

ITSE 5007: Race, Class, and Schooling: Ethnographic Approaches

This Year's Theme: Immigration and Education

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Class meeting time: Tuesdays 3-4:40 PM	Mondays 3-5 by appointment (please contact the IED/CIE program assistant)
Class meeting location: HM 432	

Course description: This course examines the role of schooling in the formation of race and class structures. We explore a range of theories regarding the relationship between race, class, and schooling, including cultural-ecological theory, social reproduction theory, cultural production theory, social constructivism, and critical race theory. We will concentrate on materials specific to the educational experiences of immigrant youth. In the midst of reading theoretical articles and empirical research, students will, with immigrant youth in the New York area, engage in a qualitative investigation of the relationship between race, class, and schooling. This exercise serves several purposes. Primarily, it provides students with an opportunity to learn and apply basic ethnographic methods in a guided setting. Further, it encourages students to compare the relationship between schooling, race, and class.

Course Objectives

In this course, students will:

- learn a variety of social theories concerning race, class, immigration, and schooling;
- learn how to do basic ethnographic research, including observations and interviews
- exercise their academic skills in oral presentations and writing

Accommodations:

All faculty members at Teachers College are committed to the inclusion of all students. We strive to make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well.

Class attendance and participation:

Each of you is expected to attend regularly and participate actively in all course experiences. Please notify me if you will be absent from class for any reason. If you miss more than two classes, I will recommend that you withdraw from the course.

Evaluation:

You will have a variety of written documents due over the course of the semester. They are due on the date noted in the syllabus; please print them and bring them to class. I strongly discourage you from submitting things late. I will subtract 5 points from your final grade for every day that a paper is late. Please do your best to be organized; it will benefit us all.

****Weekly fieldnotes portfolio (30%): due May 2**

****6 specific ethnographic products, each worth 10 points, for a total of 60% of your final grade: due at varying times (see below):**

I do not expect that you can complete a full ethnographic investigation in the course of one semester. Instead, the course is designed to give students guided practice in how to do ethnographic research. The following documents will be part of your on-going development of a research project; you should **come to class with a printed copy**, ready to discuss your documents, on the date indicated. Please note: **no late papers will be accepted.**

1. research design: due 1/31
2. edited fieldnotes on cultural event/activity: due 2/14
3. emic concept memo: due 2/28
4. interview log and brief transcription: due 3/14
5. theoretical/interpretive notes on PO, interviews, and one concept from class: due 3/28
6. research report: due 5/2

Below, I give more details about each of these:

1. **Research Design:** This is a narrative and visual explanation of how you plan to go about collecting the information you need for your project. Include the following sections in your design: 1) a **statement of the problem and the research question(s)** (1 page); 2) **the conceptual or theoretical framework** you draw upon (1 page; this may change over the course of the semester, as you learn more about race and class theory); 3) a discussion of the **methodological techniques** you propose to use (include specific information about the research setting, why it was chosen and why it is appropriate; the sampling procedures [how the subjects, schools, materials, etc., will be selected], the types of data you plan to obtain and how you will obtain them, the research instruments you intend to develop [surveys, questionnaires, time allocation chart, etc.], and, if possible, the methods you plan to use to analyze the data—2-3 pages); and 4) a discussion of the potential **significance** of the study (1 page). When you write the methods section, be clear about the connection between your methods and your research question. Total pages for exercise: 5-6 pages, double-spaced.

In addition to this narrative format, each student should develop a **cover sheet** for the proposal that will visually represent the sections of the proposal and their relation to each other. Please use the following table format for your visual display (1 page). This format is also available as a word document on Classweb:

1. Conceptual and theoretical context	
<ul style="list-style-type: none"> • list your theoretical framework and the concepts that ground your research 	
2. Research questions	3. Methods
OVERARCHING QUESTION	
<ul style="list-style-type: none"> • subquestion #1 • subquestion #2 • etc. 	<ul style="list-style-type: none"> • specific techniques to address #1 • specific techniques to address #2 •
4. Significance	
<ul style="list-style-type: none"> • list the contributions or potential academic and applied/policy contributions of your study 	

2. Edited Fieldnotes:

In the intervening weeks, you will be conducting observations. After each observation, be sure to write up thorough fieldnotes. Use the following “header” at the top of each set of fieldnotes:

Researcher name:

Date of (observation, interview):

Date of write-up:

Location:

Participants:

Summary: (write this part last—use it to reflect on your notes in light of your research question)

For this exercise, you will describe an occurrence(s) of a cultural activity or event as it appears in your field notes. Prepare an edited version of the fieldnotes from your participant-observation over several weeks. Choose a section of your notes covering an episode or segment of the event you observed and that you feel shows some of your best note taking skills. These notes should take the form of “ONs” (observation notes), “MNs” (methodological notes), “TNs” (theoretical notes) and “SNs” (self-reflection notes). The ONs should record all that you observed. The MNs are notes to yourself about how you potentially erred in using a technique, or about what sort of methodological actions you want to take in the future (e.g., follow up questions, ideas for other observations or interviews, etc.) The TNs relate what you saw to concepts or theories you have read in this class or at other times in your academic career. The SNs are notes to yourself about any aspect of the research: for example, you might include a comment on in an interview on whether you feel rapport has been established. For this exercise, use the same header listed above. Total pages for exercise: 6-10 double-spaced pages.

3. Emic concept memo:

Write a memo on a particular emic concept that you have identified in your research. By “emic concept” I mean a concept in your informants’ own language and thought, one that they use to think and talk about their perspective and experience, rather than one that you as a research have brought to or developed during your research. For example, the “good student” is an emic concept common to many school settings; “resistance” or “hidden curriculum” are not.

The concept you choose to write about doesn’t have to be an esoteric concept; sometimes it can seem quite obvious and even invisible; you and the people you are studying may share it. Even if you share it, don’t assume you know what the informant means by it—always ask for clarification. So, for example, if you are talking with a teacher and he mentions “bad behavior,” elicit definitions and examples of “bad behavior” from him, in his own words.

For this assignment, you should select a single important, emic concept that has come up in your research, and address the following questions:

1. What, specifically, is the concept that you’ve identified? For whom is it an emic concept? How did you discover it? Why do you think it’s important?
2. What can you infer about the meaning of this concept for the participants in your study? What evidence do you have to support these inferences?

Next, use your description of the emic concept to reflect on conceptual questions about qualitative research. You might address the following questions:

1. What is the relationship between what people *say* they are doing and what an outsider might think they are doing?
2. Does the emic concept you have described miss or distort some important aspect of people’s experience? If so, what warrant do you have for claiming this? If not, could you give a purely emic description of your research site. Or are some outsider categories necessary? Why?

Total pages for exercise: 5-6 double-spaced pages

4. Interview Log and Brief Transcription:

Ideally, you would tape and transcribe every interview. Frequently, though, this is not a possibility—perhaps your informant won't allow you to tape the interview; more commonly, you don't have the time or need to transcribe every part of the conversation. In these instances, an interview log is a useful technique for logging your data. In brief, a log is a chronological description of the questions you asked and a paraphrase of the consultant's responses and spontaneously mentioned topics. Be sure to include any words or phrases that seem to hold special meaning for the consultant. Put these words and phrases in double quote marks. When you come to passages that you think are pertinent to your research question, include a verbatim transcription of that segment; place this segment in double quote marks to distinguish it from your summary. Then return to your "summary" mode. In your log, you should continue to use the ON, TN, MN, SN strategy outlined above.

For this exercise, select one of the interviews you have conducted to date. The interview can be any of the types we will be discussing in class: a topical interview, a life history, an oral history, etc. It should be conducted with someone who regularly participates in the activities/events you have been observing during fieldwork. The interview must be tape-recorded.

In your written assignment, include the following elements: a) the header indicated above, b) a description of the set up and setting of the interview including the interview schedule, an account of arranging the interview, who the person is, your trip to meet the person, the physical space, and the emotional tone or atmosphere as the interview progressed, c) an index or log of the interview and d) at some point in the log, a verbatim transcription of a five minute segment of the interview that you feel constituted a rich moment in the interview.

Page length: 10-20 double-spaced pages.

5. Theoretical/analytical memo:

Re-read your entire set of fieldnotes, looking carefully for patterns, themes, and recurring emic concepts. Use the data analysis techniques we have read about to analyze your data.

Then think about the literature you have read on the topic and the concepts or theories that have guided your study (e.g., cultural capital, cultural ecological theory, racelessness, etc).

After spending considerable time thinking about your data and your conceptual frame, write a memo in which you join your data with the literature/concepts. You might use your data to argue with prevailing theories, or you might find examples in your data that support prevailing theories and concepts. In your memo, be sure to provide specific examples from observations and/or interviews that support your developing argument; also, be sure to explain the concept or theory you are engaging fully.

Total pages for exercise: 4-5 pages double-spaced.

6. Research report:

As you have engaged in the interactive process of ethnographic research, your original research question has undoubtedly changed. You may also have originally embraced concepts that you now feel your data do not support, or perhaps even contradict. This is common in the process of ethnographic research, which proceeds through reformulation of assumptions about social reality. Ethnography's most important strength is its openness, if not quest, to realize the limitations of (the ethnographer's) earlier conceptualizations. Occurrences in the course of the project—a conversation with a consultant, an encounter or unexpected action—may trigger the new formulation. Other possible triggers include an exposure to a comparison case, or a theoretical discussion.

To prepare for this essay, you will apply the data analysis techniques discussed in class and the readings (specifically coding and memoing) to analyze your ENTIRE CORPUS OF ETHNOGRAPHIC DATA. You will develop an initial analysis that engages some concept or theory covered in class; you may support or challenge it.

After you have thoroughly analyzed your data, you will write a research report. The report should have the following sections:

- I. Introduction to the topic and its significance (1 page). This is a general statement of the problem you studied and its significance.
- II. Literature review (2 pages). Identify a controversy (paradox, debate) in your field to which this study will speak. Critically analyze the way the problem you are addressing has been defined and studied, and the conclusions that have been reached in prior research. How does your study differ from other research on this topic, and what will your study contribute? (For our purposes, you need only review 3-4 studies here.)
- III. Research questions: (1/2 page) Explain the question(s) that guided your study.
- IV. Methods: (3 pages)
 - i. Describe the setting (1/2 page): why did you choose to study your research question in this setting?
 - ii. Access, role, and ethics (1 page): Discuss issues involved in gaining access and defining a role in the context in which you carried out your research. How did who you are influence the kind of study you could/not carry out? How did you negotiate your role? How did it influence the kind of data/perspectives you were able to obtain? Discuss any ethical considerations.
 - iii. Methods you used and for what purpose (1 page): how did you collect the information you needed to answer your research questions? Identify the range and kinds of evidence you gathered and show how the different kinds bear on your questions. For participant observation, where did you participate, how, with whom, why? For interviews, how and why did you select informants (sampling)?
 - iv. Describe how your initial definition of the problem changed in the process of carrying out your research and how you then reframed your research questions and research strategies. (1 page)
- V. Data: (6 pages): rather than simply reporting your data, in qualitative research you discuss the major themes and present your assertions related to these themes. Back up or substantiate your assertions using various data (triangulation) and textured data (thick descriptions, quotations, vignettes, documentary evidence, etc).
- VI. Implications and future research (2 pages): What are the implications of what you have learned for the literature you reviewed? Also, if you could continue your research, how might your questions and methods change? What more needs to be done, and how should it be done, to answer your questions?
- VII. Reference list

Total page length: 15 double-spaced pages.

****Oral presentation of your project to the class (10%): due April 25 and May 2:** Based on your findings as reported in your research report (#6 above), you will prepare an 8-10 minute presentation to make to the class. This exercise gives you practice in presenting your ideas to a group of scholars and practitioners, much as you might at an academic conference. Prepare thoroughly; time yourself. Do not simply read your paper; rather, plan to present it in an engaging way. Feel free to incorporate visuals such as overheads, digital photos, or powerpoint presentations.

Evaluation Summary:

Weekly fieldwork portfolio: 30%

Ethnographic research products: 60%

Oral presentation of project to class: 10%

TOTAL: 100%

Required texts:

The following texts are required for the course. You should purchase them independently.

Maxwell, Joseph. (1996). *Qualitative Research Design: An Interactive Approach*. Thousand Oaks: Sage.
 Marshall, Catherine and Gretchen Rossman. 1998. *Designing Qualitative Research*. Thousand Oaks: Sage.
 Pollock, M. (2005). *Colormute: Race Talk Dilemmas in an American School*. Princeton: Princeton University Press.
 Valenzuela, A. (1999). *Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring*. Albany: SUNY Press.

The remaining required articles or chapters are available through Classweb.

In addition, I have listed a number of “recommended” texts. If I have a pdf copy of the recommended text, I have posted it to Classweb; unfortunately, though, not all of them are available through Classweb.

Course schedule:

Because students need to initiate data collection at the beginning of the spring 2006 semester, *this course will actually begin in November, 2005. We will hold four class meetings in Fall 2005*, in room 539 Grace Dodge, on Tuesdays from 3-5 PM: Nov. 8, Nov. 15, Nov. 22, and Dec. 6. We will then hold the remaining classes in the spring semester, on Tuesdays from 3-5 PM. *Please do not come to the fall classes if you do not intend to sign up for the course for spring semester.*

Fall 2005

Week	Date	Topic	Readings	Due?
1	11/1	Introduction		
2	11/8	What is race? Overall picture of immigration and education <ul style="list-style-type: none"> • <i>What is race? How have definitions of race changed over time?</i> • <i>How has immigration to the United States changed over time?</i> • <i>What are the current trends in U.S. immigration?</i> Video: <i>Race: The Power of an Illusion</i>	Rivera-Batiz, Francisco. (1997). The Education of Immigrant Children in New York City. ERIC Digest. http://www.ericdigests.org/1997-3/nyc.html Suárez-Orozco, Marcelo. (2001). Globalization, Immigration and Education: The Research Agenda. <i>Harvard Educational Review</i> 71(3), 345-365. http://gseweb.harvard.edu/~hepg/fa01msuar.htm Suárez-Orozco, Carola. (2001). Afterword. <i>Harvard Educational Review</i> 71(3), 579-589. http://gseweb.harvard.edu/~hepg/f01csuar.htm Van Hook, Jennifer and Michael Fix. (2000). A profile of Immigrant Students in U.S. Schools. In <i>Overlooked & Underserved: Immigrant Students in U.S. Secondary Schools</i> (pp. 9-33). Washington, DC: Urban Institute. http://www.urban.org/UploadedPDF/overlooked.pdf	

			Winant, Howard. (1994). On the Theoretical Status of the Concept of Race. In <i>Racial Conditions: Politics, Theory, Comparisons</i> (pp. 13-21). Minneapolis: University of Minnesota Press.	
3	11/15	<p>Cultural-ecological theory; Ethnography</p> <ul style="list-style-type: none"> • <i>What are the main tenets of John Ogbu's cultural ecological theory? What are the main criticisms of Ogbu's theory? How might Ogbu's theory shape a study of immigrant youth, race, and schooling?</i> • <i>What is ethnography? What are the different varieties of ethnographic research?</i> 	<p>Conchas, G.Q. (2001). Structuring failure and success: Understanding the variability in Latino students' engagement. <i>Harvard Educational Review</i>, 71(3), 475-504.</p> <p>Fordham, S. & Ogbu, J. (1986). Black students' school success: Coping with the burden of 'acting White.' <i>Urban Review</i>, 18(3), 176-206.</p> <p>Foster, Kevin. (2004). Coming to terms: a discussion of John Ogbu's cultural-ecological theory of minority academic achievement. <i>Intercultural Education</i>, 15(4), 369-384.</p> <p>Foley, D. E. (1991). Reconsidering anthropological explanations of ethnic school failure. <i>Anthropology and Education Quarterly</i>, 22(1), 60-86.</p> <p>Willis, P. & Trondman, M. (2000). Manifesto for <i>Ethnography</i>. <i>Ethnography</i> 1, 1, pp. 5-16.</p>	Identify research topic
4	11/22	<p>Cultural production theory; research design</p> <ul style="list-style-type: none"> • <i>What is culture? How has the concept changed over time in the field of anthropology?</i> • <i>What is cultural production theory and how does it apply to studies of race/ethnicity, immigration, and schooling?</i> • <i>What are the core elements of research design? How can I apply them to my project?</i> 	<p>Levinson, Bradley and Dorothy Holland. Introduction. In Levinson, Bradley, Doug Foley, and Dorothy Holland, (Eds). <i>The Cultural Production of the Educated Person</i>. (pp. 1-54). Albany: SUNY Press.</p> <p>Stanton-Salazar, R.D. (1997). A social capital framework for understanding the socialization of racial minority children and youth. <i>Harvard Educational Review</i> 67(1), pp. 1-40.</p> <p>Maxwell, J. (2005). <i>Qualitative Research Design: An Interactive Approach</i>. Thousand Oaks: Sage. Chs. 2 and 3.</p> <p><i>Also read two of the following:</i></p> <p>Sarroub, Loukia. (2001). The Sojourner Experience of Yemeni American High School Students: An Ethnographic Portrait. <i>Harvard Educational Review</i> 71(3).</p> <p>Lee, Stacey. (2001). More than 'Model Minorities' or 'Delinquents': A Look at Hmong American High School Students. <i>Harvard Educational Review</i>, 71(3).</p> <p>Tapia, Javier. (2004). Latino households and schooling: economic and sociocultural factors affecting students' learning and academic performance. <i>International Journal of Qualitative Studies in Education</i>, 17 (3), pp. 415-436. . http://ejournals.ebsco.com/direct.asp?ArticleID=2CHRDGK9F60763L760VD</p> <p>Flores-Gonzalez, Nilda. (2005). Popularity versus respect: school structure, peer groups and Latino academic achievement. <i>International Journal of Qualitative Studies in Education</i>, 18 (5), 625-642. http://ejournals.ebsco.com/direct.asp?ArticleID=4B06ADDB82A8D707AAB0</p>	Develop research questions
5	12/6	<p>Segmented assimilation theory; developing research questions</p> <ul style="list-style-type: none"> • <i>What is segmented assimilation theory?</i> 	<p>Rumbaut, R. (1996). The Crucible Within: Ethnic Identity, Self Esteem, and Segmented Assimilation Among Children of Immigrants. In A. Portes, (Ed), <i>The New Second Generation</i>. New York: Russell Sage Foundation</p> <p>Portes, A. and Rumbaut, R. (2001). <i>Legacies: The story of the immigrant second</i></p>	For next semester: finalize research

		<ul style="list-style-type: none"> • <i>What are the implications of segmented assimilation theory for studies of race, immigration, and education?</i> • <i>How do you develop research questions?</i> 	<p><i>generation</i>. Berkeley: UC Press. Ch 9, school achievement and failure, pp. 233-268. ch 6, Lost in Translation (language), pp. 113-146.</p> <p>Maxwell, J. (2005). <i>Qualitative Research Design: An Interactive Approach</i>. Thousand Oaks: Sage. Ch. 4.</p>	<p>questions, find a field site, and write a short literature review or annotated bibliography</p>
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Spring 2006

Week	Date	Topic	Readings	Due?
6	1/24	Regroup <i>Preparing for next week: review the research design handout</i>		Research questions, field site, and short literature review/ annotated bib.
7	1/31	Overview of research methods <ul style="list-style-type: none"> • <i>What various research methods exist?</i> • <i>Which methods should I use and why?</i> • <i>What is sampling and how does it affect my research?</i> • <i>What is validity? What should I do to strive for valid research?</i> <i>Activity: three people will present their research designs</i> <i>Preparing for next week: fieldnote template</i>	<i>Required:</i> Marshall, C. and Rossman, G. (2005). <i>Designing Qualitative Research</i> . Thousand Oaks: Sage. Ch. 3, 4. Maxwell, Joseph. (1996). <i>Qualitative Research Design: An Interactive Approach</i> . Thousand Oaks: Sage. Ch. 5, Methods: What Will You Actually Do?, pp. 63-85. And Ch. 6. Validity: How Might You Be Wrong, pp. 86-98) <i>Recommended:</i> LeCompte, Margaret and Judith Preissle. (1993). <i>Ethnography and Qualitative Design in Educational Research</i> . San Diego: Academic Press. (2 nd ed.). Ch. 3, 6.	#1 Research design due (see hand-out on classweb for model)
8	2/7	Participant observation <ul style="list-style-type: none"> • <i>What kind of data is derived from observations and how should it be analyzed?</i> • <i>What varieties of observational strategies exist? How do you decide when to use what type of observational strategy?</i> • <i>What are fieldnotes? What might they look like?</i> <i>Activity: Observation exercise</i>	Adler, P.A. and Adler, P. (1994). Observational techniques. In N. Denzin and Y. Lincoln, (Eds.), <i>Handbook of Qualitative Research</i> . Thousand Oaks: Sage. pp. 377-392. LeCompte, Margaret and Judith Preissle. (1993). <i>Ethnography and Qualitative Design in Educational Research</i> . San Diego: Academic Press. (2 nd ed.). Ch. 5, "The Role of Theory in the Research Process."	
9	2/14	Reading Ethnography <ul style="list-style-type: none"> • <i>What does an actual ethnography</i> 	Pollock, M. (2005). <i>Colormute: Race Talk Dilemmas in an American School</i> . Princeton: Princeton University Press.	#2 Edited fieldnotes

		<p><i>look like?</i></p> <ul style="list-style-type: none"> • <i>What methods did the author use, and are her findings supported?</i> • <i>How did the author deal with sampling and validity?</i> 		due
	2/21	NO CLASS		
10	2/28	<p>Interviewing</p> <ul style="list-style-type: none"> • <i>How do you decide who to interview (sampling) and about what?</i> • <i>What kind of data is derived from interviews and how should it be analyzed? How do I as the researcher affect the data derived from interviewing?</i> • <i>What are some strategies for effective interviewing? What types of questions can be used in interviewing?</i> • <i>What's an interview schedule?</i> • <i>How do I log and transcribe interviews?</i> <p><i>Activity: Interviewing exercise</i></p>	<p><i>Required:</i></p> <p>Bryman, Alan. (2006). <i>Social Research Methods</i>. New York: Oxford University Press. Ch. 15: Interviewing in qualitative research, pp. 311-334.</p> <p>Fontana, A. and Frey, J. (1998). Interviewing: The art of science. In Norman K. Denzin & Yvonna S. Lincoln (Eds.), <i>Collecting and interpreting qualitative materials</i>, (pp. 47-78.) London: Sage.</p> <p>Kvale, Steiner. 1996. <i>InterViews: An Introduction to Qualitative Research Interviewing</i>. Thousand Oaks: Sage. pp. 81-108.</p> <p><i>Recommended:</i></p> <p>Briggs, Charles. (1986). <i>Learning How to Ask</i>. Cambridge: Cambridge University Press. (esp. Chapters 1, 2, 3, 5)</p> <p>Fontana, A. and Frey, J. (2003). The Interview: From Structured Questions to Negotiated Text. In Norman Denzin and Yvonna Lincoln, (Eds.). <i>Collecting and Interpreting Qualitative Materials</i>. (pp. 61-106). Thousand Oaks: Sage.</p> <p>Goodson, Ivor. (2001). Techniques for Doing Life History. <i>Life History Research in Educational Settings</i>. London: Open University Press. pp. 19-38.</p> <p>Goodson, Ivor. (2001). Confronting the Dilemmas. <i>Life History Research in Educational Settings</i>. London: Open University Press. pp. 105-113.</p>	#3 Emic concept memo due
11	3/7	<p>Reading Ethnography</p> <ul style="list-style-type: none"> • <i>What does an actual ethnography look like?</i> • <i>What methods did the author use, and are her findings supported?</i> • <i>How did the author deal with sampling and validity?</i> <p><i>Activity: Discuss strategies for focusing a qualitative study</i></p>	<p>Valenzuela, A. (1999). <i>Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring</i>. Albany: SUNY Press.</p>	
	3/14	NO CLASS: SPRING BREAK		#4 interview

				log due on or before this date; drop your paper in 374 Dodge
12	3/21	<p>Data analysis: Theoretical approaches</p> <ul style="list-style-type: none"> • <i>How does theory affect data analysis?</i> • <i>What is grounded theory?</i> • <i>How is my analysis shaped by my epistemology and theoretical or conceptual frameworks? (Should it be?)</i> 	<p>LeCompte, Margaret and Judith Preissle. (1993). <i>Ethnography and Qualitative Design in Educational Research</i>. San Diego: Academic Press. (2nd ed.). Ch. 7, "Analysis and Interpretation of Qualitative Data."</p> <p>LeCompte, Margaret and Jean Schensul. (1999). <i>Designing and Conducting Ethnographic Research</i>. Walnut Creek: Altamira Press. Ch. 7 "Data Analysis: How Ethnographers Make Sense of Their Data," pp. 147-160</p> <p>Marshall, C. and Rossman, G. (2005). <i>Designing Qualitative Research</i>. Thousand Oaks: Sage. Ch. 5, "Recording, Managing, and Analyzing Data."</p> <p>Strauss, Anselm and Juliet Corbin. 1998. Grounded Theory Methodology: An Overview. In Norman Denzin and Yvonna Lincoln, (Eds.), <i>Strategies of Qualitative Inquiry</i>. (pp. 158-183). Thousand Oaks: Sage..</p>	
13	3/28	<p>Data analysis: Techniques</p> <ul style="list-style-type: none"> • <i>What different approaches to data analysis exist and how do these strategies shape the findings?</i> • <i>What is memoing? What is coding? What is a data display? How can I use these?</i> <p><i>Activity: Data analysis exercise</i></p>	<p><i>Required:</i></p> <p>Emerson, Robert, Rachel Fretz, and Linda Shaw. (1995). <i>Writing Ethnographic Fieldnotes</i>. Chicago: University of Chicago Press. ch. 6 "Processing Fieldnotes: Coding and Memoing," pp. 142-168.</p> <p>Huberman, A. Michael and Matthew Miles. (1998). Data Management and Analysis Methods. In Norman Denzin and Yvonna Lincoln, (Eds.). <i>Collecting and Interpreting Qualitative Materials</i>. (pp. 179-210.). Thousand Oaks: Sage.</p> <p>LeCompte, M. (2000). Analyzing Qualitative Data. <i>Theory Into Practice</i>, (3), 146-154.</p> <p>Silverman, David. (2003). Analyzing Talk and Text. In Norman Denzin and Yvonna Lincoln, (Eds.). <i>Collecting and Interpreting Qualitative Materials</i>. (pp. 340-362). Thousand Oaks: Sage.</p> <p><i>Recommended:</i></p> <p>Hatch, J. Amos. (2002). <i>Doing Qualitative Research in Education Settings</i>. Albany: SUNY Press. Ch. 4, "Analyzing Qualitative Data," pp. 147-210.</p> <p>Miles, Matthew and A. Michael Huberman. (1994). <i>Qualitative Data Analysis</i>. Thousand Oaks: Sage Publications.</p> <p>Richardson, Laurel. (2003). Writing: A Method of Inquiry. In Norman Denzin and Yvonna Lincoln, (Eds.). <i>Collecting and Interpreting Qualitative Materials</i>. (pp. 499-541). Thousand Oaks: Sage.</p> <p>Rogers, R. (2003). <i>An Introduction to Critical Discourse Analysis in Education</i>. Mahwah: Lawrence Erlbaum Associates. Ch. 1: "An Introduction to Critical</p>	#5 theoretical/interpretive notes due

			Discourse Analysis in Education,” pp. 1-18. Ryan, Gery and H. Russell Bernard. (2003). Data Management and Analysis Methods. In Norman Denzin and Yvonna Lincoln, (Eds.). <i>Collecting and Interpreting Qualitative Materials</i> . (pp. 259-309). Thousand Oaks: Sage.	
14	4/4	Data analysis: Software <ul style="list-style-type: none"> • <i>What kinds of tools exist to help me manage my data?</i> <i>Activity: NVivo workshop</i>	<i>Recommended:</i> Auerbach, Carl and Louise Silverstein. (2003). <i>Qualitative Data: An Introduction to Coding and Analysis</i> . New York: New York University Press. Part III: “Analyzing your first research study,” pp. 31-90. Weitzman, Eben and Matthew Miles. (1995). <i>Computer Programs for Qualitative Data Analysis</i> . Thousand Oaks, CA: Sage. Ch. 2, “How to Choose Software,” pp. 9-15 and ch. 3, “Software Types and Functions,” pp. 16-22.	
	4/11	NO CLASS		
	4/18	NO CLASS		
15	4/25	Student Presentations		
16	5/2	Student Presentations		#6 Research report due Portfolio of fieldnotes due