

Sociology 537/637
QUALITATIVE DATA ANALYSIS
Fall 2020
Tuesdays 2:00-3:30pm
Remote Class
(Zoom Meeting ID: 989 7143 8649)

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Office hours: Tues. 3:45-5:15pm, or by appointment.
(Sign up at <https://www.wejoinin.com/sheets/ogixl>)

COURSE DESCRIPTION

This course will cover the process of analyzing qualitative data. It will include situating a qualitative study within the relevant literature, coding qualitative data with computer software, writing up the findings of qualitative research, and constructing arguments with qualitative data. This course will be a practical, hands-on seminar in which students conduct a qualitative data analysis project using their own data from interviews, focus groups, ethnography, participant observation, or texts. (Students who have not collected data prior to the course will develop a content analysis project.)

COURSE REQUIREMENTS

Note: See additional guidelines for each assignment in the separate Assignment Guidelines document (on D2L).

Class preparation and participation (20 points): I expect everyone to come to class having completed all required readings, and prepared to discuss the readings and course assignments. In-class assignments will be used to practice skills and gauge preparation. I also expect everyone to participate in class discussion with comments and questions, and informally report to the class or breakout group on the progress of your assignments and final project. You are expected to attend *all* course sessions; absences will negatively affect this portion of the course grade.

Discussion questions (15 points): For five of the seven class meetings for which discussion questions are assigned, write three questions about the course readings for that session, and post them in the relevant discussion forum on D2L (be sure to post them in the text window; do *not* attach a file). Before class time, please also reply to at least one question posed by another student. Discussion questions are due by 11:59pm Monday evenings (late discussion questions will not be accepted). See guidelines for discussion questions below, at the end of syllabus.

Assignment 1: Research design (5 points): Prepare one to three research questions for your project, and describe your research method(s), your case(s) or sample, and the selection or sampling strategy for the proposed research project. Assignments may require revision before final approval to go forward with the project (no point penalty if a revision is needed).

Assignment 2: Literature review summary table and outline (5 points): After identifying and skimming 10-20 peer-reviewed journal articles (scholarly books and book chapters are also acceptable), create a table of the empirical research (and if desired, also theoretical work) that is most closely related and relevant to your current project. In the same document, provide an outline of the subsections for a *potential* literature review or theoretical/conceptual framework section (note the key literature/references you would discuss in each subsection of that section). Note: You will not be required to write a complete literature review section in this class, but please feel free to do so.

Assignment 3: Methods section (5 points): Write up the research methods section for your research project, excluding the subsection describing your actual data analysis (which will not be completed yet). Assignments may require revision before final approval to go forward with the project (no point penalty if a revision is needed).

Assignment 4: Outline of results/findings section (5 points): After fully coding your data, organize your findings into three to five topics or themes, which will constitute the subsections of the results/findings section.

Assignment 5: First draft of one results/findings subsection (10 points): Write the first draft of one of the subsections of the results or findings. This will be one of the three to five subsections you previously outlined.

Assignment 6: First full draft of the methods and results/findings sections* (10 points): Write a first draft of the complete research methods and results sections.

Assignment 7: Peer review and workshopping the (partial) manuscript (5 points): Read and comment on two of your peers' manuscripts. Submit written comments to the authors via D2L, and participate in the workshop during class.

Assignment 8: Final full draft of the (partial) manuscript (20 points): Revise the full draft of your methods and results sections, based on feedback from instructor and from the peer review/workshop. (If desired, you may also add other sections of a complete article manuscript: i.e., introduction; literature review/theoretical framework; background/context/setting; discussion; conclusion.)

**Note: Upon agreement with the instructor, you may pursue a different format for the final manuscript assignment (e.g., a larger number of sections of a journal article manuscript, etc.).*

COURSE OUTLINE AND READINGS

Note: You are expected to come to class having completed all readings and ready to discuss them. Discussion questions on the readings, when assigned, are due by 11:59pm on the Monday night before the class meeting (late discussion questions will not be accepted). You should post a total of 5 sets of discussion questions during the term. See reading question guidelines below.

Week 1: September 29

Introductions; Setting the Stage

Reading:

- Small, Mario Luis. 2009. “‘How many cases do I need?’ On science and the logic of case selection in field-based research.” *Ethnography* 10(1): 5-38. [[LINK](#)]
- Lareau, Annette. 2012. “Using the terms ‘hypothesis’ and ‘variable’ for qualitative work: A critical reflection.” *Journal of Marriage and Family* 74(4): 671-677. [[LINK](#)]

Supplementary Readings (Optional):

- Kelly, Maura. 2019. “Chapter 1: Putting Feminist Research into Practice” and “Chapter 2: Overview of Sociological Research” Pp. 1-19 in *Feminist Research in Practice*. Rowman and Littlefield. (*Chapter 2 may be useful review for some people.*) (D2L)
- Burawoy, Michael. 1998. “The Extended Case Method.” *Sociological Theory* 16(1): 4-33. [[LINK](#)]
- Haraway, Donna. 1988. “Situated knowledges: The science question in feminism and the privilege of partial perspective.” *Feminist Studies* 14(3): 575-599. [[LINK](#)]
- Gaskell, George and Martin M. Bauer. 2000. “Towards public accountability: Beyond sampling, reliability and validity.” 336-350 in Atkinson et al. (eds.), *Qualitative Researching with Text, Image and Sound*. Sage. (D2L)

Week 2: October 6

Research Questions

- Welsh, Megan. 2019. “Conceptualizing the Personal Touch: Experiential Knowledge and Gendered Strategies in Community Supervision Work” *Journal of Contemporary Ethnography* 48(3): 311-338. [[LINK](#)]
- Gast, Melanie Jones. 2018. “‘They Give Teachers a Hard Time’: Symbolic Violence and Intersections of Race and Class in Interpretations of Teacher-student Relations” *Sociological Perspectives* 61(2): 257-275. [[LINK](#)]
- (Student-selected reading(s), TBA)

Assignments:

- Discussion questions on readings due Monday Oct. 5 by 11:59pm via D2L

Week 3: October 13

Literature Review and Theoretical Framework (I)

Reading:

- Bell, Shannon E. and Yvonne A. Braun. 2010. "Coal, Identity, and the Gendering of Environmental Justice Activism in Central Appalachia." *Gender & Society* 24(6): 794-813. [\[LINK\]](#)
- Jacobson, Ginger, and Alison E. Adams. 2017. "Understanding Environmental Risk Perceptions: A Case of Contested Illness in South Florida." *Sociological Inquiry* 87(4): 659-684. [\[LINK\]](#)
- Bickham Méndez, Jennifer. 2005. *From the Revolution to the Maquiladoras: Gender, Labor, and Globalization in Nicaragua*. Duke University Press. Chapter 1, "Just Us and Our Worms." (D2L)
- (Student-selected reading(s), TBA)

Supplementary Readings (Optional):

- Edgell, Penny and Kathleen E. Hull. 2017. "Cultural Schemas of Religion, Science, and Law in Talk About Social Controversies" *Sociological Forum* 32(2): 298-320. [\[LINK\]](#)

Assignments:

- Discussion questions on readings due Monday Oct. 12 by 11:59pm via D2L
- Assignment 1: Research design assignment **due Monday Oct. 12 by 11:59pm** via D2L

Week 4: October 20

Literature Review and Theoretical Framework (II)

Guest Lecturer: Dr. Maura Kelly, Associate Professor of Sociology, PSU

Reading:

- **Identify and skim/read 10-20 peer-reviewed articles for your literature review.**

Optional Reading*:

- Earl, Jennifer, Andrew Martin, John D. McCarthy, and Sarah A. Soule. 2004. "The Use of Newspaper Data in the Study of Collective Action" *Annual Review of Sociology* 30: 65-80. [\[LINK\]](#) (*This reading is strongly recommended for students conducting content analyses of news.)

Assignments:

- No discussion questions this week.
- Assignment 2: Literature review summary table and outline **due Monday, Oct. 19 by 11:59pm** via D2L
- [Assignment 1: Research design assignment *revision* (if required) due Monday, Oct. 19 by midnight via D2L]

Week 5: October 27

Research Methods Section

Reading:

- Yvonne A. Braun and Assitan Sylla Traore. 2015. "Plastic Bags, Pollution, and Identity: Women and the Gendering of Globalization and Environmental Responsibility in Mali." *Gender & Society* 29(6): 863-887. [[LINK](#)]
- Milkie, Melissa A, Joanna R. Pepin, and Kathleen E. Denny. 2016. "What Kind of War? 'Mommy Wars' Discourse in U.S. and Canadian News, 1989-2013" *Sociological Inquiry* 86(1): 51-78. [[LINK](#)]
- Barcelos, Chris. 2018. "Culture, Contraception, and Colorblindness: Youth Sexual Health Promotion as a Gendered Racial Project" *Gender & Society* 32(2): 252-273. [[LINK](#)]
- Jaffee, Daniel. 2014. *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival*. Berkeley: University of California Press. 271-287, "Appendix: Research Methods." (D2L)
- (Student-selected reading, TBA)

Assignments:

- Discussion questions on readings due **Monday Oct. 26 by 11:59pm** via D2L

Week 6: November 3

Coding Qualitative Data (I)

Reading:

- Emerson, Robert M, Rachel I. Fretz, and Linda L. Shaw. 2011. "Processing Fieldnotes: Coding and Memoing" Pp. 171-199 (Chapter 6) in *Writing Ethnographic Field Notes*, 2nd edition. The University of Chicago Press. (D2L)
- Thomas, David. 2006. "A General Inductive Approach for Analyzing Qualitative Evaluation Data." *American Journal of Evaluation* 27: 237-246. [[LINK](#)]
- Deterding, Nicole M. and Mary C. Waters. Online first. "Flexible Coding of In-depth Interviews: A Twenty-first-century Approach" *Sociological Methods and Research*. [[LINK](#)]
- Read through all of your data (i.e. transcripts, field notes, texts, etc.)

Supplementary Reading (Optional):

- Heath, Helen and Sarah Cowley. 2004. Developing a grounded theory approach: a comparison of Glaser and Strauss. *Int'l Journal of Nursing Studies* 41(2):141-150. [[LINK](#)]

Assignments:

- Discussion questions **due Monday, Nov. 2 by 11:59** via D2L.
- Assignment 3: Methods section assignment **due Monday, Nov. 2 by 11:59** via D2L.
- Review these comparisons of qualitative coding software: Berkeley [[LINK](#)]; G.M.U. [[LINK](#)]
- If you are using Dedoose, watch the instructional videos (introduction, code setup, descriptors, documents, document excerpting, analysis) available at <http://www.dedoose.com/resources/#> **by class time Tues. Nov. 3**. If you are using another QDA program, watch the tutorials/videos for that program. (If already familiar with your QDA pgm., explore new features of that pgm.)

Week 7: November 10

Coding Qualitative Data (II); Focus Group Data

Guest Lecturer: Dr. Alex Stepick, Professor of Sociology, PSU

Reading:

- Stepick, Alex and Carol Dutton Stepick. 2003. "Becoming American: Immigration, Identity, Intergenerational Relations, and Academic Orientation." Chapter 5 in Nancy Foner (ed.), *American Arrivals: Anthropology Engages the New Immigration*. (D2L)
- Kidd, Paula and Mark Marshall. 2000. "Getting the Focus and the Group: Enhancing Analytical Rigor in Focus Group Research." *Qualitative Health Research* 10(3): 293-308. [[LINK](#)]

Assignments:

- Discussion questions due **Monday, Nov. 9 by 11:59pm** via D2L
- Complete initial coding of all your data.
- Assignment 4: Outline of results due **Monday, Nov. 9 by 11:59pm** via D2L
- [Assignment 3: Methods section assignment *revision* (if required): Due Monday, Nov. 9 by 11:59 via D2L]
- Start working on Assignment 5: First draft of one results subsection (due Monday, Nov. 16 by 11:59pm via D2L)

Week 8: November 17

Writing the Manuscript

Reading:

- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. "Writing an Ethnography." Pp. 201-242 (Chapter 7) in *Writing Ethnographic Field Notes* (2nd edition). University of Chicago Press. (D2L)
- Abelson, Miriam J. 2019. Pp 1-7 in *Men in Place: Trans Masculinity, Race, and Sexuality in America*. U of Minnesota Press. (D2L)
- Gascón, Luis Daniel, and Aaron Roussell. 2019. Pp 1-7 in *The Limits of Community Policing: Civilian Power and Police Accountability in Black and Brown Los Angeles*. NYU Press. (D2L)
- Norgaard, Kari Marie, and Ron Reed. 2017. "Emotional impacts of environmental decline: What can Native cosmologies teach sociology about emotions and environmental justice?" *Theory and Society* 46(6): 463-495. (D2L)
- Jaffee, Daniel. 2014. "One Region, Two Markets." 58-92 in *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival* (Revised ed.). University of California Press. (D2L)

Supplementary Readings (Optional):

- Kvale, Steinar and Svend Brinkman. 1996. "Improving Interview Reports." 253-276 in *InterViews: An Introduction to Qualitative Research Interviewing*. Sage.
- VanMaanen, Jon. 2011 (1988). *Tales of the Field: On Writing Ethnography* (2nd edition). Chapter 2, "In Pursuit of Culture." University of Chicago Press. (D2L)

[Week 8, Continued →]

Assignments:

- Discussion questions due **Monday, Nov. 16 by 11:59pm** via D2L
- Assignment 5: First draft of one results subsection due **Monday, Nov. 16 by 11:59pm** on D2L
- Keep working on Assignment 6: First full draft of methods and results sections will be due Wednesday Nov. 26 by 11:59pm via D2L

Week 9: November 24
Making an Argument

Reading:

- Abend, Gabriel, Caitlin Petre, and Michael Sauder. 2013. "Styles of Causal Thought: An Empirical Investigation" *American Journal of Sociology* 119 (3): 602-654. [\[LINK\]](#) (Note: focus on the discussion of contemporary U.S. sociology; you can skim the sections on the comparisons to older U.S. sociology and Mexican sociology.)
- Look back briefly through several (5 to 8) of the journal articles we've read so far, noting the journal type and the nature of the authors' key arguments, in light of the Abend et al. piece.
- (**Choose one of the following three articles**):
 - Sullivan, Esther. 2017. "Displaced in Place: Manufactured Housing, Mass Eviction, and the Paradox of State Intervention" *American Sociological Review* 82(2): 243-269. [\[LINK\]](#)
 - Jaffee, Daniel and Soren Newman. 2013. "A Bottle Half Empty: Bottled Water, Commodification, and Contestation." *Organization & Environment* 26(3): 318-335. [\[LINK\]](#)
 - (Student-selected reading, TBA)

Assignments:

- Discussion questions due **Monday, Nov. 23 by 11:59pm** via D2L.
- Assignment 6: First full draft of methods and results sections due **Wednesday November 25 by 11:59pm** via D2L (submit to D2L assignments AND post on D2L discussion board for peer review)

Week 10: December 1
Revising the Manuscript

Reading:

- Two manuscripts from other students, plus peer review (see assignment description).

Assignment:

- Assignment 7 (peer review) due: Read the full draft of manuscripts by two other students in your workshop group, which will be assigned by the instructor. Peer manuscripts will be available on the D2L discussion board from Wednesday November 25 by 11:59pm. Written feedback/comments due **by class time (2:00pm) Tuesday, Dec. 1** via D2L assignments; also email your comments directly to the respective papers' authors by the same time.
- No discussion questions this week.

Finals Week: No class session

Assignment 8: Final manuscripts due by **Sunday, December 6 by 11:59pm** via D2L (no assignments accepted after Friday of finals week)

GUIDELINES FOR DISCUSSION QUESTIONS (DQs)

Please write three questions on the content of the readings for five of the seven class meetings for which discussion questions are assigned. Everyone should read all of the posted questions before class time. Before class time, please also *reply to at least one question* posed by another student. Where appropriate, these questions may be used to generate in-class discussion.

Additional guidelines:

1. Write DQs in the form of a question.
2. Be as concise as possible (you do not need to provide significant background information, commentary, or an answer to your question).
3. DQs should focus primarily on issues of research methods and data analysis, rather than only on the findings or the implications of empirical studies.
4. If applicable, provide page numbers to direct our attention to a specific passage(s) of the reading in question.
5. Each individual question may focus on one reading, or may make comparisons or connections between multiple readings for that week.
6. DQs may include clarification of points in the readings (e.g., What did the author mean by X? Is Y really a best practice? How can we accomplish Z goal?)
7. If you have a specific question you *really* want answered, please post it in the open Q&A discussion forum, and/or contact me by email.

POLICIES

Required Readings: Links to the required readings available through the PSU library are included in the syllabus, and also posted on D2L. If you cannot access a reading through the link or D2L, you are responsible for accessing the reading via the PSU library homepage.

Required software: You will be required to use either Dedoose, which is available as a rental on your own computer at \$10.95 per month (first 30 days free) at www.dedoose.com, or another qualitative data analysis (QDA) software program, such as Atlas.ti (available free via PSU virtual desktop, and on some PSU lab computers), QDA Miner Lite, NVivo, or MaxQDA. See the links to two good comparisons of QDA software above, under Week 6.

D2L: The syllabus and other course materials will be posted on D2L. All assignments will be submitted via D2L. The points earned and written feedback for all assignments will be posted on D2L, and viewable through the Grades function.

Email: I will regularly communicate with students individually and as a class via regular email (not the D2L message function). My emails will be sent to your PSU email, unless you provided me a different preferred email address. Please check your PSU email daily during the school week and respond in a timely manner. In emails *to me*, please put the course number in the subject line, and some indication of the topic of your message. Please do not email me from within D2L. I generally check email on weekdays during business hours; please do not expect a response outside those times. I will strive to respond to your email as soon as possible.

Late Assignment Policy: The grades on all assignments will be reduced by 10% of the total possible points for each 24-hour period they are late, and assignments will not be accepted beyond seven days after the due date/time. Note: Assignment 8, Final Manuscripts, will not be accepted after 5:00pm on the Friday of finals week.

Academic honesty: You are expected to demonstrate complete academic honesty. Please refer to the PSU [Student Conduct Code](#) for more detailed information on PSU policies. Plagiarism is unacceptable in an academic context, and will have significant negative repercussions on assignment and/or course grades. According to the MLA Handbook, plagiarism is “using another person’s ideas, information or expressions without acknowledging that person’s work.” To avoid plagiarizing, please adhere to at least these basic principles: 1) If you use another person’s ideas in your work, you must cite your source in the text (author last name(s) and year); 2) If you use another person’s exact words in your work, you must put those words in quotation marks, as well as cite your source in the text, with a page reference (author last name, year, and page number). All sources cited in the text must also appear in the reference list/bibliography.

Access and inclusion for students with disabilities: If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the DRC to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <http://www.pdx.edu/drc>. If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and to discuss your accommodations.

Title IX reporting: As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals at <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672.