RESCH-GE.2148. Fieldwork: Data Analysis
Spring 2014, Wednesdays, 11:00 a.m. – 12:40 p.m.

Professor Lisa M. Stulberg
E-mail address: lisa.stulberg@nyu.edu
Phone number: (212) 992-9373
Office: 246 Greene Street, 3rd floor
Office Hours: 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 12th at the beginning of class)
• Paper incorporating qualitative data: 45% of grade (due by Monday, May 12th at 11:00 a.m.)

COURSE REQUIREMENTS & POLICIES

1. Checking In: I am happy to meet 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 giving active feedback on student work. 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 19th – March 12th) two students will share their codebooks and analytic memos with the class. All documents must be e-mailed as Word documents to all class participants by Monday at 8 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. Codebooks and analytic memos will be turned in to me by Wednesday, March 12th at 11:00 a.m.

5. **Paper:** Selecting one or more codes to work with, each student will write a 20-25 page paper analyzing their original fieldwork or interview data. This is a strict page limit and includes all back matter (e.g., endnotes, citations, and appendices). When I am evaluating your papers, I will stop reading after 25 pages. In the last four weeks of the semester (April 16th – May 7th) 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 as Word documents to the class participants by Monday at 8 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. Papers will be turned in to me by Monday, May 12th at 11:00 a.m.

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.

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 6 required books for this course. Some 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):


COURSE OUTLINE

Part I: Coding Data

January 29: Introductions

February 5: Analyzing and Coding Data


February 12: Presentation on Atlas.ti by Katherine Gregory, Bobst Library

Meet at Bobst Library (room 617)

February 19: 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 26: 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)

March 5: 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 12: 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 19: NO CLASS. SPRING BREAK

Part II: Analyzing and Writing up Ethnographic Data

March 26: Writing Ethnography and Writing Up Observational Data (I)


April 2: Writing Ethnography and Writing Up Observational Data (II)


April 9: Writing Up Interview Data


April 16: 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 23: 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 30: 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 7: 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)