Introduction, Course Objectives, and Outcomes

This course is an introduction to methods for systematically analyzing qualitative data. In this course, we will consider a number of different approaches to qualitative analysis, including grounded theory, narrative analysis, discourse analysis, and content analysis, among others. The goal of this course is to provide students with the skills to systematically analyze the information that cultural anthropologists collect and record as part of the process of studying culture and uncovering the meaning of human activity.

The first part of the course considers the building blocks: what it means for data to be qualitative, how anthropologists go about collecting qualitative data, how we make comparisons, and how we write and present our results. The second part of the course focuses on the application of specific analytical techniques to qualitative data. This course is hands-on: students will be working directly with qualitative data and performing their own analyses.

By the end of the course students should be able to:

- Identify and discuss the major paradigms and traditions of text analysis
- Select the appropriate methods for analyzing text, based on the aims of a given project
- Use a variety of techniques for identifying themes in qualitative data
- Build and apply a codebook
- Make systematic comparisons within and between cases in a data set

Course Materials and Required Readings

There is one textbook for this course, which is as follows:

There will be additional readings from the primary literature. These readings are listed at the end of this document. They will be distributed as .pdf files.

We will also be using Dedoose (www.dedoose.com), a web-based qualitative analysis software package. Dedoose is advantageous for our purposes for both pricing and flexibility. Further instructions on how and when to sign up for access to the software will be forthcoming.

**Assignments and Grading**

The grades and assignments for this course break down as follows:

Class participation: 50 points  
Mid-Term Exam: 100 points  
Research Project: 100 points

The total is 250 points, which corresponded to letter grades as follows:

A=225+, B+= 218-224, B=205-218, B-=200-204, C+=193-199, C=180-192, C-= 175-179, D=150-174, E=<150

*Class participation* should be self-explanatory. This is a small class, and we will be engaged in a great deal of hands-on work with primary data in addition to discussion of the readings.

*Mid-Term Exam* is a take-home writing assignment. Students will write a series of essays demonstrating their comprehension of the basic premises and techniques of qualitative data analysis.

*Research Report*: Students are expected to produce a final research report based on a set of qualitative data of interest to the student and approved by me. The assignment will allow students to explore an issue of interest using the techniques covered in the course. Proposals (directions forthcoming) should be submitted by September 15. Rough drafts of the project should be completed by the November 17 project workshop. Final drafts are due December 8.

**Course Policies, Procedures, and Useful Links**

**Class Attendance and Make-up Policies**
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policy, which can be found [here](#).

**Academic Honesty**

Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else’s published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same work for different courses) will lead to the Department’s and the University’s procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the [University’s Honor Code](#).
Accommodation for Students with Disabilities

Students requesting classroom accommodation must first register with the Disability Resource Center. The DRC will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Please make any requests by September 3.

UF Counseling Services.

Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

1. University Counseling and Wellness Center, 3190 Radio Road, 392-1575. Personal, career, and emergency counseling
2. Career Resource Center, Reitz Union, 392-1601, Career development assistance and counseling
3. Writing Studio, 302 Tigert Hall, 846-1138. Writing assistance, study skills, test preparation

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Evaluations are typically open during the last 2-3 weeks of the semester, but students will be notified of specific times when they are open. Summary results of these assessments are also available to students.

Course Schedule

Part I: Basics

August 25-27: An Introduction to QDA and how to collect it

Readings: Analyzing Qualitative Data (AOD) chapters 1 & 2

September 1-3: Finding and Coding Themes

Readings: AOD 3&4
September 8 -10: Introduction to Analysis

Readings: AQD 5-7


*CHAGS Meetings

*Project Proposals Due September 15 by 5 pm

Part II: Specifics

September 15-17 – Cultural Domain Analysis

Readings: AQD 8


September 22-24: Semantic Network Analysis

Readings: AQD 9


September 29-October 1: Discourse Analysis

Readings: AQD 10


*Mid-Term Exam due October 1 by 5 pm

October 6- 8: Narrative Analysis

Readings: AQD 11


October 13-15: Grounded Theory
**Readings: AQD 12**


**October 20-22: Content Analysis**

**Readings: AQD 13**


**October 27-29: Schema Analysis**

**Readings: AQD 14**


**November 3-5: Qualitative Comparative Analysis**

**Readings: AQD 15**


**November 10-12: Ethnographic Decision Modeling**

**Readings: AQD 16**


**November 17-24: Project Workshop**

*AAA meetings*

**December 1 -8: Student Project Presentations**

*Final Projects Due December 8 by 5 pm*