

# ANG 5494 / ANT 4930 Text Analysis

## Systematic Methods for Analyzing Qualitative Data

Monday, 1:55 – 4:55 p.m.  
Online only ([elearning.ufl.edu](http://elearning.ufl.edu))

Dr. Clarence C. Gravlee

Student Hours: Tuesday and Thursday, 3:00 – 5:00 p.m. and by appointment

### Course Description and Objectives

This course is a hands-on introduction to systematic methods for analyzing qualitative data. The course encompasses a broad range of analytic traditions—grounded theory, discourse analysis, content analysis, word-based and semantic network analysis, narrative analysis, and more. The overarching goal is to equip you with the skills you need to work within and across these traditions, as your research interests demand it.

The first part of the course focuses on the building blocks of text analysis that cut across traditions: identifying themes, building and applying codebooks, making comparisons, and developing, presenting, and testing models. The second part focuses on how these building blocks are adapted and applied in specific analytic traditions. The last part of the course will focus on applying what you've learned to your own projects.

By the end of the course, you 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 codebooks with one or multiple coders
- Make systematic comparisons within and between cases in a qualitative data set
- Develop models to present the results of your analysis
- Use software to facilitate the management and systematic analysis of qualitative data
- Produce a publishable research report using qualitative data

### Course Background

This course was developed as a part of the National Science Foundation supported Research Methods in Anthropology training program led by H. Russell Bernard. Course materials were developed collaboratively by H. Russell Bernard, Gery Ryan, Lance Gravlee, Amber Wutich, and Melissa Beresford.

### Course Format

Text analysis, like all aspects of research, is a craft. And like any craft, it takes practice to become good at it. Therefore, our approach will be hands-on right from the start. You will have opportunities to *learn by doing* in all aspects of the course—in class meetings and in out-of-class assignments.

Because of the ongoing COVID-19 pandemic, the class will be online only. The bulk of your work will be asynchronous. The course website includes pre-recorded lectures, reading assignments, and guided exercises to give you hands-on practice using the techniques covered in each module. We will also hold a live Zoom meeting at the regularly scheduled class time to discuss the material and workshop the independent projects you will be developing this semester.

## Course Materials

### Required Readings

There is one assigned books for the course. Additional required readings will be made available electronically on Canvas (<https://elearning.ufl.edu/>).

Bernard, H. Russell, Amber Wutich, and Gery W. Ryan. 2017. *Analyzing Qualitative Data: Systematic Approaches*, Second Edition. Thousand Oaks, CA: Sage Publications. [ISBN: 9781483344386]

Most weeks, I also list a set of further readings. I do not expect you to do these readings now. They are there to give you entry points into other relevant literature, if you'd like to deepen your study of a particular topic—even if it's years from now.

### Software and Computing

You will be using MAXQDA software ([www.maxqda.com](http://www.maxqda.com)) on your own laptop computer. The most recent version, MAXQDA 2020, works seamlessly on both Windows and Mac operating systems. As a participant in the course, you will receive a free trial version of the software that will last for the semester for purposes of your work in the course.

You may be required to install free versions of the following software as the semester unfolds:

- ANTHROPAC
- UCINET
- QDAMiner
- R
- fsQCA

### Supplementary Readings

The following texts are recommended as supplementary reference materials, if you wish to deepen your skills in methods for analyzing qualitative data.

Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*. Thousand Oaks, CA: Sage Publications.

Corbin, J., & Strauss, A. (2008). *Basics of Qualitative Research*, Third Edition. Thousand Oaks, CA: Sage Publications.

Neuendorf, K. A. (2002). *The Content Analysis Guidebook*. Thousand Oaks, CA: Sage Publications.

Saldaña, J. (2016). *The Coding Manual for Qualitative Researchers*, Third Edition. Thousand Oaks, CA: Sage Publications.

Schensul, J. J., & LeCompte, M. D. (2016). *Ethnographer's Toolkit* (7 Volumes). Lanham, MD: Rowman & Littlefield.

Teddlie, C., & Tashakkori, A. (2009). *Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences*. Thousand Oaks, CA: Sage Publications.

## Course Outline

1. Introduction
2. Identifying themes
3. Codes, codebooks and coding
4. Describing themes
5. Making comparisons
6. Building and testing models
7. Schema analysis
8. Grounded theory
9. Classical content analysis
10. Content dictionaries
11. Word frequencies and stop lists
12. Semantic network analysis
13. Step-by-step project design
14. Applications to real projects
15. Presentations

## Course Requirements and Grading

Your final grade has four components: in-class participation (20 percent), lab exercises (20 percent), a research journal (20 percent), and a research project (40 percent). Final grades will be A (100-94), A- (<94-90), B+ (<90-87), B (<87-84), B- (<84-80), C+ (<80-77), C (<77-74), C- (<74-70), D+ (<70-67), D (<67-64), D- (<64-61), F (<61).

1. *Class participation* (10%). I ask you to attend each class meeting and to take an active part in discussions and activities. Active participation requires that you read all assigned readings and prepare thoughtful questions and critical discussion points. You will also be expected to take an active part in all hands-on data analysis exercises. I will evaluate your class participation on the quality, not just quantity, of your contributions.
2. *Lab exercises* (30%). You will have a series of out-of-class lab exercises designed to help you develop your practical skills in analyzing qualitative data. Examples of these exercises include theme identification, metaphor analysis, and word frequency analysis. I will provide practice datasets, codebooks, and other analytic tools as needed.

3. *Research Journal* (20%). You are expected to keep a running journal of your learning experience as you work on your independent research project.\* The purpose of this assignment is to develop a reflexive understanding of your learning process and of the strengths and weaknesses of different methods. The format of the journal is up to you. It could be a public-facing blog, a notebook, a running text document, or an electronic journal. Each week, you should add at least one new entry that addresses the following questions about your work on the independent research project:
- What new steps have you taken this week in the analysis of data for your project?
  - What findings are you coming up with?
  - What challenges or difficulties have you encountered?
  - What are the strengths and weaknesses of the specific methods you have used this week?

You will submit the journal along with your final research project on **December 14**.

4. *Research Project* (40%). The purpose of the term research project is to give you an opportunity to practice methods of analyzing qualitative data in a substantive area of interest to you. You have the following three options—in order of my preference—for choice of a data set to analyze:
- Qualitative data from your thesis or dissertation research.
  - Secondary analysis of existing data available from another researcher or through a data archive such as the UK Data Service (<https://ukdataservice.ac.uk/get-data/key-data/qualitative-and-mixed-methods-data>), the Murray Research Archives (<http://www.murray.harvard.edu/>), or the Qualitative Data Repository (<https://qdr.syr.edu/>).
  - A new data set collected from naturally occurring text (e.g., published speeches, Internet discussion boards or blogs, published research articles).

Please let me know what data set you will use for the project by the third week of the semester.

Your write-up should be a research report of no more than 6000 words that addresses the following elements:

- **Research question:** What is your specific research question(s)?
- **Methods:** Describe your data and sampling strategy (if appropriate), along with explaining your methodological choices and techniques in detail.
- **Results:** Report your findings and give a brief explanation of the significance of these results.

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\* This assignment is based on Wright, M.C. (2007). Making sense of data: How public health graduate students build theory through qualitative research techniques. *Qualitative Health Research* 17(1):94-101.

- **Discussion:** In this final section, please discuss the efficacy of the methods you used. Do you think this was a good methodological choice for your research question and data set? Why or why not? What were the benefits and drawbacks of your methodological decisions? Do you think that a different method would or could be more appropriate? What would your next steps be for further analysis (or would you repeat the analysis using a different methodological approach)?

The paper is due by **December 14**.

5. *Course web site.* Our e-Learning site will be the main interface for the course. Please visit <https://elearning.ufl.edu> for required readings, announcements, details on assignments, and other supplementary material. Each week corresponds to one module.

### Policy on Late Assignments

I recognize that the pandemic creates many new challenges and may exacerbate old ones. You can expect me to be flexible and forgiving. At the same time, it's in your interest to submit work by the stated deadlines. It will keep you on track and give me an opportunity to provide feedback. I will accept late work without justification, but I will not evaluate it as positively and probably won't be able to provide feedback. If you are struggling to keep up with the course or facing challenges outside of your class work, I encourage you to let me know or contact the [Care Team](#) at the Dean of Students Office, as appropriate.

### Academic Honor Code

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 paper in 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 (available online at <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>).

### Accommodation for Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. ***Please make any requests by the second week of class.***

### 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:

- Counseling and Wellness Center, <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575

- University Police Department: 392-1111 or 9-1-1 for emergencies.
- Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

### **Syllabus Change Policy**

This syllabus is a guide for the course and is subject to change with advanced notice.

## Course Schedule and Readings

### Week 1 (Aug. 31) Introduction and Overview

- Expectations—mine and yours
- Overview of the course
- Discussion of course projects

#### Required reading

Bernard, Wutich, and Ryan (2017), Ch. 1–4 (p. 1–101)

#### Further reading

Denzin, N. 2010. Moments, Mixed Methods, and Paradigm Dialogs. *Qualitative Inquiry* 16 (6): 419-27.

Maxwell, J. 2010. Using Numbers in Qualitative Research. *Qualitative Inquiry* 16 (6): 475-82.

Schweizer, T. (1998). Epistemology: The Nature and Validation of Anthropological Knowledge. In H. R. Bernard (Ed.), *Handbook of Methods in Cultural Anthropology* (pp. 39-59). Walnut Creek, CA: AltaMira Press.

### Week 2 (Sept. 7) Identifying Themes

- Techniques for identifying themes
- Data management
- Working with MAXQDA

<i>No synchronous class meeting this week due to Labor Day holiday, September 7</i>
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#### Required reading

Bernard, Wutich, and Ryan (2017), Ch. 5 (p. 101–124)

Bradley, E. H., Curry, L. A., & Devers, K. J. (2007). Qualitative Data Analysis for Health Services Research: Developing Taxonomy, Themes, and Theory. *Health Services Research*, 42(4), 1758-1772.

Steger, T. (2007). The Stories Metaphors Tell: Metaphors as a Tool to Decipher Tacit Aspects in Narratives. *Field Methods*, 19(1), 3-23.

Lowe, A., Norris, A. C., Farris, A. J., & Babbage, D. R. (2018). Quantifying Thematic Saturation in Qualitative Data Analysis. *Field Methods*, 30(3), 191–207.

### Further reading

Lowe, A., Norris, A. C., Farris, A. J., & Babbage, D. R. (2018). Quantifying Thematic Saturation in Qualitative Data Analysis. *Field Methods*, 30(3), 191–207.

<http://doi.org/10.1177/1525822X17749386>

Hagaman, A. K., & Wutich, A. (2016). How Many Interviews Are Enough to Identify Metathemes in Multisited and Cross-cultural Research? Another Perspective on Guest, Bunce, and Johnson's (2006) Landmark Study. *Field Methods*, 29(1), 23–41.

<http://doi.org/10.1177/1525822X16640447>

Weller, S. C., Vickers, B., Bernard, H. R., Blackburn, A. M., Borgatti, S., Gravlee, C. C., & Johnson, J. C. (2018). Open-ended interview questions and saturation. *PLoS ONE*, 13(6), e0198606–18. <http://doi.org/10.1371/journal.pone.0198606>

## Week 3 (Sept. 14) Codes, Codebooks, and Coding

- Developing and applying codebooks
- Working with multiple coders
- Describing themes

### Required reading

Bernard, Wutich, and Ryan (2017), Ch. 6 (p. 125–160)

MacQueen, K. M., McLellan, E., Kay, K., & Milstein, B. (1998). Codebook Development for Team-Based Qualitative Analysis. *Cultural Anthropology Methods*, 10(2), 31–36.

Weston, C., Gandell, T., Beauchamp, J., McAlpine, L., Wiseman, C., & Beauchamp, C. (2001). Analyzing interview data: The development and evolution of a coding system. *Qualitative Sociology*, 24(3), 381–400.

### Further reading

Richards, L. (2005). *Handling qualitative data: a practical guide* (Ch. 5: Coding). Thousand Oaks, CA: Sage Publications.

Ryan, G. W. (1999). Measuring the Typicality of Text: Using Multiple Coders for More Than Just Reliability and Validity Checks. *Human Organization*, 58(3), 313–322.

## Week 4 (Sept. 21) Describing Themes



### **Required reading**

Sandelowski, M. (1998). Writing a good read: strategies for re-presenting qualitative data. *Research in Nursing & Health*, 21(4), 375–382.

Keen, S., & Todres, L. (2007). Strategies for disseminating qualitative research findings: Three exemplars. *Forum, Qualitative Social Research / Forum, Qualitative Sozialforschung*, 8(3). <http://www.qualitative-research.net/index.php/fqs/article/view/285/626>

## **Week 5 (Sept. 28) Making Comparisons**

- Thinking with matrices
- Measurement basics
- Visualization tools in MAXQDA

### **Required reading**

Bernard, Wutich, and Ryan (2017), Ch. 7–9 (p. 161–218)

### **Further reading**

Antin, T. M. J., Constantine, N. A., & Hunt, G. (2014). Conflicting Discourses in Qualitative Research. *Field Methods*, 27(3), 211–222.

Yoder, P. S. (1995). Examining Ethnomedical Diagnoses and Treatment Choices for Diarrheal Disorders in Lubumbashi Swahili. *Medical Anthropology*, 16(3), 211–247.

## **Week 6 (Oct. 5) Building and Testing Models**

- Kinds of models
- Code, coding, and building models

### **Required reading**

Bernard, Wutich, and Ryan (2017), Ch. 8

Miles, M. B., and Huberman, A.M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook* (Second ed.). Thousand Oaks, CA: Sage. Excerpts:

- “Codes and Coding”
- “Within-Case Displays”
- “Matrix Displays”

## **Week 7 (Oct. 12) Schema Analysis**

- Inductive code-based approaches
- Schema and cultural models
- Finding culture in talk

### **Required reading**

Bernard, Wutich, and Ryan (2017), Ch. 12 (p. 269–284)

Quinn, N. (2005). How to Reconstruct Schemas People Share from What They say. In N. Quinn (Ed.), *Finding Culture in Talk* (pp. 35-81). New York: Palgrave MacMillan.

## **Week 8 (Oct. 19) Grounded Theory**

- Varieties of grounded theory
- Memo-writing and coding in grounded theory

### **Required reading**

Bernard, Wutich, and Ryan (2017), Ch. 10 (p. 219–242)

Markovic, M. (2006). Analyzing Qualitative Data: Health Care Experiences of Women with Gynecological Cancer. *Field Methods*, 18(4), 413-429.

Abrahamsson, K. H., Berggren, U., Hallberg, L., & Carlsson, S. G. (2002). Dental Phobic Patients' View of Dental Anxiety and Experiences in Dental Care: A Qualitative Study. *Scand J Caring Sci*, 16(2), 188-196.

### **Further reading**

Bringer, J. D., Johnston, L. H., & Brackenridge, C. H. (2006). Using Computer-Assisted Qualitative Data Analysis Software to Develop a Grounded Theory Project. *Field Methods*, 18(3), 245-266.

Boeije, H. (2002). A Purposeful Approach to the Constant Comparative Method in the Analysis of Qualitative Interviews. *Quality and Quantity*, 36(4), 391-409.

Gibson, H., Willming, C., & Holdnak, A. (2002). "We're Gators...Not Just Gator Fans": Serious Leisure and University of Florida Football. *Journal of Leisure Research*, 34(4), 397-425.

## **Week 9 (Oct. 26) Classical Content Analysis**

- Deductive code-based analysis
- Human versus computer coding, text mining

### **Required reading**

Bernard, Wutich, and Ryan (2017), Ch. 11 (p. 243–268)

Hirschman, E. C. (1987). People as Products: Analysis of a Complex Marketing Exchange. *Journal of Marketing*, 51, 98-108.

Murray, N. M., & Murray, S. B. (1996). Music and Lyrics in Commercials: A Cross-Cultural Comparison between Commercials Run in the Dominican Republic and in the United States. *Journal of Advertising*, 25(2), 51-63.

### **Further reading**

Schuster, M. A., Halfon, N., & Wood, D. L. (1998). African American Mothers in South Central Los Angeles: Their Fears for Their Newborn's Future. *Archives of Pediatrics & Adolescent Medicine*, 152(3), 264-268.

Hart, R. P., & Childers, J. P. (2005). The Evolution of Candidate Bush. *American Behavioral Scientist*, 49(2), 180-197.

## **Week 10 (Nov. 2) Content Dictionaries**

- Creating content dictionaries
- Understanding statistical analysis of text

### **Required reading**

Colby, B. N. (1966). The Analysis of Culture Content and the Patterning of Narrative Concern in Texts. *American Anthropologist*, 68, 374-388.

Rosenberg, S. D., Schnurr, P. P., & Oxman, T. E. (1990). Content analysis: a comparison of manual and computerized systems. *Journal of Personality Assessment*, 54(1-2), 298-310.

## **Week 11 (Nov. 9) Word-Based Analysis**

- Word counts and KWIC
- Stop lists

### **Required reading**

Bernard, Wutich, and Ryan (2017), Ch. 17 (p. 377-402)

Sandelowski, M., Voils, C., & Knafl, G. (2009). On Quantitizing. *Journal of Mixed Methods Research*, 3(3), 208-222.

### **Further reading**

Kim, Juan Hyun, Tuo-Yu Su, and Junhao Hong. 2007. The Influence of Geopolitics and Foreign Policy on the U.S. And Canadian Media: An Analysis of Newspaper Coverage of Sudan's Darfur Conflict. *The International Journal of Press/Politics* 12 (3), 87-95.

Nolan, Justin M., and Gery W. Ryan. 2000. Fear and Loathing At the Cineplex: Gender Differences in Descriptions and Perceptions of Slasher Films. *Sex Roles* 42 (1/2), 39-56.

## Week 12 (Nov. 16) Semantic Network Analysis

- Words and matrices
- Visualizing semantic networks

### Required reading

Bernard, Wutich, and Ryan (2017), Ch. 19

### Further reading

Doerfel, Marya L. 1998. What Constitutes Semantic Network Analysis? A Comparison of Research and Methodologies. *Connections* 21(2), 16-26.

Schnegg, Michael, and H. Russell Bernard. 1996. Words as Actors: A Method for Doing Semantic Network Analysis. *Field Methods* 8(2), 7-10.

## Week 13 (Nov. 23) Step-by-Step Project Design

- Reproducing existing analyses
- Designing your own project
- Build, test, and apply a codebook

### Required reading

Wutich, A., & Gravlee, C. C. (2010). Water decision-makers in a desert city: text analysis and environmental social science. In I. Vaccaro, E. A. Smith, & S. Aswani (Eds.), *Environmental Social Sciences: Methods and Research Design* (Vol. 1–9, pp. 188–211). Cambridge University Press.

## Week 14 (Nov. 30) Applications to Real Projects

- Synthesis and integration
- Application and critique

### Required reading

Gravlee, C. C., & Sweet, E. (2008). Race, Ethnicity, and Racism in Medical Anthropology, 1977-2002. *Medical Anthropology Quarterly*, 22(1), 27–51.

Wutich, A., Lant, T., White, D. D., Larson, K. L., & Gartin, M. (2010). Comparing Focus Group and Individual Responses on Sensitive Topics: A Study of Water Decision Makers in a Desert City. *Field Methods*, 22(1), 88–110.

## Week 15 (Dec. 7) Presentations