

Qualitative Inquiry Program

Course title: **QUAL 8420, 84-545, Analyzing Qualitative Data**
Instructor: **Melissa Freeman**
Class Times: **Thursdays 12:30 – 3:15 pm**
Location: **Aderhold Room 531**
Spring 2009: **January 8 – April 23**
Credits: **3.0**

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Office Hours: **By appointment**

If ethnography produces cultural interpretations through intense research experience, how is such unruly experience transformed into an authoritative written account? How, precisely, is a garrulous, overdetermined, cross-cultural encounter, shot through with power relations and personal cross purposes circumscribed as an adequate version of a more-or-less discrete "otherworld," composed by an individual author?

(Clifford, 1988, p. 25)

Clifford, J. (1988). *The predicament of culture: Twentieth-century ethnography, literature, and art*. Cambridge, MA: Harvard University Press

Course Description

Approaches to analysis in the design of qualitative research studies. Procedures are surveyed and compared from a range of social science and professional disciplines for use in studying educational problems and topics.

Prerequisites and Cross-Listings

Prerequisite: ERSH/QUAL 8400, QUAL 8410

Required Texts (Available UGA Campus Bookstore)

Charmaz, Kathy C. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage. ISBN 0-7619-7353-2

Gubrium, J. F. & Holstein, J. A. (2008). *Analyzing narrative reality*. Thousand Oaks, CA: Sage. ISBN 978-1412-9521-94

Additional Readings

All additional readings are available at the Reserve Desk at the Main Library, and all have been scanned and are available electronically as PDF files. To access the

documents, go to the Course Reserve module in GIL (<http://gil.uga.edu>). **The password access is: analysis**

Course Description

This course is designed for doctoral students who intend to do a qualitative study for their dissertation. Class time will be spent analyzing data and discussing multiple approaches to analysis and interpretation. You will find that maximum benefit can be derived from this course if you have some data (interview transcripts, field notes, documents) already collected; ideally, these data are at least related to your dissertation study.

I see this course functioning as an advanced seminar to assist you in developing your skills at data analysis and writing up qualitative research findings. We will be focusing on two interrelated tasks: your own data and all the opportunities they present; and the on-going discourse among qualitative researchers concerning how to analyze qualitative data. I see our data bringing us to the literature for insight, as well as the literature illuminating and challenging our engagement with the data. Theoretical foundations learned in QUAL 8400 and 8410 will be revisited as you examine the ways in which theory informs and guides the analysis and interpretation of your data. Assignments are designed to facilitate the interaction between your data, your analysis, your write-up, and the literature.

Course Objectives

As a learner you will be able to:

1. compare and contrast major forms of qualitative data and assess them for credibility, authenticity, reliability, and validity: observational field notes, interview and questionnaire transcripts, public and private documents and other participant artifacts, and film, tape, and photographic records.
2. relate conceptual and theoretical frameworks from the social sciences that have informed qualitative data analysis in educational research.
3. match qualitatively formulated research problems and questions with appropriate selection and sampling procedures and appraise these procedures for how they affect qualitative data generation and analysis.
4. generate credible units from narrative and visual data and develop categories from the units by comparing, contrasting, aggregating, and ordering the narrative and visual data. You will be able to generate properties of the categories from the data and integrate the categories conceptually and empirically.
5. synthesize an analysis of qualitative data by presenting it in a chronological or thematic case example or case history, in an essay formulated around topics or theses, or in an alternative format appropriate to the analysis.

University of Georgia Honor Code and Academic Honesty Policy

All academic work must meet the standards contained in “A culture of Honesty.” All students are responsible for informing themselves about those standards before performing any academic work. Learning to appropriately quote and paraphrase and to cite and attribute sources is a skill that is key to honest and creative scholarship. All students should review the guidelines at the website <http://www.uga.edu/honesty/>. If you have questions about what would be considered violations of the standards, please raise them in class or with me.

Need for Editorial Assistance

This course requires substantial writing. Students who need editorial assistance are encouraged to make such arrangements. A good place to start is the UGA Writing Center: <http://www.english.uga.edu/~writingcenter/home.html>.

A Note on Human Subjects & IRB

Data from research involving human subjects that is collected during qualitative research courses, or used in project-based work in qualitative courses in the College of Education (whether taken by students inside or outside the COE), must either be approved for research under an existing UGA Institutional Review Board (IRB) approved application or under the IRB-approved class project application submitted by the instructor of the class.

Students who plan to use data analyzed in QUAL 8420 in their dissertations MUST have IRB approval for their project.

Expectations and Evaluation of Learners

1. I expect regular and punctual attendance and will take excessive absences (missing more than 2 classes) into account in the final course grade. If you have a conflict with a session due to a prior commitment, please email or see me privately (so as not to use our limited class time with individual scheduling concerns).
2. I expect people to come to class prepared and on time and to contribute to class discussions and activities. Your participation in these activities is essential. Frequent lack of preparation, tardiness, or failure to contribute will also be taken into account in the final course grade.
3. I expect all assignments to be turned in by the due date. Points will be deducted for papers submitted after the due date. Remember that both the content and the quality of your writing will be assessed.
4. All students are required to use the WebCT services that support this course. Some course material will be available only on the course WebCT site. We will use WebCT to post messages, ask questions, for group assignments, and for sharing resources on specific topics. Assignments are to be submitted on the WebCT site. For access go to: <http://www.uga.edu/> click on “My WebCT,” then log in using your UGA MyID.

5. All students are required to complete the following written assignments with the final grade based on the distribution indicated below:

Project	%	Due Date
Inventory of Data	0	1/15
Inductive Analysis	25	2/7
Alternative Representation	25	3/5
Group Demonstration	25	TBD
Own Choice Analysis	25	5/2
Total:	100 %	

Assessment Criteria

Written assignments should show:

- Understanding and use of relevant readings
- A critical engagement with the idea presented
- Clear organization and structure, fluent and accurate writing
- APA conventions

Grading

Grading follows the University of Georgia policy:

100 – 93 = A	79 – 77 = C+
92 – 90 = A-	76 – 73 = C
89 – 87 = B+	72 – 70 = C-
86 – 83 = B	69 – 60 = D
82 – 80 = B-	59 – 0 = F

Descriptions of Assignments

- Size 12 font; Times New Roman, Double-spaced, 1” margins, APA conventions. Papers should be submitted on Webct by due date

1. Inventories: DUE 1/15

- A. A brief description of study topic(s) from which you have collected the data you are working on. Please include this information:
- Who are you studying? (Description of participants)
 - Who collected the data? When? Where? For what purpose? If you didn't, do you have permission to use this data for this course?
 - How? (participant observer, interview, focus group)
- B. Data sample (transcript, fieldnote, document)
- C. Inventory of all data. The inventory file should be dated and the inventory outline can be in the form of a graph, chart, list, or other organizational schema. It should include:

- Transcripts [List who (pseudonym) and descriptor (college student, high school teacher, etc.), date of interview, date of consent form signature for each participant, and identify interviewer (self or other)]
- Field notes [Non-identifying description of location, date and time of observation.]
- Artifacts (such as documents, photographs, maps, etc.) – where you obtained it from, who created it, when?

2. Inductive analysis paper: DUE 2/7
8 to 10 pages including data appendix and references

1. A short description of the study and data used for analysis.
2. An introduction to the methodological literature related to the analytic procedures used for the project (cite at least 3 sources).
 - Who are the scholars who have contributed to this analytic approach? What have they written about it?
 - What are the strengths and weaknesses of this approach for analysis and interpretation?
3. Clear, specific description of how you worked inductively on your data and what you were trying to accomplish with it.
 - Include in an appendix one page of data that includes at least one of the data excerpts you've used in the interpretation.
4. Interpretation and presentation of findings.
 - In three pages (double-spaced, 12 font) report on something you've interpreted about your topic; focus on explanation. Be daring, don't worry about overgeneralizing. Speculate!
 - Include at least 3 excerpts from your data in the three-page interpretation that back up the claims you are making.
 - Think visually – use charts, tables or diagrams, if applicable, to assist you in presenting your findings.
5. Research questions.
 - Tie interpretation to research question(s). Pretend this is the only data you have to address a research question or questions. What would you report? If it doesn't connect to any of your research questions, explain why not.
6. Reflections on the use of this strategy for your work.
 - What worked for you and what didn't work for you about this approach?
 - What have you learned about analysis using this approach?

3. Alternative representation presentation: DUE 3/5

“Searching educational settings, observing with a quizzical eye, and then searching again-re-searching involves discipline. The research of artists may not involve inquiry that is rigidly systematic, but neither is it merely "intuitive" (an unfortunate adjective that serves to perpetuate a myth about how artists work).

In fact, the work of artists of all sorts requires deep, intricate research, as noted by Arthur Sabatini (personal communication, March 30, 1993):

In the preparation of a play, for example, directors, dramaturges, and actors often thoroughly investigate languages and fashions of a particular period; or the history of production of a given work. Visual artists may probe the chemistry and durability of materials, or inquire into perceptual processes; . . . composers and performance artists search libraries, collect oral histories, or engage in ethnographic study, without naming what they do. (pp. 1-2)" (Barone, 2001, p. 26)

For this assignment you are encouraged to think outside the box and consider other ways of knowing and reasoning such as artistic and literary frameworks to inform your work. You are free to choose any form of representation to communicate some aspect of your data, your participants' experience, your own journey as a researcher. You need to find the "story" you wish to tell as a result of conducting your study. The product you prepare should communicate your findings and have an audience(s) in mind. Such audiences might be your colleagues conducting research on the same topic, the participants of your study, policy makers, the general public, and so on. (For example: you might produce a photographic essay to share with participants; or compose a document to encourage policy makers to implement some type of change; or write a poem or play that represents some aspect of the research that you wish to share). As will become apparent from reading about writing qualitative research, there is no right way to write (or represent) and you will have considerable freedom in how you do this. There are two requirements for this project, however. The first is that you should say something about your methodology of choice (and cite relevant sources) and provide a rationale for why this is an appropriate method/analytic approach for what you wish to convey (this can be in the paper itself or as an appendix to the work you present). Second, you need to be prepared to make a **10-minute presentation to the class on March 3rd** – include a one-page handout of the work you are presenting.

4. Group demonstration: [Ex: Autoethnography, Portraiture, Multi-modal analysis, Foucaultian analysis, Deconstruction]

In a group of 3 to 5, you will research a specific analytic approach and lead your classmates in a semi-workshop on the topic. Your demonstration should include:

1. A brief overview (1-2 page handout) of the analytic approach's history, paradigmatic assumptions, and uses, including key players in the field.
2. For the demonstration, focus on one author's or an integrated approach.
3. Lead the class in a hands-on activity of that approach to analysis.
4. Provide a 2-part bibliography: 5 articles on the analytic method and 5 research articles that used some form of this method in practice.
5. Self-evaluation of your contribution to this project and a short (one page) statement of what you learned (liked, disliked, usefulness for future work) about this approach.

**5. Own choice analysis - Final paper: DUE 5/2
15-20 page manuscript; double spaced, 12 font; excluding title page,
reference page, and appendices.**

Your paper should include the following:

A descriptive title

Introduction: Engage your reader in the topic, introducing the topic and research purpose and questions to be addressed. Entice us to read your paper. Provide a roadmap for where we are going in the paper.

Literature review: Situate your work in the context of current scholarly literature (you should have at least 5 references for this section). This should be a comprehensive review of the literature, written concisely. Substantiate how your study will contribute to the field of inquiry.

Research design & methods statement: This is a clear, concise methods statement (the design of your study, the theoretical and methodological framework from which you are working, data collection procedures, setting and/or participant descriptions). Be sure to cite the scholars who have informed your methods (reference at least 2 sources).

Data Analysis and Findings: Data presentation: This portion of the paper should provide a detailed description of the analytic approaches used to analyze your data (reference at least 2 sources). Your findings section should include the major concepts or themes you have constructed from your data with appropriate examples. Consider presenting your analysis in the form of a visual model, diagram or table. Quotes from your participants (or fieldnotes and/or documents) as well as data displays provide evidence for the findings that you present.

Discussion and Conclusions: Summarize your findings with respect to the research questions. How do your findings contribute to the literature? What are the implications for policy/practice/further research? So what?

References: Include citations for all references used in your paper.

Accommodations for Qualified Individuals with Disabilities

It is the policy of The University of Georgia to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete your course requirements, please notify the course instructor as soon as possible to discuss your request.

Syllabus Changes

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Schedule of Class Meetings

Date	Topic	Readings Due	Assignment Due
1. 1/8	Overview of Class		
2. 1/15	Anticipating Qualitative Analysis: Categorical versus Connecting Approaches	Morse (1994) Maxwell & Miller (2008) Savage (2000)	Data Inventory Due
3. 1/22	Inductive Analysis Grounded Theory Open coding	Charmaz (2006) Chs. 1-4 Suchar (1997)	Sign up list for group demonstrations
4. 1/29	Interpretation and Theorizing in Inductive Analysis and Grounded Theory	Charmaz (2006) Chs. 5-8 Piantanida et al. (2004)	Bring own data
5. 2/5	Analyzing Lived Experiences: Phenomenological Approaches	Arminio (2001) Hermeneutic Phenomenology Hycner (1985) Descriptive Phenomenology	Inductive Analysis Project Due 2/7
6. 2/12	Analyzing Lived Experiences: Narrative Approaches	Gubrium & Holstein (2008) (pp. vii - 121)	
7. 2/19	Representing Data through Art, Drama, Poetry, and Fiction	Clough (1999) Freeman et al. (2006) Furman et al. (2007)	
8. 2/26	Narrative Analysis Continued	Gubrium & Holstein (2008) (pp. 123-228)	
9. 3/5	Alternative Representations Presentations	No Readings	Alternative Representation Presentation DUE 3/5
10. 3/12	NO CLASS	Spring Break	
11. 3/19	Focus on Context, Text and Talk: Ethnographic Analysis and Ethnomethodology	Baker (2000) Ponterotto (2006) Vogt (2002)	

	Demonstration:		
12. 3/26	Focus on Textual, Material and Visual Culture	Altheide (1987) Becker (2002) Hodder (2000)	
	Demonstration:		
13. 4/2	Focus on Discourse	Cary (2003) Mazzei (2004) Potter (2003)	
	Demonstration:		
14. 4/9	Focus on Writing and Representation	Ely (2007) Mauthner & Doucet (2003) Peshkin (2000)	
	Demonstration:		
15. 4/16	NO face-2-face class	Read and respond to each other's WebCT entries	Online WebCT Discussion of Final Papers
16. 4/23	Last Class		Final Paper Due May 2

Course Readings

- Altheide, David L. (1987). Ethnographic content analysis. *Qualitative Sociology*, 10(1), 65-77.
- Arminio, Jan (2001). Exploring the nature of race-related guilt. *Journal of Multicultural Counseling and Development*, 29, 239-252.
- Baker, Carolyn D. (2000). Locating culture in action: Membership categorization in texts and talk. In A. Lee & C. Poynton (Eds.), *Culture and text: Discourse and methodology in social research and cultural studies* (pp. 99-113). St Leonards: Allen & Unwin.
- Barone, Tom (2001). Science, art, and the predispositions of educational researchers. *Educational Researcher*, 30(7), 24-28.
- Becker, Howard S. (2002). Visual evidence: A *Seventh Man*, the specified generalization, and the work of the reader. *Visual Studies*, 17(1), 3-11.
- Cary, Lisa J. (2003). Unhomely spaces and deviant subjectivity: the sociohistorical homelessness of female juvenile offenders. *Qualitative Studies in Education*, 16(4), 587-602.
- Clough, Peter (1999). Crises of schooling and the "Crisis of representation": The story of Rob. *Qualitative Inquiry*, 5(3), 428-448.
- Ely, Margot (2007). In-forming re-presentations. In D. J. Clandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology* (pp. 567-598). Thousand Oaks, CA: Sage.
- Freeman, Melissa; Mathison, Sandra; & Wilcox, Kristen C. (2006). Performing parent dialogues on high-stakes testing: Consent and resistance to the hegemony of accountability. *Cultural Studies ↔ Critical Methodologies*, 6(4), 460-473.

- Furman, Rich, Langer, Carol L., Davis, Christine S., Gallardo, Heather P. & Kulkarni, Shanti (2007). Expressive, research and reflective poetry as qualitative inquiry: a study of adolescent identity. *Qualitative Research*, 7(3), 301-315.
- Hodder, Ian (2000). The interpretation of documents and material culture. In N. K. Denzin & L. S. Lincoln (Eds), *Handbook of qualitative research* (2nd ed., pp. 703-715). Thousand Oaks, CA: Sage.
- Hycner, R. H. (1985). Some guidelines for the phenomenological analysis of interview data. *Human Studies*, 8, 279-303.
- Mauthner, Natasha S. & Doucet, Andrea (2003). Reflexive accounts and accounts of reflexivity in qualitative data analysis. *Sociology*, 37(3), 413-431.
- Maxwell, J. A. & Miller, B. A. (2008). Categorizing and connecting strategies in qualitative data analysis. In S. N. Hesse-Biber & P. Leavy (Eds.), *Handbook of emergent methods* (pp. 461-477). NY: The Guilford Press.
- Mazzei, Lisa A. (2004). Silent listenings: Deconstructive practices in discourse-based research. *Educational Researcher*, 33(2), 26-34.
- Morse, Janice M. (1994). "Emerging from the data": The cognitive processes of analysis in qualitative inquiry. In J. M. Morse (Ed.), *Critical issues in qualitative research methods* (pp. 23-43). Thousand Oaks, CA: Sage.
- Peshkin, Alan (2000). The nature of interpretation in qualitative research. *Educational Researcher*, 29(9), 5-9.
- Piantanida, Maria; Tananis, Cynthia A.; & Grubs, Robin E. (2004). Generating grounded theory of/for educational practice: the journey of three epistemorphs. *International Journal of Qualitative Studies in Education*, 17(3), 325-346.
- Ponterotto, Joseph G. (2006). Brief note on the origins, evolution, and meaning of the qualitative research concept "thick description." *The Qualitative Report*, 11(3), <http://www.nova.edu/QR/QR11-3/ponterotto.pdf>
- Potter, Jonathan (2003). Discursive psychology: between methods and paradigms. *Discourse & Society*, 14(6), 783-794.
- Savage, Jan (2000). One voice, different tunes: Issues raised by dual analysis of a segment of qualitative data. *Journal of Advanced Nursing*, 31(6), 1493-1500.
- Suchar, Charles S. (1997). Grounding visual sociology research in shooting scripts. *Qualitative Sociology*, 20(1), 33-55.
- Vogt, Franziska (2002). No ethnography without comparison: The methodological significance of comparison in ethnographic research. *Debates and Developments in Ethnographic Methodology*, 6, 23-42.