

Analyzing Qualitative Data Course Syllabus

Topical Outline and Schedule:

- 8-24-05 **Introduction to qualitative data analysis;
Course overview and requirements**
- 8-31-05 **Anticipating qualitative analysis;
Varieties of analytic approaches, methods, and techniques**
LeCompte and Preissle, Ch. 7
Hollway and Jefferson, Chs. 1-3
Bogdan and Biklen (Supp)
- 9-7-05 **Varieties of qualitative data
Institutional Review Board issues**
Hollway and Jefferson, Ch. 4-5
Ezzy, Chs. 1-2
Roulston, 2001 (Supp)
- 9-14-05 **Resources for qualitative analysis;
Theory and analysis**
Hollway and Jefferson, Ch. 6-7 & Afterward
Ryan and Bernard
Clough
Cortazzi (Supp)
- 9-21-05 **Formulating and selecting qualitative data**
Aldridge
Twine (Supp)
DeCuir and Dixon (Supp)
Potter
Auerbach and Silverstein, Chs. 1-3
- 9-28-05 **Analytic units and categorization of data**
Goetz (an example)
Auerbach and Silverstein, Chs. 4-8
Lofland and Lofland, Ch. 6
Pigeon and Henwood (Supp)
- 10-5-05 **Sequential selection methods**
Ezzy, Chs. 3-4
Lofland and Lofland, Ch. 7
Riessman

- 10-12-05 Gergen (Supp)
Generating relationships from qualitative data
 Angrosino (an example)
 Auerbach and Silverstein, Chs. 9-11
 Dey
 Maxwell
- 10-19-05 **Presenting and interpreting qualitative analysis**
 Honan et al.(example)
 Wolcott, Chs. 1-2
 Katz, 1 and 2
 Charmaz (Supp); Strauss and Corbin (Supp)
- 10-26-05 **Computer applications for qualitative analysis**
 Ezzy, Ch. 5
 Moustakas
 Weitzman
 Weitzman and Miles (Supp)
- 11-2-05 **Hermeneutic Approaches (Dr. Melissa Freeman)**
 Ezzy, Ch. 6 & Concluding Reflections
 Roulston, 2004
 Baker 2000, 2002 (Supp)
 Pomerantz and Fehr (Supp)
- 11-9-05 **Researcher as instrument and as data**
 Wolcott, Chs. 3-4
 LeCompte
 Polkinghorne (Supp)
 Thompson, Locander, and Polloi (Supp)
- 11-16-05 **Data analysis in a postmodern era**
 Wolcott, Chs. 5-6
 Cahnmann
 Langellier (Supp)
 Bullough and Pinnegar (Supp)
 Feldman (Supp)
- 11-30-05 **Student data analysis summaries**
 Wolcott, Ch. 7
 Mienczakowski
 Saldana (Supp)
- 12-7-05 **Student data analysis summaries**
 Richardson, 2002
 Anfara, Brown, and Mangione
 Richardson, 2000 (Supp)
- 12-14-05 **Projects due by 5 pm; no class meeting**

Bulletin 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: QUAL 8400, 8410, or their equivalents

Required Textbooks:

Auerbach, Carl F., and Louise B. Silverstein

2003 *Qualitative Data: An Introduction to Coding and Analysis*. New York: New York University Press.

Ezzy, Douglas

2002 *Qualitative Analysis: Practice and Innovation*. London: Routledge.

Hollway, Wendy, and Tony Jefferson

2000 *Doing Qualitative Research Differently: Free Association, Narrative and the Interview Method*. London, Sage.

Wolcott, Harry F.

2001 *Writing Up Qualitative Research*. 2nd 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. Also available at http://www.aera.net/pubs/er/pdf/vol32_09/ERv32n9_pp25-34.pdf

*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), pp. Oct. Available online at <http://www.aera.net/publications/?id=437>

Angrosino, Michael V.

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.

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.

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

2001 Guidelines for Quality in Autobiographical Forms of Self-Study Research. *Educational Researcher* 30 (3), pp. April. Available online at <http://www.aera.net/publications/?id=424>.

- Cahnmann, Melisa
2003. The craft, practice, and possibility of poetry in educational research. *Educational Researcher*, 32(3), 29-36. Also available at http://www.aera.net/pubs/er/pdf/vol32_03/AERA320305.pdf
- 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
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.
- Cortazzi, Martin
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. Dixson
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. June July Available online at <http://www.aera.net/publications/?id=336>.
- Dey, Ian
1999 Grounding grounded theory: Guidelines for qualitative inquiry. Ch. 1: Introduction. (pp. 1-24). San Diego: Academic Press.
- *Feldman, Allan
2003 Validity and Quality in Self-Study. *Educational Researcher* 32 (3), pp. April. Available online at <http://www.aera.net/publications/?id=395>.
- Gergen, Mary
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. March. Available online at <http://www.aera.net/publications/?id=659>.
- Honan, Eileen, Michele Knobel, Carolyn Baker, and Bronwyn Davies
2000 Producing Possible Hannahs: Theory and the Subject of Research. *Qualitative Inquiry* 6(1), 9-32.
- 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.
- Langellier, Kristin M.
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 *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Belmont, CA: Wadsworth. Ch. 6. Thinking Topics.
- Lofland, John, and Lyn H. Lofland
1995 *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Belmont, CA: Wadsworth. Ch. 7. Asking Questions.
- *Maxwell, Joseph A.
2004 Causal Explanation, Qualitative Research, and Scientific Inquiry in Education. *Educational Researcher* 33 (2), March, pp. Available online at <http://www.aera.net/publications/?id=333>
- Mienczakowski, Jim
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
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
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.
1995 Narrative Configuration in Qualitative Analysis. *International Journal of Qualitative Studies in Education*, 8(1), 5-23.
- Pomerantz, A., & Fehr, B. J.
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
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.

- Richardson, Laurel
 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, 2nd Edition*. Thousand Oaks, CA: Sage, pp. 923-948.
- Riessman, Catherine Kohler
 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
 2001 Data Analysis and 'Theorizing as Ideology.' *Qualitative Research* 1(3), 279-303.
- Roulston, Kathryn
 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*. 2nd Ed. Pp. 769-802. Thousand Oaks, CA: Sage.
- Saldana, Johnny
 2003 Dramatizing data: A primer. *Qualitative Inquiry*, 9(2), 218-236.
- 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.
 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*. 2nd 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 available online at designated URL's. All other reserve material available on e-reserve at Main Library under Preissle. Password is *analysis*.

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 project description	1	9-7-05
Mini-Projects (15 points each)		
a. Inductive analysis (use 1 interview transcript)	15	10-5-05
b. Choose one of the following approaches to data analysis: *Narrative analysis *Phenomenological *Ethnomethodological-- Conversation analytic	15	11-9-05
c. Choose one of the following approaches to data analysis/representation: *Poetic representation *Ethnodrama *Alternative representation	15	11-22-05
Mid-point data analysis project	24	10-26-05
Final data analysis project	20	12-14-05
Total Points	100	

Grading follows the University of Georgia policy:

100-90% = A	79-70% = C	below 60% = F
89-80% = B	69-60% = D	

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 the website http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm. 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.” Each student is responsible to inform themselves [sic] 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, such as some individuals who are not native English speakers, are encouraged to make such arrangements. A good place to start is the UGA Writing Center:
<http://www.english.uga.edu/~writingcenter/home.html>.

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 preferably through WebCT or alternatively at jude@uga.edu, and in my office, River's Crossing 303 before and after classes and by appointment. 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.

**“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).*