



**NYU**

**ROBERT F. WAGNER GRADUATE  
SCHOOL OF PUBLIC SERVICE**

## **PADM-GP 4501.001**

### **Data Collection for Evaluation, Policy, and Management**

**Spring 2022**

#### **Instructor Information**

- Professor Rachel Swaner
- Email: [RLS200@nyu.edu](mailto:RLS200@nyu.edu)
- Office Hours: by appointment

#### **Course Information**

- Dates: 3/28/2022-5/9/2022
- Day: Monday
- Location: 25 West 4<sup>th</sup> Street, C-11
- Time: 4:55pm - 6:35pm

#### **Course Description**

Research is an important part of the policy process: it can inform the development of programs and policies so they are responsive to community needs, it can help us determine what the impacts of these programs and policies are, and it can help us better understand populations or social phenomena. This half-semester course serves as an introduction to how to ethically collect data for research projects, with an in-depth look at focus groups and surveys as data collection tools. We will also learn about issues related to measurement and sampling. Students will create their own focus group protocol and short survey instrument designed to answer a research question of interest to them.

#### **Course and Learning Objectives**

Course objectives include:

- 1) Becoming familiar with different types of data collection;
- 2) Developing the ability to formulate clear research questions;
- 3) Drafting a sample focus group protocol;
- 4) Designing a short survey; and
- 5) Understanding basic research ethics and anti-oppressive research practice.

Learning Assessment Table

<b>Graded Assignment</b>	<b>Course Objective Covered</b>
Participation	#1, #2, #5
Research Questions Memo	#2, #5
Focus Group Protocol	#1, #3, #5
Short Survey	#1, #4, #5

## **Course Requirements**

We will be covering research topics in a community-learning environment; as such, class preparation and participation by everyone are absolutely essential. Students are expected to read all texts in advance and be prepared to contribute to class discussions. There is both a speaking and listening component to participation: sharing your ideas and reflecting on/responding to the ideas of others.

Some of the readings provide rich descriptions of that week's topic; others are case studies that show how the topic has been implemented in practice; finally, some expose us to key concepts in order to strengthen our ability to apply anti-oppressive frameworks to our research. All readings are under Resources on NYU Brightspace.

In addition to the reading assignments and class participation, students will write one brief memo, develop a focus group protocol, and develop a short survey instrument. More detailed instructions for each assignment are posted on NYU Brightspace under Assignments.

## **Grading**

### **Relative Weight of Assignments**

- Class participation, 10%
- Research Questions Memo, 30%
- Focus Group Protocol, 30%
- Short Survey, 30%

### **Letter Grading**

- A: 94.5+
- A-: 88.5 - 94.4
- B+: 85.5 - 88.4
- B: 82.5 - 85.4
- B-: 78.5 - 82.4
- C+: 76.5 - 78.4
- C: 73.5 - 76.4
- C-: 68.5 - 73.4

## **Course Schedule and Readings**

## **Class 1 (3/28/22) Research Questions; Positionality**

- Russell K Schutt. 2012. The Process and Problems of Social Research. Investigating the Social World: The Process and Practice of Research, 7<sup>th</sup> Edition. Thousand Oaks: Sage. Chapter 2, pages 25-58.
- Patrick White. 2009. Developing Research Questions: A Guide for Social Scientists. New York: Palgrave MacMillan. Chapter 2, pages 33-58.
- UCLA Library. 2021. [Positionality & Research: How our Identities Shape Inquiry](https://www.youtube.com/watch?v=fTHFud7fr8c). Available at: <https://www.youtube.com/watch?v=fTHFud7fr8c>. (2 minutes 20 seconds)
- UCLA Library. 2021. [Positionality & Research: Awareness Strategies](https://www.youtube.com/watch?v=ORrF7cKktrQ). Available at: <https://www.youtube.com/watch?v=ORrF7cKktrQ>. (1 minute 51 seconds)

## **Class 2 (4/4/22) Qualitative Methods**

- Sue Arthur and James Nazroo. 2003. Designing Fieldwork Strategies and Materials. In Qualitative Research Practice: A Guide for Social Science Students and Researchers. Jane Ritchie and Jane Lewis, eds. Thousand Oaks: Sage. Chapter 5, pages 109-137.
- Robin Legard, Jill Keegan, and Kit Ward. 2003. In-depth Interviews. In Qualitative Research Practice: A Guide for Social Science Students and Researchers. Jane Ritchie and Jane Lewis, eds. Thousand Oaks: Sage. Chapter 6, pages 138-169.
- David L. Morgan. Focus Groups. 2008. In The Sage Encyclopedia of Qualitative Research Methods, Volumes 1&2. Lisa Given, Ed. Thousand Oaks: Sage. pages 352-354.
- Eve Tuck. 2009. "Suspending Damage: A Letter to Communities." Harvard Educational Review, 79(3): 409-427.

Due: Research Questions Memo

## **Class 3 (4/11/22) In depth: Focus Groups**

- Richard A. Krueger and Mary Anne Casey. 2014. Focus Group Interviewing. In Handbook of Practical Program Evaluation, Fourth Edition. Kathryn E. Newcomer, Harry P. Hatry, and Joseph S. Wholey, editors. Hoboken, NJ: John Wiley & Sons, Inc. Chapter 20, pages 506-534.
- Helen Finch and Jane Lewis. 2003. Focus Groups. In Qualitative Research Practice: A Guide for Social Science Students and Researchers. Jane Ritchie and Jane Lewis, eds. Thousand Oaks: Sage. Chapter 7, pages 170-198.
- Nan Jiang, Lorna Thorpe, Sue Kaplan, and Donna Shelley. 2018. Perceptions about the Federally Mandated Smoke-Free Housing Policy among Residents Living in Public Housing in New York City. International Journal of Environmental Research and Public Health, 15(2062). doi:10.3390/ijerph15102062.
- Rachel Swaner. 2016. In Their Own Words: Brooklyn and Bronx Youth Talk About Employment. New York: Center for Court Innovation. Report submitted to the New York City Mayor's Office.

## **Class 4 (4/18/22) Quantitative Measurement**

- Russell K Schutt. 2012. Conceptualization and Measurement. Investigating the Social World: The Process and Practice of Research, 7<sup>th</sup> Edition. Thousand Oaks: Sage. Chapter 4, pages 93-130.
- Dana Boyd and Alice Marwick. 2011. [Bullying as True Drama](http://www.nytimes.com/2011/09/23/opinion/why-cyberbullying-rhetoric-misses-the-mark.html). NY Times, September 22, 2011. Available at: <http://www.nytimes.com/2011/09/23/opinion/why-cyberbullying-rhetoric-misses-the-mark.html>
- Gina Kolata. 2016. [We're So Confused: The Problems With Food and Exercise Studies](https://www.nytimes.com/2016/08/11/upshot/were-so-confused-the-problems-with-food-and-exercise-studies.html). NY Times, August 11, 2016. Available at: <https://www.nytimes.com/2016/08/11/upshot/were-so-confused-the-problems-with-food-and-exercise-studies.html>

Due: Focus Group Protocol

## **Class 5 (4/25/22) In depth: Surveys**

- Russell K Schutt. 2012. Survey Research. Investigating the Social World: The Process and Practice of Research, 7<sup>th</sup> Edition. Thousand Oaks: Sage. Chapter 8, pages 229-274.
- Michelle Fine and Maria Elena Torre. 2019. Critical Participatory Action Research: A Feminist Project for Validity and Solidarity. *Psychology of Women Quarterly*, 43(4): 433-444.
- Daniel Schneider and Kristen Harknett. 2019. Consequences of Routine Work-Schedule Instability for Worker Health and Well-Being. *American Sociological Review*, 84(1): 82-114.

## **Class 6 (5/2/22) Sampling**

- Russell K Schutt. 2012. Sampling. Investigating the Social World: The Process and Practice of Research, 7<sup>th</sup> Edition. Thousand Oaks: Sage. Chapter 5, pages 135-167.
- Jane Ritchie, Jane Lewis, and Gillian El am. 2003. Designing and Selecting Samples. In *Qualitative Research Practice: A Guide for Social Science Students and Researchers*, Editors Jane Ritchie and Jane Lewis. Thousand Oaks: Sage. Chapters 4, pages 77-108.

## **Class 7 (5/9/22) Human Subjects/Ethics**

- Russell K Schutt. 2012. Research Ethics and Philosophies. Investigating the Social World: The Process and Practice of Research, 7<sup>th</sup> Edition. Thousand Oaks: Sage. Chapter 3, pages 63-89.
- Marcus Gaddy and Kassie Scott. 2020. [Principles for Advancing Equitable Data Practice](https://www.urban.org/sites/default/files/publication/102346/principles-for-advancing-equitable-data-practice_0.pdf). Washington, DC: The Urban Institute. Available at: [https://www.urban.org/sites/default/files/publication/102346/principles-for-advancing-equitable-data-practice\\_0.pdf](https://www.urban.org/sites/default/files/publication/102346/principles-for-advancing-equitable-data-practice_0.pdf)

- The New York Times Editorial Board. 2013. [An Ethical Breakdown](http://www.nytimes.com/2013/04/16/opinion/an-ethical-breakdown-in-medical-research.html). NY Times, April 15, 2013. Available at: <http://www.nytimes.com/2013/04/16/opinion/an-ethical-breakdown-in-medical-research.html>
- Kate Murphy. 2017. [Some Social Scientists Are Tired of Asking for Permission](https://www.nytimes.com/2017/05/22/science/social-science-research-institutional-review-boards-common-rule.html). The NY Times, May 22, 2017. Available at: <https://www.nytimes.com/2017/05/22/science/social-science-research-institutional-review-boards-common-rule.html>

Due: Short Survey

## NYU Brightspace

All announcements, resources, and assignments will be delivered through the NYU Brightspace site.

## Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner's Academic Code](#). All Wagner students have already read and signed the [Wagner Academic Oath](#). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

## Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities \(CSD\) website](#) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## NYU's Calendar Policy on Religious Holidays

[NYU's Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays you plan on missing.