

<b>QUAL 8420 Analyzing Qualitative Data</b>
<b>Tuesdays, 12:30-3:15 pm, Aderhold 520</b>
<b>Spring 2008: Version 080102</b>

**Dr. Judith Preissle, Coordinator**  
**Qualitative Research Program**  
**Office: 303 River's Crossing**  
**Department of Lifelong Education,**  
**Administration, and Policy**

**Office Phone: 706-542-6489**  
**Fax: 706-542-5873**  
**Email: Use WebCT**  
**Office hours: M 2-4 pm; T 3:30-5 pm**  
**and by appointment**

<b>Bulletin Description</b>
-----------------------------

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.

<b>Course Schedule and Topical Outline</b>
--

- 1-8-08        **Introduction to qualitative data analysis;**  
**Course overview and requirements**
- 1-15-08     **Anticipating qualitative analysis;**  
**Varieties of analytic approaches, methods, and techniques**  
LeCompte and Preissle, Ch. 7  
Charmaz, 2006, Pref. & Chs. 1-2  
Bogdan and Biklen (Supp)
- 1-22-08     **Varieties of qualitative data**  
**Institutional Review Board issues**  
Charmaz, 2006, Chs. 3-4  
Ezzy, Chs. 1-2  
Roulston, 2001 (Supp)  
*Inventory with abstract due*
- 1-29-08     **Resources for qualitative analysis;**  
**Theory and analysis**  
Van Manen, Preface and Chs. 1-2  
Ryan and Bernard  
Dey (Supp)  
Pigeon and Henwood (Supp)
- 2-5-08       **Formulating and selecting qualitative data**  
Aldridge  
Maxwell  
Van Manen, Chs. 3-4  
Twine (Supp)

- 2-12-08 DeCuir and Dixon (Supp)  
**Analytic units and categorization of data**  
 Goetz (an example)  
 Charmaz, 2006, Chs. 5-6  
 Lofland and Lofland, Ch. 6  
 Charmaz, 2002 (Supp); Strauss and Corbin (Supp)
- 2-19-08 **Sequential selection methods**  
 Ezzy, Chs. 3-4  
 Lofland and Lofland, Ch. 7  
 Gergen (Supp)
- 2-26-08 **Generating relationships from qualitative data**  
 LeCompte  
 Van Manen, Chs. 5-7  
 Harry et al.  
 Clough (Supp)  
*Inductive analysis due*
- 3-4-08 **Presenting and interpreting qualitative analysis**  
 Angrosino (an example)  
 Charmaz, 2006, Ch. 7  
 Wolcott, Chs. 1-2  
 Katz, 1 and 2 (Supp)  
 Cortazzi (Supp)  
*Data analysis overview due*
- 3-18-08 **Narrative, Phenomenological, and Ethnomethodological Analysis**  
 Riessman  
 Moustakas, Chs. 6 & 7  
 Potter  
 Hyncner  
 Polkinghorne (Supp)  
 Thompson, Locander, and Polloi (Supp)
- 3-25-08 **Researcher as instrument and as data**  
 Ezzy, Ch. 6 & Concluding Reflections  
 Roulston, 2004  
 Charmaz, 2006, Ch. 8  
 Baker 2000, 2002 (Supp)  
 Pomerantz and Fehr (Supp)
- 4-1-08 **Computer applications for qualitative analysis**  
 Ezzy, Ch. 5  
 Weitzman (Supp)  
 Weitzman and Miles (Supp)  
*Conceptual analysis due*
- 4-8-08 **Alternative Representations**  
 Wolcott, Chs. 3-4

- Honan et al.(example)  
 Cahnmann  
 Commeyras and Kelly (Supp)  
 Langellier (Supp)  
 Bullough and Pinnegar (Supp)  
 Feldman (Supp)
- 4-15-08     **Data analysis in a postmodern era**  
 Wolcott, Ch. 5-6  
 Søndergaard  
 Quiroz and Ragland  
 Kaufmann (Supp)  
 Mienczakowski (Supp)  
 Saldana (Supp)  
*Alternative analysis due*
- 4-22-08     **Student data analysis summaries**  
 Wolcott, Ch. 7  
 Richardson, 2002  
 Anfara, Brown, and Mangione  
 Richardson, 2000 (Supp)
- 5-6-08     **Projects due by 5 pm; no class meeting**

### Required Textbooks

- Charmaz, Kathy  
 2006 Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis.  
 London: Sage.
- Ezzy, Douglas  
 2002 Qualitative Analysis: Practice and Innovation. London: Routledge.
- Van Manen, Max  
 1990 Researching Lived Experience: Human Science for an Action Sensitive Pedagogy.  
 State University of New York Press.
- Wolcott, Harry F.  
 2001 Writing Up Qualitative Research. 2<sup>nd</sup> ed. Thousand Oaks, Ca, Sage.

### Reserve Reading

- \*Alridge, Derrick  
 2003 The Dilemmas, Challenges, and Duality of an African American Educational  
 Historian. Educational Researcher 32(9): 25-34, December. Also available at  
<http://www.aera.net/publications/?id=401>
- \*Anfara, Vincent A., Jr., Kathleen M. Brown, and Terri L. Mangione  
 2002 Qualitative Analysis on Stage: Making the Research Process More Public  
 Educational Researcher 31 (7): 28-38. October. Available online at

- <http://www.aera.net/publications/?id=437>
- Angrosino, Michael V. [NA] [Alt ex]  
1998. Chapter 1: The Ghost of Dallas Lumbley. In *Opportunity House: Ethnographic stories of mental retardation*. Pp. 43-54. Walnut Creek: Altamira Press.
- Baker, Carolyn D. [E/CA]  
2002 Ethnomethodological Analyses of Interviews. C. 37 In Jaber F. Gubrium and James A. Holstein (Eds.), *Handbook of Interviewing Research*. Pp. 777-795. Thousand Oaks, CA: Sage.
- Baker, Carolyn D. [E/CA]  
2000 Locating culture in action: Membership categorisation 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.
- Bogdan, Robert C., and Biklen, Sari Knopp  
2003. Chapter 5 "Data Analysis," in *Qualitative research for education: An introduction to theory and methods* (4th ed.). Boston: Pearson Education Group, pp. 147-184.
- \*Bullough, Robert V., Jr., and Stefinee Pinnegar [Alt]  
2001 Guidelines for Quality in Autobiographical Forms of Self-Study Research. *Educational Researcher* 30 (3), pp. 13-21, April. Available online on WebCt page.
- \*Cahnmann, Melisa [Alt]  
2003. The craft, practice, and possibility of poetry in educational research. *Educational Researcher*, 32(3), 29-36. Also available at <http://www.aera.net/publications/?id=395>
- Charmaz, Kathy  
2002 Qualitative interviewing and grounded theory analysis. Ch. 32 in J. Gubrium & J. A. Holstein (Eds.), *Handbook of interview research* (pp. 675-694). Thousand Oaks: Sage.
- Clough, Peter [NA]  
2002 "The Map Is Not the Terrain" and "Klaus." Chs. 2-3 in *Narratives and fictions in educational research*. Buckingham: Open University Press. pp. 11-24.
- \*Commeryas, Michelle, and Karly Kelly  
2002 A "found" poem from a reading odyssey. *Journal of Adolescent and Adult Literacy*, 46 (2), 100-102. Available on the WebCT site.
- Cortazzi, Martin [NA]  
2001 Narrative analysis in ethnography. Ch. 26 in P. Atkinson & A. Coffey & S. Delamont & J. Lofland & L. Lofland (Eds.), *Handbook of ethnography* (pp. 384-394). London: Sage.
- \*DeCuir, Jessica T., and Adrienne D. Dixon  
2004 "So When It Comes Out, They Aren't That Surprised That It Is There": Using Critical Race Theory as a Tool of Analysis of Race and Racism in Education. *Educational Researcher* 33(5), pp. 26-31. June July Available online at <http://www.aera.net/publications/?id=336>
- Dey, Ian  
1999 Ch. 1: Introduction. *Grounding grounded theory: Guidelines for qualitative inquiry* (pp. 1-24). San Diego: Academic Press.

- \*Feldman, Allan [Alt]  
2003 Validity and Quality in Self-Study. *Educational Researcher* 32 (3), pp. 26-28. April. Available online on our WebCT site.
- Gergen, Mary [NA]  
2004 Once upon a time: A narratologist's tale. In C. Daiute & C. Lightfoot (Eds.), *Narrative analysis: Studying the development of individuals in society* (pp. 267-285). Thousand Oaks: Sage.
- Goetz, Judith Preissle  
1976 Behavioral Configurations in the Classroom: A Case Study. *Journal of Research and Development in Education* 9(4), 36-49.
- \*Harry, Beth, Keith M. Sturges, and Janette K. Klingner  
2005 Mapping the Process: An Exemplar of Process and Challenge in Grounded Theory Analysis. *Educational Researcher*, 34 (2) pp. 3-13. March. Available online at <http://www.aera.net/publications/?id=659>
- Honan, Eileen, Michele Knobel, Carolyn Baker, and Bronwyn Davies [Alt ex]  
2000 Producing Possible Hannahs: Theory and the Subject of Research. *Qualitative Inquiry* 6(1), 9-32.
- \*Hyncner, Richard H.  
1985 Some guidelines for the phenomenological analysis of interview data. *Human Studies* 8, 279-303. Available on the WebCT site.
- Katz, Jack  
2001 From How to Why: On Luminous Description and Causal Inference in Ethnography (Part 1). *Ethnography* 2(4), 443-473.
- Katz, Jack  
2002 From How to Why: On Luminous Description and Causal Inference in Ethnography (Part 2). *Ethnography* 3(1), 63-90.
- Kaufmann, Jodi [Alt]  
2005 Autotheory: An autoethnographic reading of Foucault. *Qualitative Inquiry* 11 (4), 576-587.
- Langellier, Kristin M. [Alt]  
2003 Personal narrative, performance, performativity: Two or three things I know for sure. Ch. 21 in Y. Lincoln & N. Denzin (Eds.), *Turning points in qualitative research: Tying knots in a handkerchief* (pp. 441-468). Walnut Creek, CA: Altamira Press.
- LeCompte, Margaret D.  
2000 Analyzing Qualitative Data. *Theory into Practice* 39(3): 146-154.
- LeCompte, Margaret D., and Judith Preissle  
1993 *Ethnography and Qualitative Design in Educational Research*. New York: Academic Press. Ch. 7. Analysis and Interpretation of Qualitative Data.
- Lofland, John, and Lyn H. Lofland  
1995 Ch. 6. Thinking Topics. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Belmont, CA: Wadsworth.
- Lofland, John, and Lyn H. Lofland  
1995 Ch. 7. Asking Questions. *Analyzing Social Settings: A Guide to Qualitative*

- Observation and Analysis. Belmont, CA: Wadsworth.
- \*Maxwell, Joseph A.  
2004 Causal Explanation, Qualitative Research, and Scientific Inquiry in Education. *Educational Researcher* 33 (2), March, pp. 3-11. Available online on our WebCT site.
- Mienczakowski, Jim [Alt]  
2001 Ethnodrama: Performed research: Limitations and potential. Ch. 32 in P. Atkinson & A. Coffey & S. Delamont & J. Lofland & L. Lofland (Eds.), *Handbook of Ethnography* (pp. 468-476). London: Sage.
- Moustakas, Clark [P]  
1994 Methods and procedures for conducting human science research. Ch. 6 in *Phenomenological research methods*. Pp. 103-119. Thousand Oaks, CA: Sage Publications.
- Moustakas, Clark [P]  
1994 Phenomenological research: Analyses and examples. Ch. 7 in *Phenomenological research methods*. Pp. 120-154. Thousand Oaks, CA: Sage Publications.
- Pidgeon, Nick and Henwood, Karen  
2004 Grounded theory. In M. Hardy & A. Bryman (Eds.), *Handbook of data analysis* (pp. 625-648). London: Sage.
- Polkinghorne, Donald E. [NA]  
1995 Narrative Configuration in Qualitative Analysis. *International Journal of Qualitative Studies in Education*, 8(1), 5-23.
- Pomerantz, A., & Fehr, B. J. [E/CA]  
1997 Conversation analysis: An approach to the study of social action as sense making practices. In T. A. van Dijk (Ed.), *Discourse as social interaction* (pp. 64-91). London: Sage.
- Potter, Jonathan [E/CA]  
2004 Discourse analysis as a way of analysing naturally occurring talk. In D. Silverman (Ed.), *Qualitative research: Theory, method and practice* (pp. 200-221). London: Sage.
- Quiroz, Pamela Anne, and Tommie Lee Ragland [Alt ex]  
1998 "A rose by any other name": Latino and Anglo teachers constructing Chicago school reform. *Journal of Contemporary Ethnography* 27 (1), 137-168.
- Richardson, Laurel [Alt]  
2002 Poetic representation of interviews. Ch. 42 in J. Gubrium & J. A. Holstein (Eds.), *Handbook of interview research: Context and method* (pp. 877-892). Thousand Oaks: Sage.
- Richardson, Laurel  
2000 Writing: A method of inquiry. Ch. 36 in Denzin, N. K. & Lincoln, Y.S. (Eds.). *Handbook of qualitative research, 2<sup>nd</sup> Edition*. Thousand Oaks, CA: Sage, pp. 923-948.
- Riessman, Catherine Kohler [NA]  
2002 Analysis of personal narratives. Ch. 33 in J. Gubrium & J. A. Holstein (Eds.), *Handbook of interview research: Context and method* (pp. 695-710). Thousand Oaks: Sage.
- Roulston, Kathryn [E/CA]

- 2001 Data Analysis and 'Theorizing as Ideology.' *Qualitative Research* 1(3), 279-303.
- Roulston, Kathryn [**E/CA**]  
 2004 Ethnomethodological and conversation analytic studies. Ch. 9, in K. B. deMarrais & S. Lapan, (eds.). *Foundations for research: Methods of inquiry in education and the social sciences* (pp. 139-160). Mahwah, NJ: Lawrence Erlbaum.
- Ryan, Gery W., and H. Russell Bernard  
 2000 Data Management and Analysis Methods. Ch. 29 in Norman K. Denzin and Yvonna Lincoln (Eds.) *Handbook of Qualitative Research*. 2<sup>nd</sup> Ed. Pp. 769-802. Thousand Oaks, CA: Sage.
- Saldana, Johnny [**Alt**]  
 2003 Dramatizing data: A primer. *Qualitative Inquiry*, 9(2), 218-236.
- Søndergaard, Dorte Marie [**Alt**]  
 2002 Poststructuralist approaches to empirical analysis. *International Journal of Qualitative Studies in Education* 15(2), 187-204. Available online on our WebCt page.
- Strauss, Anselm, and Juliet Corbin  
 1998 Open coding. Ch. 8 in *Basics of qualitative Research: Grounded theory procedures and techniques* (2nd ed.). Newbury park, CA: Sage.
- Thompson, C. J., W. B. Locander, H. R. Pollio [**P**]  
 1989 Putting consumer experience back into consumer research: The philosophy and method of existential-phenomenology. *Journal of Consumer Research*, 16, 133-146.
- Twine, France Winddance  
 2000 Racial Ideologies and Racial Methodologies. Ch. 1 in France Winddance Twine and Jonathan W. Warren (Eds.) *Racing Research, Researching Race: Methodological Dilemmas in Critical Race Studies*. Pp. 1-34. New York: New York University Press.
- Weitzman, Eben A.  
 2000 Software and Qualitative Research. Ch. 30 in Norman K. Denzin and Yvonna Lincoln (Eds.) *Handbook of Qualitative Research*. 2<sup>nd</sup> Ed. Pp. 803-820. Thousand Oaks, CA: Sage.
- Weitzman, Eben A., and Miles, Matthew B.  
 1995 "How to Choose Software: Key Questions" and "Software Types and Functions." Chapters 2-3 in *Computer programs for qualitative data analysis: A software sourcebook*. Pp. 9-22. Thousand Oaks, CA: Sage.

Starred material is available online at designated URL's or on our WebCT page. All other reserve material available on e-reserve at Main Library under Preissle, QUAL 8420. Password is analysis1. Coded materials: **E/CA** = ethnomethodology/conversation analysis; **NA** = narrative analysis; **P** = phenomenology; **Alt** = alternative analysis method.

### Course Requirements

1. I expect regular attendance and will take excessive, unexcused absences (missing more than 6 hours of a 3 credit-hour course) into account in the final course grade.
2. I expect people to come to class prepared and to contribute to class discussions

and activities. Frequent lack of preparation or failure to contribute will also be taken into account in the final course grade.

3. 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 be emailing one another for individual and group purposes using this site. Assignments are to be submitted on the WebCT site.
4. Assignments:

Assignment	Points	Due Date
Attendance	10	
Inventory of data transcript sample abstract of project	1	1-22-08
Mini-Projects (15 points each)		
a. Inductive analysis (use 1 interview transcript)	15	2-26-08
b. Choose one of the following conceptual approaches to data analysis: *Narrative analysis *Phenomenological *Ethnomethodological-- Conversation analytic	15	4-1-08 4-15-08
c. Choose one of the following alternative approaches to data analysis/representation: *Poetic representation *Ethnodrama *Other Alternative representation	15	
Mid-point data analysis project	24	3-4-08
Final data analysis project	20	5-6-08
Total Points	100	

Grading follows Qualitative Research Program 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-	below 59 = F

## Course Objectives

1. Students can compare and contrast, through an illustrative diagram, 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 photograph records.
2. Students can chart and relate conceptual and theoretical frameworks from the social sciences that have informed qualitative data analysis in educational research.
3. Students can match qualitatively formulated research problems and questions with appropriate selection and sampling procedures and appraise these procedures for how they affect qualitative data collection and analysis.
4. Students can 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. They can generate properties of the categories from the data and integrate the categories conceptually and empirically.
5. Students can specify, describe, and apply the variety of sequential selection methods used to formulate constructs during simultaneous collection and analysis of qualitative data: negative case selection, discrepant case selection, theoretical sampling, and Campbell's (1979) theory-implications method.
6. Students can generate provisional descriptive, correlational, or causal relationships among the categories derived from narrative and visual data by demonstrating time orders, covariances, and eliminations of rival hypotheses.
7. Students can 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.
8. Students can interpret a qualitative analysis within its appropriate conceptual, theoretical, and empirical frameworks.

## University of Georgia Academic Honesty Policy

All of us are expected to abide by the standards for academic honesty adopted by the university. Learning to appropriately quote and paraphrase and to cite and attribute sources is a skill that is key to honest and creative scholarship. I expect all students to review the guidelines at <http://www.uga.edu/honesty/> . If you have questions about what would be considered violations of the standards, please raise them in class or ask me.

*“All academic work must meet the standards contained in ‘A Culture of Honesty.’ All students are responsible to inform themselves about those standards before performing any academic work”* (from page 1, Course Syllabus Policy, Academic Affairs Policy Statement Number 13, University of Georgia).

### **Accommodations for Qualified Individuals with Disabilities**

University of Georgia policy is to make reasonable accommodations for qualified individuals with disabilities. Please let me know if you have a disability request.

### **Need for Editorial Assistance**

Requirements for the course depend on 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/>.

### **Nature of This Course**

Qualitative research on human experience often involves controversial topics. People have strong feelings, values, and beliefs that affect how they interpret scientific and other scholarly information. Although diversity of opinions is central to the scholarly inquiry encouraged in this course, everyone is expected to accurately represent the variety of views discussed. We may agree to disagree, but we must be able to express the viewpoint with which we disagree. Sound scholarship depends, then, on respectful listening and sometimes respectful disagreement.

### **Instructor**

I can be reached by telephone at 542-6489, by e-mail through WebCT for course business, and in my office, River’s Crossing 303, during office hours and by appointment. For business not related to QUAL 8420, you may use my UGA email address, [jude@uga.edu](mailto:jude@uga.edu). Preissle is pronounced price-lee with the accent on the first syllable. I work in the qualitative research program here at the University of Georgia as well as in the College of Education's social foundations of education program. My degrees are an A.B. in history from Grinnell College in 1964 and an M.A. (University of Minnesota) in 1971 and an Ed.D. (Indiana University) in 1975, concentrating in anthropology and education. My scholarly interests and publications focus on sociocultural theory, gender studies, classroom social life, immigration and education, and qualitative research design. My personal interests include books, music, gardening, birding, miniature schnauzers, and ballroom dancing. See my website at <http://www.coe.uga.edu/leap/faculty/preissle/index.html>.

*\*“The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary”* (from page 1, Course Syllabus Policy, Academic Affairs Policy Statement Number 13, University of Georgia).