

# **Text Analysis: Methods for Analyzing Qualitative Data**

## **ANT 4930/ANG 5494**

### **Fall 2015**

Tuesdays 3<sup>rd</sup> period, Matherly 0009 (9:35-10:25 am)  
Thursdays 3-4<sup>th</sup> period Matherly 0251 (9:35-11:30 am)

### **Peter Collings**

Office: B135 Turlington  
Phone: 352-294-7593  
Email: [pcollings@ufl.edu](mailto:pcollings@ufl.edu)

Office Hours: Thursdays 1-3 pm and by appointment

### **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:

Bernard, H. Russell, and Gery Ryan. 2010. *Analyzing Qualitative Data: Systematic Approaches*. Thousand Oaks, CA: Sage Publications.

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](http://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 (AQD) chapters 1&2

Cavanaugh, Jillian R. 2007. Making Salami, Producing Bergamo: The Transformation of Value. *Ethnos* 72:149-172.

Crane, D. and L. Bovone. 2006. Approaches to Material Culture: The Sociology of Fashion and Clothing. *Poetics* 34:319-333.

Holly, Donald J. and C.E. Cordy. 2007. What's in a Coin? Reading the Material Culture of Legend Tripping and Other Activities. *Journal of American Folklore* 120:335-354.

#### September 1-3: Finding and Coding Themes

*Readings:* AQD 3&4

Bloom, F. R. 2001. "New Beginnings": A Case Study in Gay Men's Changing Perceptions of Quality of Life during the Course of HIV Infection. *Medical Anthropology Quarterly* 15(1):38-57

Ryan, G., and T. Weissner. 1996. A Content Analysis of Words in Brief Descriptions: How do Fathers and Mothers Describe Their Children? Pp. 57-68 in M.E. Sobo (ed.) *Using Methods in the Field: A Practical Introduction and Casebook*. Walnut Creek: Altamira Press.

Spradley, James, and Brenda Mann. 1975. How to ask for a drink. Pp. 120-143 in *The Cocktail Waitress: A Woman's World*.

## September 8 -10: Introduction to Analysis

Readings: AQD 5-7

Boster, James, and Jeffery Johnson. 1989. Form or Function: A Comparison of Expert and Novice Judgements of Similarity among Fish. *American Anthropologist* 91:866-889.

Weiser, Thomas, L. Beizer, and L. Stolze, 1991. Religion and Families of Children with Developmental Delays. *American Journal of Mental Retardation* 95:647-662.

**\*CHAGS Meetings**

**\*Project Proposals Due September 15 by 5 pm**

## Part II: Specifics

### September 15-17 – Cultural Domain Analysis

Readings: AQD 8

Bernard, H. Russ, Gery Ryan, and Steve Borgatti. 2009. Green Cognition and Behavior: A Cultural Domain Analysis. Pp. 189-215 in C. Greidner and W. Kokot (eds.), *Networks, Resources, and Economic Action: Ethnographic Case Studies in Honor of Hartmut Lang*. Berlin: Deitrich Reimer Verlag.

Dressler, W.W., K. Oths, R. Ribiero, M. Baliero, and J.E. Dos Santos. 2008. Cultural Consensus and Adult Body Composition in Urban Brazil. *American Journal of Human Biology* 20:15-22.

### September 22-24: Semantic Network Analysis

Readings: AQD 9

Danielson, W.A., and D.L. Larsorda. 1997. Perceptions of Social Change: 100 Years of Frontpage Content in the New York Times and Los Angeles Times. Pp. 103-115 in C.W. Roberts (ed.), *Text Analysis for the Social Sciences: Methods for Drawing Inferences fro Texts and Transcripts*. Mahwah, NJ: Lawrence Erlbaum.

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

Nolan J., & Gery Ryan. 2000. Fear and Loathing at the Cineplex: Gender Differences in Descriptions and Perceptions of Slasher Films. *Sex Roles* 42: 39-56.

### September 29-October 1: Discourse Analysis

Readings: AQD 10

Bailey, B. 2000. Language and Negotiation of Ethnic/Racial Identity among Dominican Americans. *Language in Society* 29: 555-582.

Heath, C. 1989. Pain Talk: The Expression of Suffering in the Medical Consultation. *Social Psychology Quarterly* 52:113-125.

**\*Mid-Term Exam due October 1 by 5 pm**

### October 6- 8: Narrative Analysis

Readings: AQD 11

Messner, B.A., A. Jipson, P. Becker, and B. Byers. 2007. The Hardest Hate: A Sociological Analysis of Country Hate Music. *Popular Music and Society* 30:513-531.

Rubinstein, R. 1995. Narratives of Elder Parental Death: A Structural and Cultural Analysis. *Medical Anthropology Quarterly* 9: 257-276.

### October 13-15: Grounded Theory

*Readings:* AQD 12

Addison, R.B. 1992. Grounded Hermeneutic Research. Pp. 110-124 in B.F. Crabtree & Miller W.L. (ed.), *Doing Qualitative Research*. Newbury Park, CA: Sage Publications.

Van Vliet, K.J. 2008. Shame and Resilience in Adulthood: A Grounded Theory Study. *Journal of Counseling Psychology* 55:233-245.

### October 20-22: Content Analysis

*Readings:* AQD 13

Cunningham, G.B., M. Sagas, M.L. Sartore, M.L. Amsden, and A. Schellhase. 2004. Gender Representation in the NCAA News: Is the Glass Half-Full or Half-Empty? *Sex Roles* 50:861-870.

Ember, C.R., M. Ember, A. Korotayev, and V. deMunck. 2005. Valuing Thinness or Fatness in Women: Reevaluating the Effect of Resources Scarcity. *Evolution and Human Behavior* 26:257-270.

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

### October 27-29: Schema Analysis

*Readings:* AQD 14

Lakoff, G. and Z. Kovecses. 1987. Pp. 195-221 in D. Holland and N. Quinn (eds.), *The Cognitive Model of Anger in American English*. In: *Cultural Models in Language and Thought*. Cambridge: Cambridge University Press.

Quinn, N. 1996. Culture and Contradiction: The Case of Americans Reasoning about Marriage. *Ethos* 24:391-425.

### November 3-5: Qualitative Comparative Analysis

*Readings:* AQD 15

Cressey, D.R. 1950. The Criminal Violation of Financial Trust. *American Sociological Review* 15:738-743.

Haworth-Hoepfner, S. 2000. The Critical Shapes of Body Image: The Role of Culture and Family in the Production of Eating Disorders. *Journal of Marriage and the Family* 62:212-227.

### November 10-12: Ethnographic Decision Modeling

*Readings:* AQD 16

Bauer, M., and A.L. Wright. 1996. Integrating Qualitative and Quantitative Methods to Model Infant Feeding Behavior among Navajo Mothers. *Human Organization* 55:183-192.

Ryan, G., and H.R. Bernard. 2006. Testing an Ethnographic Decision Tree Model on a National Sample: Recycling Beverage Cans. *Human Organization* 65:103-115.

### November 17-24: Project Workshop

**\*AAA meetings**

### December 1 -8: Student Project Presentations

**\*Final Projects Due December 8 by 5 pm**