

**New York University
Department of Applied Statistics, Social Science, and Humanities
International Education Program
Fall 2018**

**INTE.GE.2007: Qualitative Methods in Comparative Education
Waverly Building (24 Waverly Place), Rm 370
Tuesdays 4:55 – 6:35**

Last updated August 29, 2018

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COURSE DESCRIPTION

This course provides an introduction to qualitative methods used in international and comparative education and the social sciences. It is intended to provide an overview of particular techniques in research design, data collection, and data analysis most commonly associated with qualitative research. Upon completing this course, you should be able to:

- (1) understand and critique qualitative studies that you read;
- (2) supervise someone else's qualitative work (e.g., an independent consultant hired to conduct a qualitative study for an organization for which you work);
- (3) conduct your own qualitative inquiry, having acquired a particular skill set which should be highly valued in your future jobs (keep your reference readings on hand!).

Part One includes an introduction to qualitative methods. We will begin with an overview of key perspectives on research, different types of studies, and the main differences between qualitative and quantitative traditions.

Part Two focuses on research design and data collection. We will read "how-to" methods books and you will employ these methods. We will also read examples from experienced researchers that illustrate how these researchers employ these methods and to what effect. We will debrief your experiences, discuss issues that arise, and answer questions you have about hands-on practice. Key methods include individual interviews, focus groups, document review, and observation.

Part Three focuses on data analysis, writing-up research and presenting it. Understanding how to think, write, critique, and argue about social science research is an important piece of this section. Part Three also provides the opportunity for you to share your own research experiences from the semester, draft reports, present your findings, and receive feedback.

COURSE REQUIREMENTS AND EVALUATION

This class requires the active participation of all class members through small and large-group activities, presentations, active listening, debate, and discussion. It is based around weekly lectures and recitations. We will benefit from the experience of special guests who will give first-hand insight into their qualitative research and research experiences. You are expected to work with other students outside of class to prepare assignments. Please feel free to take advantage of my office hours to talk about questions concerning assignments and comments or questions you have about course readings and topics. **If you have logistical questions, please consult with a classmate first, then contact Kylie or me with your question if your classmate cannot help you.**

Specific requirements are as follows:

1. *Class Attendance and Participation (20%):* Class attendance (lectures and recitations) and regular participation is required for this course. If you must miss a class for any reason, please let me know in advance.

The marks for class attendance and participation will be comprised of:

- A peer evaluation from your group members (7.5%) – giving and receiving feedback is an important academic and work-place skill.
 - *On days when we welcome guest speakers, you are required to post 1-2 questions for the speaker on NYU Classes prior to class (5%; 1pt per week with guest(s))*
 - *Participation in class and recitations (7.5%)* - This includes **active listening, comments on readings, and small group activities**. Your participation should demonstrate familiarity with the assigned readings.
2. *Academic Integrity Wagner Oath (P/F):* I take academic integrity very seriously. All assignments must adhere to standards of academic ethics. Your work must reflect your own writing and ideas. According to the Steinhardt School of Culture, Education, and Human Development Statement on Academic Integrity, you violate the principle of academic integrity by turning in work that does not reflect your own ideas or includes text that is not your own; when you submit the same work for two different courses without prior permission from the instructor; when you receive help on a take-home examination when you are expected to work independently; when you cheat on exams; and when you plagiarize material.

Any student who submits work that constitutes plagiarism will be subject to disciplinary sanctions, which range from failure of the course to dismissal from the school.

By **Tuesday, September 11th, prior to class**, please complete the NYU Wagner Academic Oath form located at: <https://wagner.nyu.edu/portal/students/policies/academic-oath> Post the acknowledgement that the form has been completed on Classes under the “Assignments” tab. You will receive a “Pass” for this assignment if you complete the oath. If you do not complete this oath, you will fail the class.

Please note that we will use Turnitin for this class.

3. *Protection of Human Subjects tutorial and approval (P/F):* All students must take and pass the University Committee on Activities Involving Human Subjects online Tutorial by **Tuesday, September 18th, prior to class** to receive a “P” for this assignment. Please go to www.citiprogram.org, on the upper right hand corner of the screen, click on “Register”. The registration process will walk you through 7 steps. Select Social and Behavioral Research Investigators under Human Subjects Research, and complete the basic course which consists of 16 learning modules. To save an electronic copy of the completion certificate, click on “Print Report”. The report will open up as a PDF document which then can be saved (or printed for your records). Students must post a copy of their score on Classes under the “Assignments” tab by the start of class on the due date. You will receive a “Pass” for this assignment if you complete the oath. If you do not complete this oath, you will fail the class.
4. *Group Problem Statement with Research Question (15%):* Working in groups of 3 or 4, please develop a **problem statement with potential research question(s)** (two-three pages, maximum) related to a topic of your own choosing. The problem statement should summarize the intellectual puzzle, or the gap in knowledge, that requires your investigation. The research question should be focused enough to be answerable and feasible in the course of the semester and should clearly require qualitative, not quantitative, methods. This assignment should include five to six academic references that relate to your question and support/defend your problem statement. Submit your problem statement, research question(s), and references in a Word file in Classes under the “Assignments” tab by **Tuesday, October 2nd at 4:55pm**. **Bring a hard copy with you to class and recitation. Your research question must be approved before you proceed with data collection. Gaining approval of your question may require resubmission of this assignment.**
5. *Data Collection Protocols (15%):* In no more than one page, explicitly consider how you could use each of the methods explained in this course to answer your questions (interviews, focus groups, observational or document analysis techniques) and why you choose (a) particular method(s) over the others. In your groups, create protocols to use in collecting the types of data appropriate to your research question(s). (Each group must develop at least two protocols.) Please also explain your anticipated data sources. More specific guidance in developing data collection protocols will be provided in class. **You must receive feedback from the TA and I as well as a grade on the protocols prior to collecting any data in the field.** The protocols are due on **October 30th, prior to class. Please also bring hard copies to class.**

6. *Transcripts/Field Notes and Researcher Memo (10%)*: Each student is required to prepare and submit a Researcher Memo plus at least one of the following four types of transcript/field notes (i.e., raw data). The transcript/field notes and Researcher Memo are due on **Tuesday November 20th, prior to class. Please bring hard copies of your transcripts/field notes to class that day.** Although researchers do not usually share field notes with others, we will share and discuss these notes. *NB*: Transcripts and field notes are critical ingredients for qualitative work. To yield the most accurate results, it is best to transcribe and record your notes *as soon as possible* after you have completed the fieldwork.

Researcher memo: You will complete one 2-3-page (double-spaced) Researcher Memo in which you reflect on two aspects of qualitative research: 1) reflexivity/subjectivity (i.e., your role as researcher in the process of collecting data), and 2) preliminary “insights,” “a-ha moments, etc. from the data you have collected to date.

PLUS ONE OF THE FOLLOWING:

- a) **Observation field notes**: These field notes should reflect at least one 1.5-hour observation of a public or private setting of your choosing using the observation protocol you developed. Choose a setting that allows you to engage with some aspect of the research question you have chosen. Remember, private settings require verbal permission from the people you will be observing. Observations must conform to NYU’s guidelines regarding research involving human subjects. Please use common sense, as well, in conducting this work and do not put yourself or your “subjects” at undue risk.
- b) **Individual interview transcript**: This transcript should reflect the (1-hour, minimum total; can include 20 minutes each from 3 separate interviews) individual interview you will have conducted using the interview protocol you developed. Choose an individual who will allow you to engage with some aspect of the research question you have chosen. Interviews must conform to NYU’s guidelines regarding research involving human subjects. Please use common sense, as well, in conducting this work and do not put yourself or your “subjects” at undue risk.
- c) **Focus group discussion**: This transcript should reflect a focus group discussion you will have conducted (1-1.5-hour, minimum) using the focus group discussion protocol you developed. Group members may conduct the focus group session together (in pairs), however if you submit the transcript for this assignment you must have been the focus group facilitator.
- d) **Document review**: These document review notes should reflect your analysis of at least one document (comprising at least 5 pages) or other material (i.e. visual, must be non-human) data source.
7. *Group Data Analysis and Final Research paper (40%)*: After you have completed the data collection for the research question you are studying, you will write it up in a paper (15-20 pages maximum (not including Abstract, References or Appendices), double-spaced, 12 pt. font). The paper should contain the following sections:
- a) **Abstract (1/2 page)**: The abstract summarizes your project, typically focusing on the importance of your questions, your argument, your research methods and significance.
- b) **Introduction (1-2 pages)**: This contains your problem statement, research question(s), and the significance of the investigation. You should include a thesis statement/argument (This paper argues that...). You should also provide a “road map” of the rest of the paper—i.e., a paragraph containing a sentence summarizing each of the following sections (First, this paper will...Second it will...).
- c) **Literature review (3-5 pages)**: This section describes the key academic literature on the topic under study. Be sure to discuss only the literature that is relevant to your research. Do not quote sources extensively—it is almost always better to paraphrase and cite than to quote.
- d) **Methods and Sample (3-5 pages)**: Here you will describe how you selected your informants, how you chose the sites for observation, how you conducted your data collection, which difficulties you ran into in the process, and how you attempted to address these difficulties, and limitations. (*NB*: for this paper this section should be longer and more detailed than it would be for a typical article or organization report.)

- e) Findings and Discussion (6-8 pages): Here you categorize and describe your key findings, along with explanation (interpretation) as to what your findings mean. Provide support for your argument, and be sure to clearly distinguish your opinions from those of your participants.
- f) Conclusion (1-2 pages): Briefly recap what you have told your reader up to this point, and summarize your main arguments/conclusions in answer to your research question(s), and note areas/questions meriting future research. If appropriate, provide recommendations for policy or practice.

All first drafts are due (P/F) on **Friday November 30th by 11:55pm**, to be posted under the “Assignments” tab in Classes. You will present your research in class **Tuesday December 4th**. The final class session will be devoted to presenting and receiving constructive feedback (“workshopping”) your papers. You will be able to incorporate this feedback into your final paper. **Final papers are due by 11:55pm December 11th**.

ASSIGNMENTS SUMMARY TABLE:

Description:	Percentage of grade:	Date due:
1. Attendance and participation	20%	All classes
2. Academic integrity	P/F	All assignments/activities & Sept 11, 4:55pm
3. Human subjects	P/F	All classes/assignments & Sept 18, 4:55pm
4. Problem statement/RQ(s)	20%	October 2, 4:55pm
5. Data collection protocols	10%	Oct 30, 4:55pm
6. Transcripts/field notes & Researcher memo	10%	Nov 20, 4:55pm
7i. Final research paper (draft)	P/F	Friday Nov 30 11:55pm
7ii. Draft research presentation	P/F	Dec 4 in class (<i>Note: feedback on papers and presentations will be provided shortly thereafter</i>)
7iii. Final research paper	40%	Dec 11 th , 11:55pm

DEADLINES and Policy on late assignments: Papers are due on the dates and at the times listed. In other words, if a paper is due at 4:55 p.m., that means 4:55 p.m., not 4:56 p.m. In fact, Classes will automatically mark your paper as late when it is submitted past the due date/time. Barring serious illness or family emergency (both require documentation), **late papers will be reduced by 1/3 of a grade for each 24-hour period** for which they are turned in after the deadline. For example, a paper turned in one day late with a grade of B would be marked down to a B-. Exceptions are granted only in extreme circumstances and require written documentation. Examples of exceptional circumstances include a learning disability (documented by NYU in the form of a written letter from the Center for Students with Disabilities) or hospitalization. Changing topics, regions, countries of study for an assignment, poor time management, and procrastination *do not count as exceptional circumstances*.

Time management is critical to success in this class. Your group research project should be a semester-long activity, following along with the class topics. Each stage of this project will likely take longer than you expect. For example, given deadlines, you will need to begin setting up your data collection activities (booking interviews, focus groups, observations, etc.) prior to receiving feedback on your protocols.

Criteria for grading written work: Preparation and accuracy of data, strength and clarity of written arguments, quality and logic of analysis, and clarity and accuracy of writing.

NYU Classes and Email: NYU Classes and email will be used to manage and coordinate the course. Much of the reading material and important course announcements will be posted electronically on NYU Classes. Please check your email and the course page regularly to ensure you have access to this material and announcements. For example, there is a link to Express Scribe, a software that helps transcribe interviews.

Note: While we will endeavor to answer your weekday questions within 24 hours, we do not typically check email on the weekends.

Special Accommodations: Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at (212) 998-4980, 240 Greene Street, www.nyu.edu/csd.

STRONG RECOMMENDATIONS

The **NYU library** offers guided tours. I strongly recommend that you make an appointment with the library staff for a tour. They will describe which search engines and other kinds of tools are available and will explain how to conduct on-line searches for academic literature, among other key research activities. They have an excellent reputation. This type of tutorial can save you tremendous time in preparing your research study.

Meet with me about your project: I would like to meet with each of your groups in the first half of the semester, ideally by the middle of October. This will allow me to provide feedback and support early into your group projects.

REQUIRED READINGS

The required readings are available in the NYU bookstore or online via the NYU Classes webpage.

NYU Bookstore:

1. Maxwell, J. (2013). *Qualitative research design: An interactive approach (3rd edition)*. Thousand Oaks, CA: Sage Publications.
2. King, E. (2014). *From Classrooms to Conflict in Rwanda*. Cambridge University Press.
□ Note: the King book can also be read as an e-book from the NYU library

RECOMMENDED READINGS:

1. Rubin, H. & Rubin, I. (2005). *Qualitative interviewing: The art of hearing data*. Thousand Oaks, CA: Sage Publications.
2. Creswell, J. (2012). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Los Angeles & London: SAGE.
3. Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Writing ethnographic fieldnotes*. Chicago: University of Chicago Press.
4. LeCompte, M. & Schensul, J. (2010). *Designing and conducting ethnographic research: An introduction* (2nd ed.). Lanham MD: AltaMira Press
5. Ragin, C. (1994). *Constructing social research*. Thousand Oaks, CA: Pine Forge Press.
6. Schensul, S., Schensul, J., & LeCompte, M. (1999). *Essential ethnographic methods*. AltaMira Press.
7. Van Evera, S. (1997). *Guide to methods for students of political science*. Ithaca: Cornell.
8. Wolcott, H. (2001). *Writing up qualitative research*. Thousand Oaks, CA: Sage Publications.
9. Yin, R. (1994). *Case study research: Design and methods*. Thousand Oaks, CA: Sage Publications.

Please feel free to recommend other resources to add to this list.

Course Schedule and Required Readings

Please note: this schedule and the assigned readings are subject to change (with advanced notice to you).

Part I: Introduction to qualitative methodology

(1) September 4: Course introduction; syllabus review Introduction to Social Science and International Education Research & the Qualitative Paradigm

Fairbrother, G.P. (2014). Quantitative and Qualitative Approaches to Comparative Education. In: M. Bray, B. Adamson, & M. Mason (Eds.), *Comparative Education Research: Approaches and Methods* (pp.71-93). Cham: Springer.

Ragin, C. (1994). *Constructing social research*. Thousand Oaks, CA: Pine Forge Press.

- Chapter 1 (What is Social Research?) and Chapter 2 (The Goals of Social Research)

Seay, L. (2010). Blog: Texas in Africa: What Social Scientists Think: Anecdotes Aren't Evidence. Available at: <http://texasinafrica.blogspot.com/2010/10/how-social-scientists-think-anecdotes.html>

(2) September 11: What is a research “design”? What is human subjects research? How can we uphold research ethics?

Maxwell, J. (2013). *Qualitative research design: An interactive approach (3rd edition)*. Thousand Oaks, CA: Sage Publications.

- Chapters 1, 2, and 3

Delamont, S. & Atkinson, P. (2018). The Ethics of Ethnography. In R. Iphofen & M. Tolich (Eds.). *The SAGE Handbook of Research Ethics* (pp. 119 - 132). London: SAGE Publications.

DUE by posting to Classes by 4:55pm by each student: Wagner Academic Code Form (Test Results)

(3) September 18: What do you want to know and why is it important? Reviewing the Literature and Beginning to develop your research question, significance and contribution

Special Guest 1: Melissa Beuoy, NYU Librarian for Education (5:35-6:35)

remember to please post your questions for Melissa to NYU Classes prior to class and do the same every week we have a guest visiting class. These questions are worth 5% of your grade

King, E. (2014). *From Classrooms to Conflict in Rwanda*. New York: Cambridge University Press.

- Introduction and Chapter 1.

Maxwell, J. (2013). *Qualitative research design: An interactive approach (3rd edition)*. Thousand Oaks, CA: Sage Publications.

- Chapter 4

Luker, K. (2008). *Salsa dancing into the social sciences: Research in an age of info-glut*. Cambridge: Harvard University Press.

- Chapter 4 (What is this a case of, anyway?) and Chapter 5 (Reviewing the literature)

DUE by posting to Classes by 4:55pm by each student: CITI training certificate

Recommended – these may be additionally helpful as you work on your literature review:

Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. London: Pearson.

- Chapter 4: Reviewing the literature

Harvard Graduate School of Education. (2018). “The literature review: A research journey”. Available at: <http://guides.library.harvard.edu/literaturereview>

King, G., Keohane, R. & Verba, S. (1994). *Designing social inquiry: Scientific inference in qualitative research* (pp.12 - 19). Princeton: Princeton University Press..

Lecompte, M. & Schensul, J. (2010). *Designing and conducting ethnographic research: An introduction (2nd ed.)*. Lanham MD: AltaMira Press.

- Chapter 4 “An Overview of Research Design” and Chapter 5 “Choosing and Designing an Ethnographic Research Project”

UC Santa Cruz. Write a Literature Review. Available at: <http://guides.library.ucsc.edu/c.php?g=119714&p=780881>

(4) September 25th: What approaches might you take to generating answers? Ethnography, Case Study, Mixed Methods Research

Special Guests 2: International Ed PhD Students Jia Lin Liu, Emily Dunlop, Sarah Kabay

Burde, D. (2012). "Assessing impact and bridging methodological divides: Randomized trials in countries affected by conflict." *Comparative Education Review*, 56(3), 448-473.

Creswell, J. (2012). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.), Los Angeles and London: SAGE.

- Pages 90-96 ("Ethnographic research") and Pages 97-102 ("Case study research")

Yin, R. (1994). *Case study research: Design and methods*. Thousand Oaks, CA: Sage Publications

- Chapters 1 and 2

Part II: Qualitative Data Collection Methods

(5) October 2: Key methodological techniques: Case selection, sample selection, and respondent recruitment

King, E., (2014). *From Classrooms to Conflict in Rwanda*. New York: Cambridge University Press.

- Pages 10-13 (recap) and Appendix Pages 175 - 177

Maxwell, J. (2013). *Qualitative research design: An interactive approach (3rd edition)*. Thousand Oaks, CA: Sage Publications

- Chapter 5

Seay, L. (2010). Texas in Africa: What Social Scientists Think: What Your Taxi Driver Says Isn't Evidence. [Blog Post]. Available at: <http://texasinafrica.blogspot.com/2010/10/how-social-scientists-think-what-your.html>

Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education & the social sciences (4th edition)*. New York: Teachers College Press.

- Chapter 4

DUE by posting to Classes by 4:55pm by group: Problem statement/RQ(s)

OCTOBER 9: no class or recitation per NYU Calendar

(6) October 16: Key Methodological Techniques: Semi-Structured and Unstructured Individual Interviews

Special Guest 3: Prof. Dipali Mukhopadhyay

King, E., (2014). *From Classrooms to Conflict in Rwanda*. New York: Cambridge University Press.

- Chapter 3

Malejacq, R. and D. Mukhopadhyay. (2016). "The 'Tribal Politics' of Field Research: A Reflection on Power and Partiality in 21st-Century Warzones," *Perspectives on Politics*, 14(4), 1011-1028.

Rubin, H. & Rubin, I. (2012). *Qualitative interviewing: The Art of hearing data (3rd ed.)*. Los Angeles: SAGE Publications.

- Chapters 5 - 9 (pages 59-147).

Recommended:

Tiessen, R. (2012). "Motivations for Learn/Volunteer Abroad Programs: Research with Canadian Youth". *Journal of Global Citizenship & Equity Education*, 2(1), 1-21.

(7) October 23: Key Methodological Techniques: Focus Group Interviews; Observation

Emerson, R. M., Fretz, R.I, Shaw, L.L. (1995). *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago.

- Chapter 2 *In the Field: Participating, Observing, and Jotting Notes*, pp 21 - 43
- Recommended, but not required: pages 89 - 109

Morgan, D. L. (1997). *Qualitative Research Methods: Focus groups as qualitative research*. Thousand Oaks, CA: SAGE Publications.

- Pages 30-65

Wragg, E.C. (1999). *An introduction to classroom observation*. Oxford: Routledge.

- Pages 39-58

(8) October 30: Key Methodological Techniques: Document Review and Visual Methodologies

Special Guest 4: Ozen Guven (via skype)

Guen, O. (2018). *Undoing Forty Years of Public Lies: Fear, Mistrust and Resentment in Resistance and Silence among Exile Syrian Teachers in Turkey* (PhD dissertation).

- Chapter 4 "Methodology"

Harley, A. & Langdon, J.. (2018). Ethics and power in visual research methods. In: R. Iphofen & M. Tolich (Eds.) *Sage Handbook of Research Ethics* (pp. 188 - 202), London: SAGE Publications.

Magno, C., & Kirk, J. (2008). Imaging girls: visual methodologies and messages for girls' education. *Compare: A Journal of Comparative and International Education*, 38(3), 349–362.

DUE by posting to Classes by 4:55pm by group: protocols

Special Recitation (all students together) 6:45-8:45pm: location TBD, Film Screening

Recommended:

King, E. (2017). "What framing analysis can teach us about history textbooks, peace and conflict: The case of Rwanda." In M.Bellino & J. Williams (Eds.). *(Re)Constructing Memory: Education, Identity and Conflict* (pp. 23 - 48). Rotterdam, Boston & Taipei: Sense Publishers, pp. 23-48.

(9) November 6: Key Methodological Aspects: Self-presentation, reflexivity/subjectivity, building credibility; Researcher Memos

Jervis, K. 2016. *Journal on Education in Emergencies* A School Under Fire: The Fog of Educational Practice in War. [Podcast]. Available at: <http://www.ineesite.org/en/journal/vol2-num1>.

Lareau, A. (2003). Appendix A: Methodology: Enduring Dilemmas in Fieldwork. In *Unequal childhoods: Class, race, and family life* (pp. 259 - 274). Berkeley: University of California Press.

Lew, J. (2010). Insider and outsider: Reflexivity and intersubjectivity in ethnography. In K.A. Scott & W.J. Blanchette (Eds.), *Research in urban educational settings: Lessons learned and implications for future practice* (pp. 163-176). Charlotte, NC: Information Age.

Recommended:

Oppenheim, W. and Stambach, A. (2014). Global Norm Making as Lens and Mirror: Comparative Education and Gender Mainstreaming in Northern Pakistan. *Comparative Education Review*. 58(3), 377-400.

(10) November 13: Stuck in the Field: Problem-Solving and Overcoming Obstacles

Special Guest 5: TBA

King, E., (2014). *From Classrooms to Conflict in Rwanda*. Cambridge University Press.

- Pages 10-13 and Chapter 4

Allina-Pisano, J. (2009) How to Tell an Axe Murderer: An Essay on Ethnography, Truth, and Lies. In E. Schats (Ed.), *Political Ethnography: What Immersion Contributes to the Study of Power*. Chicago: University of Chicago Press.

DeWalt, K. M., & DeWalt, B. R. (2011). Making Mistakes. In *Participant observation: a guide for fieldworkers* (2nd ed, pp. 61–63). Lanham, MD: Rowman & Littlefield, MD.

Sampson, H. (2004). Navigating the waves: the usefulness of a pilot in qualitative research. *Qualitative Research* 4(3), 383-402.

Part III: Research Process and Results

(11) November 20: Data Coding and Analysis;

De Walt, K. & De Walt, B. (2001). Chapter 10 Analyzing Field Notes. *Participant Observation: A Guide for Fieldworkers*(2nd ed.).

Intolubbe-Chmil, L., C.A. Spreen, C.A., and R. Swap (2012). “Student Perspectives on International Experiential Learning: A Case for the Assessment of Transformative Learning”. *Journal for Research in International Education*, 11(2), 165-180.

LeCompte, M. D., & Schensul, J. J. (1999). *Analyzing & interpreting ethnographic data*. Walnut Creek, Calif: AltaMira Press.

- Chapters 4 - 7

Recommended:

Powell, E. & Renner, M. (2003). *Analyzing Qualitative Data*. Madison WI: University of Wisconsin-Extension.

DUE by posting to Classes by 4:55pm from each individual student

Researcher Memo and any *one* of the following: Observation Field Notes, Individual Interview Transcript, Focus Group Interview Transcript, Document Review Analysis

Special Recitations: Coding workshop in library

(12) November 27: Analytical validity & writing up and presenting your research

King, E., (2014). *From Classrooms to Conflict in Rwanda*. New York: Cambridge University Press.

- Conclusion

Maxwell, J. (2013). *Qualitative research design: An interactive approach (3rd edition)*. Thousand Oaks, CA: Sage Publications

- Chapter 6

Booth, W. C., Colomb, G.G., & Williams, J. M. (2009). Making a Claim and Supporting It. In *Chicago Guides to Writing, Editing, and Publishing : The Craft of Research* (3rd ed., pp. 105 - 170).. Chicago: University of Chicago Press.

Seay, Laura. (2010). Texas in Africa: What Social Scientists Think: We're not completely sure about much. [Blog Post]. Available at: <http://texasinafrica.blogspot.com/2010/10/how-social-scientists-think-were-not.html>

Due Friday November 30th, 11:55pm: Final research paper (draft)

(13/14) December 4: Mini Conference – Research Presentations & Celebration

Note: Class runs from 4:55-7:55 (double class), location TBA

December 11: no class

