will need University Committee on Activities Involving Human Subjects (UCAIHS) approval before they begin the semester (please see below).
Because of the nature of fieldwork, this class will be quite time-intensive. The first half of the course will center around reading a number of classic and more current, well-known ethnographies. Through these examples, students will discuss research design questions, methodology and methodological choices, the logistics of fieldwork, and narrative strategies and choices. The second half of the semester will be more hands-on, as students will enter the field and conduct their own fieldwork. This will require substantial weekly work in the field and weekly fieldnotes. There will be a heavy emphasis in this course on workshopping. Students will spend time each week of the second half of the semester presenting their work and giving and receiving feedback on their research projects.

By the end of the course, students will be able to:

- Describe the intellectual tradition of fieldwork and the methodological and ethical issues it raises
- Gain access to a field site and conduct fieldwork (regular observations) at this site.
- Utilize observational skills on-site during data collection
- Write high-quality fieldnotes

**GRADED REQUIREMENTS**

- Class Participation and Discussion Questions: 25% of grade
- Two Sets of Fieldnotes: 25% of grade and 30% of grade (Due: weeks 10 and 13)
- Analytic Memo: 20% of grade (Due: week 13)

**COURSE REQUIREMENTS & POLICIES**

1. *Office Hours:* I am available by appointment. I am also regularly accessible by e-mail and by phone. I will make every effort to respond as promptly as possible to all e-mails.

2. *University Committee on Activities Involving Human Subjects approval:* Because all research involving “human subjects” requires review and approval (or the granting of exemption) by the university’s Institutional Review Board, any student who wishes to use the research they conduct in class for a dissertation, conference presentation, or any publication (or any other use outside of this course) must first gain UCAIHS approval. Please discuss this with me individually.

3. *Original Field Research:* This course is built around students’ own original research projects. Students may use the opportunity of the course to continue work on an ongoing project or to begin a new project that lasts half a semester or continues once the course is over. All students are expected to gain entry into a setting within the first half of the course (we will talk more about the details of this). Students then will be expected to spend approximately 6 weeks “in the field.” While the schedule of your visits to your research site will vary with your particular project, I expect that you will spend a total of 60-75 hours in the field over the course of the semester. Along with participant observation, your research may include interviews, document analysis, and other qualitative methods that help to enrich your fieldwork.
4. **Class Attendance and Participation:** Class attendance is required for this course. If you must miss or arrive late to a class for any reason, please let me know in advance. I expect that everyone will participate in class discussion and in-class workshop groups. I also expect that this participation will be based on an informed familiarity and thoughtful engagement with the assigned reading and with assignments. During the second half of the course, students will meet in small working groups (see below) each week. Every third week, members of each small group will present their research to the large group. These large group sessions will give everyone an opportunity to learn from each other and to come to know each other's projects.

5. **Discussion Questions:** Each student will prepare discussion questions for one class meeting, based on the readings assigned for that day.

6. **Working Groups:** A significant amount of your class participation will be in the form of your work with each other on your projects. You will be part of a small working group that will meet each week in the second half of the semester. In your working group you will share your experience in the field, your fieldnotes, and your memos. These groups provide an opportunity to give and receive feedback on your work throughout the semester. Individual groups should develop their own working guidelines and systems.

7. **Fieldnotes:** Fieldnotes are the primary form of data for ethnographic work. When researchers are in the field for extended periods of time, it is critical that they write prompt, extensive, and detailed fieldnotes. While students are in the field, I expect that you’ll take regular notes (we will talk much more about what this means). Each week in the second half of the semester, you’ll share one set of fieldnotes with members of your working group. Twice over the course of the semester, you’ll submit fieldnotes to me for my feedback and a grade. These are due weeks 10 and 13. Fieldnotes will vary significantly in length. I expect that notes from one day in the field might be 5-15 pages single spaced. While generally fieldnotes are not to be shared with others, we will share and discuss these notes in class. We will discuss how to write these so that they can be ethically shared with classmates.

8. **Pre-Coding Analytic Memo:** As we will discuss, analytic memos are one method of organizing fieldnotes, building on hunches in the field, and beginning to build analysis and craft a narrative from your data. As with fieldnotes, for the most part analytic memos are just for you. They do not need to be polished or definitive pieces of work (you will talk much more about this strategy for managing and analyzing data in the second course in this sequence). I will, however, ask you to submit one analytic memo during the semester, due on week 14. These memos, too, vary significantly in length (from just one paragraph to a number of pages). Please turn in a memo that is 3-5 pages double-spaced.

9. **Grading Criteria:** Fieldnotes and the analytic memo will be graded holistically based on a combination of several criteria: extent of rich, descriptive material; quality and logical progression of ideas and narrative; clarity and organization; mechanics and style. Class participation will be graded based on an assessment of the quality and quantity of the contributions in class, including active and engaged work in small groups.
10. **Proofreading, etc.:** All assignments should be thoroughly spellchecked and proofread before they are submitted to me. Please allow time to do this before assignments are due. I reserve the right to lower grades on assignments that are turned in with excessive spelling, formatting, and other proofreading errors.

11. **Deadlines:** All assignment deadlines are firm. *I will not grant extensions,* except in the case of absolute emergency. For each day that an assignment is late, the final grade will be lowered by one-third of a grade (e.g., an A- becomes a B+ if an assignment is one day late). *Assignments also are considered late if they do not meet the time deadline* (e.g., an assignment due at 2 p.m. is due promptly by 2 p.m.). Exceptions are granted only in extremely exceptional circumstances, which require written documentation. Examples of exceptional circumstances include a learning disability (documented by NYU in the form of a written letter from the Center for Students with Disabilities) or hospitalization. Changing topics, regions, countries of study for an assignment; poor time management; and procrastination do not count as exceptional circumstances.

12. **Special Accommodations:** Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 719 Broadway, 2nd floor; (212) 998-4980 (telephone and TTY); www.nyu.edu/csd.

13. **Policy on Academic Ethics:** All assignments are expected to adhere to standards of academic ethics. It is assumed that all work that you turn in reflects your own writing and ideas. According to the Steinhardt School of Education Statement on Academic Integrity, you violate the principle of academic integrity by turning in work that does not reflect your own ideas or includes text that is not your own; when you submit the same work for two different courses without prior permission from the instructor; when you receive help on a take-home examination when you are expected to work independently; when you cheat on exams, and when you plagiarize material. Any student who submits work that constitutes plagiarism will be subject to disciplinary sanctions, which range from failure of the course to dismissal from the school. Please consult the Steinhardt School of Education Statement on Academic Integrity for more information about academic integrity and plagiarism, including the steps involved in disciplinary sanctions. This document is available at: http://education.nyu.edu/education/students/pdfs/soai.pdf.

**REQUIRED READINGS**

There are 8 required books for this course. The books are available at the campus bookstore. There is also a coursepack for the class. Readings found in the coursepack are marked "(CP)" below. The books are:


COURSE OUTLINE

Week 1/September 8: Introduction: What is Fieldwork

Week 2/September 15: Ethnography in Schools: An Example I


Week 3/September 22: Ethnography in Schools: An Example II


Week 4/September 29: The University Committee on Activities Involving Human Subjects Application and Approval Process


Week 5/October 6: Research Questions, Case Selection, and Gaining Access


**Week 6/October 13: The Role of the Ethnographer and Relationships in the Field**

Mitchell Duneier. *Slim’s Table: Race, Respectability, and Masculinity* (selections).

Sudhir Venkatesh. *Gang Leader for a Day* (selections).

**Week 7/October 20: Fieldworker as Participant**


**Week 8/October 27: Theory-Building from Ethnographic Data**


**IN-CLASS WORKSHOP:** Every student in the class does a short presentation on their work; small groups meet for the first time to work out a work plan for the rest of the semester.

**Week 9/November 3: Beginning Ethnographic Fieldwork, Week 1**


**IN-CLASS WORKSHOP:** Members of working group #1 present their research to the class; small groups meet to read and share fieldnotes.

**DUE IN CLASS:** 1st set of fieldnotes, to be shared with working group only
Week 10/November 10: In the Field, Week 2

IN-CLASS WORKSHOP: Members of working group #2 present their research to the class; small groups meet to read and share fieldnotes.

DUE IN CLASS: 2nd set of fieldnotes, to be shared with working group and turned in

Week 11/November 24: In the Field, Week 3

IN-CLASS WORKSHOP: Members of working group #3 present their research to the class; small groups meet to read and share fieldnotes.

DUE IN CLASS: 3rd set of fieldnotes, to be shared with working group only

Week 12/December 1: In the Field, Week 4

IN-CLASS WORKSHOP: Members of working group #1 and #2 present their research to the class; small groups meet to read and share fieldnotes.

DUE IN CLASS: 4th set of fieldnotes, to be shared with working group only

Week 13/December 8: In the Field, Week 5

IN-CLASS WORKSHOP: Members of working group #3 present their research to the class; small groups meet to read and share fieldnotes.

DUE IN CLASS: 5th set of fieldnotes, to be shared with working group and turned in; analytic memo, to be shared and turned in

Conclusions, Wrap-up, and Evaluation