

**ITSF 6590: Doctoral Seminar**  
**Professor Lesley Bartlett**  
**2 credits**

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**Office hours: Monday 3-5 by appointment, Tuesday 5-6 drop-in**

**Course description:** This doctoral seminar, designed for students who are planning or completing their dissertation work, focuses on **qualitative data analysis**. We consider a variety of research traditions, including phenomenology, grounded theory, ethnography, narrative analysis, case study, and critical theory. We focus on core data analysis techniques that apply to qualitative work broadly, including careful reading, memo writing, indexing, coding, abstracting, and the development of visual representations of data.

While students read articles and book chapters from the methodological literature, their primary text will be each other's work. That is, the course work centers on students' analysis of their own data. **Note: students are expected to have at least a preliminary data set (e.g., from summer pilot research or from another project) in order to participate fully in this course.**

**Course Requirements:** This course is offered for 2 credits (one credit per semester) on a pass/fail basis (no letter grades). We will meet every other week throughout the 2005-2006 academic year. Students are expected to participate actively in all class sessions, exchange papers with their writing group members between sessions, and submit all assignments on the date listed in the syllabus.

During the *fall* term, students will be evaluated based on the following items:

A two-page explanation of the methodological paradigm(s) in which you situate your study:

**DUE SEPT 12**

A two-page version of your research proposal: **DUE SEPT 19**

An 8 page, double-spaced conference paper in which you present original data: **DUE DEC. 12**

During the *spring* term, students will be evaluated based on the following items:

A concept map or other visual representation that illustrates the main themes of your data and some preliminary conclusions: **DUE FEB. 13**

A 25-30 page, double-spaced article for publication in which you present and analyze original data: **DUE APRIL 24**

**Readings:** There are two books required for this course:

Merriam, Sharan. 2002. *Qualitative Research in Practice: Examples for Discussion and Analysis*. Jossey-Bass.

Morse, J. M & Richards, L. (2002). *Readme First for a User's Guide to Qualitative Methods*. Thousand Oaks, CA: Sage Publications.

Because you will read Merriam over the summer before beginning the course, I recommend that you buy it independently. (You can order it through Amazon.com or some similar service, if you wish.) The book by Morse and Richards is available at Labyrinth Bookstore, 536 West 112th Street, between Broadway and Amsterdam Avenue, telephone 212.865.1588.

In addition to these books, we will read a number of articles and chapters that will be available through the "document delivery," e-reserve system at the library (connect through the webpage for Milbank Library) and/or through Classweb.

**Services for Students with Disabilities:** 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

**Incomplete Grades:** The grade of Incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade.

If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

**\*\*Please note: All classes will meet for two hours, from 5-7 PM, with the exception of the following dates, when we will meet from 5-8 PM: Dec. 12, Dec. 19, May 8, May 15**

### **Course schedule for Fall 2005**

#### **September 12: Traditions of qualitative research**

##### *Readings:*

Merriam, Sharan. 2002. *Qualitative Research in Practice: Examples for Discussion and Analysis*. Jossey-Bass. Read chapter 1 and at least two of the research traditions outlined in Part 2 (e.g., the chapters on case studies; the chapters on critical research; the chapters on ethnography; etc.)

##### *In-class activities:*

- Over the summer, each student will prepare a 2 page, double-spaced paper explaining the following: in which methodological paradigm does your project fit? Why? Students will bring 12 copies of this document on our first day. We will read and critique these.
- Students will form reading/writing groups of 2-4 people. These groups should meet every other week, on the weeks we do not meet for class, and should present to each other data analysis plans and written versions of analysis in progress.

##### *Assignment:*

- After reading the examples of proposals provided by Professor Bartlett, prepare a two-page, single-spaced proposal to send to funding agencies. (Note: students who have already completed fieldwork should write a proposal for a write-up grant, such as those provided by the Spencer Foundation or the Wenner-Gren Foundation, or for a post-doctoral position.) Post the proposal to classweb by September 19.
- Read the submitted proposals; meet in your work group to discuss the proposals written by members of your group; and provide written feedback to all members of the class.

#### **September 19: The proposal in brief format**

##### *Readings:*

All of the proposals submitted by fellow students.

##### *In-class activity:*

- Each student will have 10 minutes to defend the proposal. The student will be allowed one minute to present the research question; the student will then be questioned for 9 minutes.

#### **October 10: Managing data**

##### *Readings:*

Morse, J. M & Richards, L. (2002). *Readme First for a User's Guide to Qualitative Methods*. Thousand Oaks, CA: Sage Publications. Pp. 85-110.

##### *In-class activities:*

- Students will log and transcribe an interview, compare transcriptions, and discuss the importance of careful data management

*Assignment:*

- prepare your data corpus for analysis: organize the data, complete transcriptions, complete the typing of fieldnotes or (when possible) importation of documents to the computer
- complete tutorials 1 and 2 of *ReadMe*

**October 24: General analytic strategies and getting started**

*Readings:*

LeCompte, Margaret and Preissle, Judith. 1993. *Ethnography and qualitative design in educational research*. San Diego, CA: Academic Press. Pp. 234-278.

Hatch, J. Amos. 2002. *Doing Qualitative Research in Education Settings*. Albany: SUNY Press. Ch. 4: Analyzing Qualitative Data, pp. 147-210.

*In-class activity:*

- Qualitative researchers discuss how they handled their data analysis

*Assignments:*

- read through your entire corpus of data
- write a memo about what stands out to you as important in your data; share it with your work group
- create a Project in NVivo and import all of your data

**November 7: Reading and writing, memoing**

*Readings:*

Emerson, Robert, Rachel Fretz, and Linda Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press. Ch. 6, "Processing Fieldnotes: Coding and Memoing," pp. 142-168.

*In-class activity:*

- Students will read a single data corpus, code data manually (as individuals) and then compare codes

*Assignments:*

- read through your entire corpus of data; develop a list of themes you see in the data; write a memo on this topic and share it with your work group
- complete tutorial 3 in *ReadMe*

**November 21: Coding**

*Reading:*

Morse, J. M & Richards, L. (2002). *Readme First for a User's Guide to Qualitative Methods*. Thousand Oaks, CA: Sage Publications. Pp. 111-128.

Lofland, John and Lyn Lofland. 1994. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Wadsworth Publishing. Pp. 179-203.

*In-class activity:*

- Students will use a single data set to learn NVivo

*Assignments:*

- using NVivo, develop codes for your own dataset
- write a memo about the coding process; share it with your work group
- complete tutorial 4
- develop a data display to present in class next week

**December 5: Abstracting**

*Readings:*

Morse, J. M & Richards, L. (2002). *Readme First for a User's Guide to Qualitative Methods*. Thousand Oaks, CA: Sage Publications. Pp. 129-144.

Miles, Matthew and Huberman, Michael. 1984. Drawing Valid Meaning from Qualitative Data: Toward a Shared Craft. *Educational Researcher* 13(5): 20-30.

*In-class activity:*

- Students will present one of the data displays suggested by Miles and Huberman

*Assignment:*

- using NVivo, revisit and revise the coding scheme; develop sets; arrange nodes in trees
- write a memo about the abstracting process; share it with your work group
- **Written version of 8 page, double-spaced conference paper due by the end of class on December 12**

**December 12: Conference presentations**

*In-class activity:*

For the next two weeks, we will meet in conjunction with students from Professor Vavrus's doctoral seminar.

- Half of the students present 15 minute, "conference paper" versions of their data analysis (for the schedule, see the "outline" link in classweb)
- These same students will read and provide written feedback on the final papers presented this evening by half of Prof. Vavrus's students (TBA)

**December 19: Conference presentations**

*In-class activity:*

- Half of the students present 15 minute, "conference paper" versions of their data analysis (for the schedule, see the "outline" link in classweb)
- These same students will read and provide written feedback on the final papers presented this evening by half of Prof. Vavrus's students (TBA)

**Course Schedule for Spring 2006**

**January 30: Presentation of data analysis, to date**

*In-class activity:*

- Each student will present a visual representation of his/her data analysis, to date

*Assignments for new students:*

- complete Tutorials 1-4 from *ReadMe First*
- create a Project in NVivo and import all of your data
- read through all of your data and develop initial codes

*Assignments:*

- Using NVivo, develop and/or revise codes for your own dataset.
- Using NVivo, develop and/or revise the nodes and trees for your own dataset.
- Write a memo about this revision process; share it with your work group
- Develop a concept map (see hand-out, bottom of this document) and bring it to class for the next two weeks

**February 13: Using visuals to analyze**

*Readings:*

- Huberman, A. Michael and Matthew Miles. 1998. Data Management and Analysis Methods. In Norman Denzin and Yvonna Lincoln, eds. *Collecting and Interpreting Qualitative Materials*. Thousand Oaks: Sage. pp. 179-210.
- Lofland, John and Lyn Lofland. 1994. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Wadsworth Publishing. Pp. 197-201.

*In-class activity:*

- Half of the students present a concept map or other visual representation of data analysis (check “outline” on classweb for schedule)

**February 27: Drawing and verifying conclusions**

*Reading:*

- Miles, Matthew and A. Michael Huberman. 1994. *Qualitative Data Analysis*. Thousand Oaks: Sage Publications. Pp. 245-287.

*In-class activity:*

- Half of the students present a concept map or other visual representation of data analysis (check “outline” on classweb for schedule)

*Assignment:*

- Turn in the first 10 pages of your draft to your writing group by today. Group members should read each others’ drafts and then meet to give each member feedback.

**March 15: Writing up**

*Readings:*

- Hatch, J. Amos. 2002. *Doing Qualitative Research in Education Settings*. Albany: SUNY Press. Ch. 5, “Reporting Qualitative Research,” pp. 211-246.
- Lofland, John and Lyn Lofland. 1994. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Wadsworth Publishing. Ch. 10, “Writing Reports,” pp. 204-230.
- Richardson, Laurel. 2003. Writing: A Method of Inquiry. In Norman Denzin and Yvonna Lincoln, eds. *Collecting and Interpreting Qualitative Materials*. Thousand Oaks: Sage. pp. 499-541.

*Assignment:*

- Turn in the first 15 pages of your draft to your writing group by today. Group members should read each others' drafts and then meet to give each member feedback.

**March 27: Method-specific data analysis strategies**

*Readings:* Select **one of the following** sources (preferably the one that most closely corresponds to your approach to the data analysis):

- Charmaz, Kathy. 2003. Grounded theory: Objectivist and constructivist methods. In Norman Denzin and Yvonna Lincoln, eds., *Strategies of Qualitative Inquiry*. Thousand Oaks: Sage. pp. 249-291.
- Ryan, Gery and H. Russell Bernard. 2003. Data Management and Analysis Methods. In Norman Denzin and Yvonna Lincoln, eds. *Collecting and Interpreting Qualitative Materials*. Thousand Oaks: Sage. pp. 259-309.
- Silverman, David. 2003. Analyzing Talk and Text. In Norman Denzin and Yvonna Lincoln, eds. *Collecting and Interpreting Qualitative Materials*. Thousand Oaks: Sage. pp. 340-362.
- Sondergaard, Dorte. 2002. Poststructuralist approaches to empirical analysis. *Qualitative Studies in Education* 15(2): 187-204.
- Strauss, Anselm and Juliet Corbin. (1998). Grounded Theory Methodology: An Overview. In Norman Denzin and Yvonna Lincoln, eds., *Strategies of Qualitative Inquiry*. Thousand Oaks: Sage. pp. 158-183.
- Yin, Robert. 2003. Analyzing Case Study Evidence. *Case Study Research: Design and Methods*. Thousand Oaks: Sage. Pp. 109 – 140.

*Assignment:*

- Turn in your entire draft to your writing group by today. Group members should read each others' drafts and then meet to give each member feedback.

**April 10 Professional Development: Applying for academic and non-academic jobs**

*Readings:*

American Association for Employment in Education, Inc. 1997. *The Higher Education Job Search: A Guide for Prospective Faculty Members*. Evanston, IL: AAEE.

*In-class activity:*

- Graduates from our department discuss their work and the necessary preparation for it

*Assignment:*

- **Post a full draft of the 25-30 page paper to classweb by April 24**

**May 8: Defending the Analysis**

*Readings:*

- Half of student papers, submitted via classweb (to know which papers to read for this week, see schedule of presentations posted on classweb under "outline")
- Mock proposals from peers in Professor Vavrus's class (TBA)

*In-class activity:*

For the next two weeks, we will meet with students from Professor Vavrus's doctoral seminar.

- Half of our students defend their drafts (20 minutes each)
- These same students will question half of the students from Prof. Vavrus's class on their mock proposals

### **May 15: Defending the Analysis**

*Readings:*

- Half of student papers, submitted via classweb (to know which papers to read for this week, see schedule of presentations posted on classweb under "outline")
- Mock proposals from peers in Professor Vavrus's class (TBA)

*In-class activity:*

- Half of students defend their drafts (20 minutes each)
- These same students will question half of the students from Prof. Vavrus's class on their mock proposals

**Also recommended:**

- Adler, P.A. and Adler, P. (1994). Observational techniques. In N. Denzin and Y. Lincoln, eds., *Handbook of Qualitative Research*. Thousand Oaks: Sage. Pp. 377-392.
- Angrosino, Michael and Kimberly Mays de Pérez. 2003. Rethinking Observation: From Method to Context. In Norman Denzin and Yvonna Lincoln, eds. *Collecting and Interpreting Qualitative Materials*. Thousand Oaks: Sage. Pp. 107-154.
- Atkinson, Paul and Martyn Hammersley. Ethnography and Participant Observation. In Norman Denzin and Yvonna Lincoln, eds., *Strategies of Qualitative Inquiry*. Thousand Oaks: Sage. Pp. 110-136.
- Auerbach, Carl and Louise Silverstein. *Qualitative Data: An Introduction to Coding and Analysis*. New York: New York University Press. Part III: Analyzing your first research study, pp. 31-90.
- Briggs, Charles. 1986. *Learning How to Ask*. Cambridge: Cambridge University Press.
- Creswell, John. 2002. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks: Sage. Pp. 87-118.
- Crotty, Michael. *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Thousand Oaks: Sage.
- Davies, Charlotte. 1999. *Reflexive Ethnography*. New York: Routledge.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (1998). *The Landscape of Qualitative Research: Theories and Issues*. Thousand Oaks, CA: Sage Publishers.
- Eisenhart, Margaret and Kenneth Howe. 1992. Validity in Educational Research. In Margaret LeCompte, Wendy Millroy, and Judith Preissle, eds., *The Handbook of Qualitative Research in Education*. New York: Academic Press. pp. 643-680.
- Emerson, Robert, Rachel Fretz, and Linda Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.
- Fontana, Andrea and James Frey. 2003. The Interview: From Structured Questions to Negotiated Text. In Norman Denzin and Yvonna Lincoln, eds. *Collecting and Interpreting Qualitative Materials*. Thousand Oaks: Sage. pp. 61-106.
- Freebody, Peter. *Qualitative Research in Education*. Thousand Oaks: Sage.
- Goodson, Ivor. 2001. Techniques for Doing Life History. *Life History Research in Educational Settings*. London: Open University Press. Pp. 19-38.
- Goodson, Ivor. 2001. Confronting the Dilemmas. *Life History Research in Educational Settings*. London: Open University Press. Pp. 105-113.
- Greenwood, Davydd and Morten Levin. 1998. *Introduction to Action Research: Social Research for Social Change*. Thousand Oaks: Sage Publications. Ch. 1 (Introduction, pp. 3-14), ch 5 (An Epistemological Foundation, pp. 67-92), and ch 14 (Participatory Evaluation and Participatory Rural Appraisal, pp. 235-252)
- Hatch, J. Amos. 2002. *Doing Qualitative Research in Education Settings*. Albany: SUNY Press.
- Holstein, James and Jaber Gubrium. (1998). Phenomenology, Ethnomethodology and Interpretive Practice. In Norman Denzin and Yvonna Lincoln, eds., *Strategies of Qualitative Inquiry*. Thousand Oaks: Sage. pp. 137-157.
- Huberman, A. Michael and Matthew Miles. 1998. Data Management and Analysis Methods. In Norman Denzin and Yvonna Lincoln, eds. *Collecting and Interpreting Qualitative Materials*. Thousand Oaks: Sage. pp. 179-210.

- Jaeger, Richard M. (Ed.) 1997. *Complementary Methods for Research in Education*, second edition. Washington, DC: American Educational Research Association.
- Kvale, Steiner. 1996. *InterViews: An Introduction to Qualitative Research Interviewing*. Thousand Oaks: Sage.
- LeCompte, Margaret and Jean Schensul. 1999. *Designing and Conducting Ethnographic Research*. Walnut Creek: Altamira Press. ch 7 (Data Analysis: How Ethnographers Make Sense of Their Data, pp. 147-160)
- LeCompte, Margaret and Judith Preissle. (1993). *Ethnography and Qualitative Design in Educational Research*. Second edition. San Diego: Academic Press.
- Lofland, John and Lyn Lofland. 1994. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Wadsworth Publishing.
- Marshall, Catherine and Gretchen Rossman. 1998. *Designing Qualitative Research*. Thousand Oaks: Sage.
- Maxwell, J. A. 1996. *Qualitative Research Design: An Interactive Approach*. Thousand Oaks: Sage Publications.
- Miles, Matthew and A. Michael Huberman. 1994. *Qualitative Data Analysis*. Thousand Oaks: Sage Publications.
- Patton, M. Q. 1990. *Qualitative Evaluation and Research Methods*. Thousand Oaks: SAGE Publications.
- Peters, Michael and Burbules, Nicholas. (2004). *Poststructuralism and Educational Research*. Lanham, MD: Rowman & Littlefield.
- Phillips, Denis C. & Burbules, Nicholas C. (2000). *Postpositivism and Educational Research*. Lanham, MD: Rowman & Littlefield.
- Ragin, Charles. 1987. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley: University of California Press.
- Reason, Peter. 1995. Three Approaches to Qualitative Inquiry. In Norman Denzin and Yvonna Lincoln, eds., *Strategies of Qualitative Inquiry*. Thousand Oaks: Sage. pp. 261-291.
- Richards, Lyn. 1999. *Using Nvivo in Qualitative Research*. Thousand Oaks: Sage.
- Richardson, Laurel. 2003. Writing: A Method of Inquiry. In Norman Denzin and Yvonna Lincoln, eds. *Collecting and Interpreting Qualitative Materials*. Thousand Oaks: Sage. pp. 499-541.
- Rogers, Rebecca. 2003. *An Introduction to Critical Discourse Analysis in Education*. Lawrence Erlbaum Associates.
- Ryan, Gery and H. Russell Bernard. 2003. Data Management and Analysis Methods. In Norman Denzin and Yvonna Lincoln, eds. *Collecting and Interpreting Qualitative Materials*. Thousand Oaks: Sage. pp. 259-309.
- Sanjek, Roger. 1990. A Vocabulary for Fieldnotes. In R. Sanjek (ed.) *Fieldnotes: The Makings of Anthropology*. Ithaca: Cornell University Press. 1990. (pp. 92-137)
- Schensul, Stephen, Jean Schensul, and Margaret LeCompte. (1999). *Essential Ethnographic Methods*. Altamira Press.
- Silverman, David. 2003. Analyzing Talk and Text. In Norman Denzin and Yvonna Lincoln, eds. *Collecting and Interpreting Qualitative Materials*. Thousand Oaks: Sage. pp. 340-362.
- Spradley, James. 1997. *The Ethnographic Interview*. International Thomson Publishing.
- Spradley, James. 1997. *Participant Observation*. International Thomson Publishing.
- Stake, Robert. 1998. Case Studies. In Norman Denzin and Yvonna Lincoln, eds., *Strategies of Qualitative Inquiry*. Thousand Oaks: Sage. pp. 86-109.
- Stake, Robert. 1995. *The Art of Case Study Research*. Thousand Oaks: Sage Publications.

- Strauss, Anselm and Juliet Corbin. (1998). Grounded Theory Methodology: An Overview. In Norman Denzin and Yvonna Lincoln, eds., *Strategies of Qualitative Inquiry*. Thousand Oaks: Sage. pp. 158-183.
- Weitzman, Eben and Matthew Miles. 1995. *Computer Programs for Qualitative Data Analysis*. Thousand Oaks, CA: Sage.
- Willis, Paul and Mats Trondman. 2000. Manifesto for *Ethnography*. *Ethnography* 1(1): 5-16.
- Wolcott, H. F. 1990. *Writing Up Qualitative Research* (Vol. 20). Newbury Park, CA: Sage Publications.
- Wolcott, Harry. 1990. On Seeking--And Rejecting--Validity in Qualitative Research. In Elliot Eisner and Alan Peshkin, eds., *Qualitative Inquiry in Education: The Continuing Debate*. New York: Teachers College Press. Pp. 121-152.
- Wolf, Diane. 1996. *Situating Feminist Dilemmas in Fieldwork*. Boulder: Westview. Pp. 1-55.
- Yin, Robert. 2003. *Case Study Research: Design and Methods*. Thousand Oaks: Sage.