

RESCH-GE.2148. Fieldwork: Data Analysis

Spring 2016, Wednesdays, 2:00 – 3:40 p.m.

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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

Please note, *this is a pass/fail course*. Assignments and the distribution of requirements are:

- Class Participation: 25% of grade
- Codebook and post-coding analytic memo: 30% of grade (due by Wednesday, March 9th at the beginning of class)
- Paper incorporating qualitative data: 45% of grade (due by Monday, May 9th 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 17th – March 9th) 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 9th 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 reading your papers, I will stop reading after 25 pages. In the last four weeks of the semester (April 13th – May 4th) 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 9th at 11:00 a.m.
6. *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.
7. *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. The books are available at the campus bookstore. All books also are available on reserve at Bobst Library:

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

Kristin Luker. 2008. *Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut*. Cambridge: Harvard University Press.

Johnny Saldaña. 2013. *The Coding Manual for Qualitative Researchers*. 2nd ed. Los Angeles: SAGE.

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

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

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

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

COURSE OUTLINE

Part I: Coding Data

January 27: Introductions

February 3: Ethnography in Action

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

February 10: Analyzing and Coding Data

Kristin Luker. 2008. *Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut*. Cambridge: Harvard University Press. Chapters 1 and 4 and Appendix One (pages 1-21, 51-75, and 229-232).

Johnny Saldaña. 2013. *The Coding Manual for Qualitative Researchers*. 2nd ed. Los Angeles: SAGE. Chapters 1 and 2 (pages 1-57).

Robert M. Emerson, Rachel I. Fretz and Linda L. Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago: The University of Chicago Press. Chapter 6 (pages 142-168).

February 17: 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 24: 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 2: 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 9: 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 16: NO CLASS. SPRING BREAK

Part II: Analyzing and Writing up Ethnographic Data

March 23: Writing Ethnography and Writing Up Observational Data (I)

Kristin Luker. 2008. *Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut*. Cambridge: Harvard University Press. Chapter 5 (pages 76-98).

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

Karolyn Tyson. 2003. "Notes from the Back of the Room: Problems and Paradoxes in the Schooling of Young Black Students." *Sociology of Education* 76 (4) (October): 326-343. Posted on NYU Classes.

March 30: Writing Ethnography and Writing Up Observational Data (II)

Kristin Luker. 2008. *Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut*. Cambridge: Harvard University Press. Chapter 10 (pages 198-216).

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

April 6: 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.

Amanda E. Lewis, John B. Diamond, and Tyrone A. Forman. (2015). Conundrums of Integration: Desegregation in the Context of Racialized Hierarchy. *Sociology of Race and Ethnicity* 1 (1): 22-36. Posted on NYU Classes.

April 13: 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)

Robert M. Emerson, Rachel I. Fretz and Linda L. Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago: The University of Chicago Press. Chapter 7 (pages 169-210).

Johnny Saldaña. 2013. *The Coding Manual for Qualitative Researchers*. 2nd ed. Los Angeles: SAGE. Chapter 6 (pages 246-260).

April 20: 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 27: 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 4: 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)