

RESCH-GE.2148. Fieldwork: Data Analysis

Spring 2012, Wednesdays, 11:00 a.m. – 12:40 p.m.

Professor Lisa M. Stulberg

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Office Hours: Tuesdays, 11:00 a.m. – 1:00 p.m. and by appointment

COURSE OVERVIEW

This graduate-level seminar is primarily intended for doctoral students. The course reviews the fundamentals of data analysis for qualitative and ethnographic fieldwork projects, specifically focused on the analysis of ethnographic and observational data and the integration of coded data into write-ups in articles, reports, and dissertation/book chapters. Students enrolling in this course must have original data that they have collected during RESCH-GE.2147. Fieldwork: Data Collection (or, by prior approval of the instructor, for other projects such as dissertations).

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

- Define and summarize the fundamentals of analysis for qualitative and ethnographic data
- Develop a codebook and coding scheme for previously collected data
- Apply skills for integrating coded data into textual write-up of research findings

GRADED REQUIREMENTS

- Class Participation: 25% of grade
- Codebook and post-coding analytic memo: 30% of grade (due by Wednesday, March 7th at the beginning of class)
- Paper incorporating qualitative data: 45% of grade (due by Monday, May 7th at 5 p.m.)

COURSE REQUIREMENTS & POLICIES

1. *Office Hours*: I have regularly scheduled office hours and 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” (people) 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. *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 or student work.
4. *Codebook and Analytic Memo:* During the first half of the semester, each student will develop a codebook and write a post-coding analytic memo for one or more codes. Each week (February 15th – March 7th), two students will share their codebooks and analytic memos with the class. All documents must be e-mailed to all class participants by *Monday at 5 p.m.* each week, in order to give the class adequate time to read and comment on the work. All class participants are expected to carefully read the documents and come to class prepared to comment and discuss.
5. *Paper:* Selecting one or more codes to work with, each student will write a 15-20 page paper analyzing their original fieldwork data. In the last four weeks of the semester (April 11th – May 2nd), students will distribute and present their papers to the class. This paper should be thought of as the basis for a dissertation chapter or peer-reviewed article. Papers must be e-mailed to the class participants by *Monday at 5 p.m.* each week, in order to give the class adequate time to read and comment on the work. All class participants are expected to carefully read the documents and come to class prepared to comment and discuss.
6. *Grading Criteria:* Codebooks, analytic memo, and final papers will be graded holistically based on a combination of several criteria: demonstration of comprehension and accuracy in the analysis of the material; quality and logical progression of ideas; flow of arguments; clarity and organization; writing mechanics and style. Participation will be graded based on an assessment of the quality and quantity of the contributions in class and feedback given to classmates during the semester.

An “A” response is one that demonstrates exceptionally strong comprehension and accuracy in analysis of the fieldnote material, has excellent and logical progression of ideas, a strong flow of arguments, strong clarity and organization of material, and excellent mechanics and style. There may be some small flaws in the analysis, but these do not detract significantly from the overall work.

An “A-” response generally misses one major thing compared to an “A” response- e.g., includes a significant misconception, does not demonstrate strong comprehension or accuracy of fieldnote material analysis, etc.

A “B+” response misses a little more than an A-; has several gaps in the discussion but still provides a fairly complete analysis.

A “B” response is just adequate. The analysis is acceptable but significantly lacking in detail, depth, or clarity. Major gaps in some parts of the analysis but no significant errors.

A “B-” response is essentially inadequate. Either entire sections of the fieldnotes were not analyzed, major themes were missed, or there are such big gaps or errors in the response that adequate analysis of the material is not conveyed.

Below a B- is not an acceptable response in major dimensions. Please see me to discuss.

7. *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.
8. *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 11 a.m. is due *promptly* by 11 a.m.).
9. *Academic Integrity*: All students are responsible for understanding and complying with the NYU Steinhardt Statement on Academic Integrity. A copy is available at http://steinhardt.nyu.edu/policies/academic_integrity.
10. *Students with Disabilities*: Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities, 726 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation. (Please see <http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html>)

REQUIRED READINGS

There are 7 required books for this course. Most of these are carried over from the fall semester (we will read them again with particular attention to the way in which data are analyzed and written up). The books are available at the campus bookstore. All books also are available on reserve at Bobst Library. These books are (in the order that we will read them this semester):

LeCompte, Margaret D. and Jean J. Schensul. 1999. *The Ethnographer's Toolkit: Analyzing and Interpreting Ethnographic Data*. Lanham, MD: AltaMira Press.

Emerson, Robert M., Rachel I. Fretz and Linda L. Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago: The University of Chicago Press.

Venkatesh, Sudhir. 2008. *Gang Leader for a Day: A Rogue Sociologist takes to the Streets*. New York: Penguin Press.

Duneier, Mitchell. 1994. *Slim's Table: Race, Respectability, and Masculinity*. Chicago: University of Chicago Press.

Pascoe, C.J. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley: University of California Press.

Stevens, Mitchell. 2007. *Creating a Class: College Admissions and the Education of Elites*. Cambridge: Harvard University Press.

Schalet, Amy T. 2011. *Not Under My Roof: Parents, Teens, and the Culture of Sex*. Chicago: University of Chicago Press.

COURSE OUTLINE

Part I: Coding Data

January 25: Introductions

February 1: Coding Data

Margaret D. LeCompte and Jean J. Schensul. 1999. *The Ethnographer's Toolkit: Analyzing and Interpreting Ethnographic Data*. Lanham, MD: AltaMira Press. Pages 1-93.

Robert M. Emerson, Rachel I. Fretz and Linda L. Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago: The University of Chicago Press. Pages 3-46.

February 8: Presentation on Atlas.ti (Angus Mungal)

February 15: Student Presentations on Coding/Analytic Memos (I)

Two students present and discuss codebook and analytic memo (all students read and comment on in advance; students who are presenting will receive all classmates' comments on their codebook and memo)

February 22: Student Presentations on Coding/Analytic Memos (II)

Two students present and discuss codebook and analytic memo (all students read and comment on in advance; students who are presenting will receive all classmates' comments on their codebook and memo)

February 29: Student Presentations on Coding/Analytic Memos (III)

Two students present and discuss codebook and analytic memo (all students read and comment on in advance; students who are presenting will receive all classmates' comments on their codebook and memo)

March 7: Student Presentations on Coding/Analytic Memos (IV)

Two students present and discuss codebook and analytic memo (all students read and comment on in advance; students who are presenting will receive all classmates' comments on their codebook and memo)

March 14: NO CLASS. SPRING BREAK

Part II: Analyzing and Writing up Ethnographic Data

March 21: Writing Ethnography and Writing Up Observational Data (I)

Sudhir Venkatesh. 2008. *Gang Leader for a Day: A Rogue Sociologist takes to the Streets*. New York: Penguin Press. Read/review entire book.

Mitchell Duneier. 1994. *Slim's Table: Race, Respectability, and Masculinity*. Chicago: University of Chicago Press. Read/review entire book.

March 28: Writing Ethnography and Writing Up Observational Data (II)

C.J. Pascoe. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley: University of California Press. Read/review entire book.

Mitchell Stevens. 2007. *Creating a Class: College Admissions and the Education of Elites*. Cambridge: Harvard University Press. Read/review entire book.

April 4: Writing Up Interview Data

Amy T. Schalet. 2011. *Not Under My Roof: Parents, Teens, and the Culture of Sex*. Chicago: University of Chicago Press. Read entire book.

April 11: Student Presentations of Papers (I)

Two students present and discuss their papers (all students read and comment on in advance; students who are presenting will receive all classmates' comments on their papers)

April 18: Student Presentations of Papers (II)

Two students present and discuss their papers (all students read and comment on in advance; students who are presenting will receive all classmates' comments on their papers)

April 25: Student Presentations of Papers (III)

Two students present and discuss their papers (all students read and comment on in advance; students who are presenting will receive all classmates' comments on their papers)

May 2: Student Presentations of Papers (IV)

Two students present and discuss their papers (all students read and comment on in advance; students who are presenting will receive all classmates' comments on their papers)