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 complete 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

See additional guidelines for assignments attached to the syllabus.

Class preparation and participation (20 points): Come to class prepared to discuss the assigned readings and course assignments. In-class assignments may be used to assess preparation. Participate in the conversation with thoughtful comments and questions. Informally report out to the class on the progress of the research project. Being absent from more than one class will negatively affect the course grade.

Discussion questions (15 points): Write three discussion questions for five of the seven class meetings that discussion questions are assigned. Each individual question may focus on one reading or may make comparisons across readings for that week. Discussion questions are due by midnight before the day of the class meeting (late discussion questions will not be accepted).

Assignment 1: Research design (5 points): Provide one to three (one is best) research question(s), research method, sample, and 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 empirical peer-reviewed articles (scholarly books and book chapters are also acceptable), create a table of the empirical research most similar to your current project. In the same document, provide an outline of the subsections of the lit review (note key references you will discuss in each subsection of the lit review).
Assignment 3: Methods section (5 points): Write up the methods section for your research project (excluding the data analysis subsection). 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 section (5 points): Organize findings into three to five topics or themes, which will represent the subsections of the results section.

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

Assignment 6: First full draft the manuscript with abstract, intro, lit review, methods, results, discussion (10 points): Write a first draft of the full manuscript.

Assignment 7: Workshopping the manuscript (5 points): Read and comment on two to three peers’ manuscripts. Submit written comments via D2L and participate in the workshop during class.

Assignment 8: Final full draft with abstract, intro, lit review, methods, results, discussion (20 points): Revise the full draft of the manuscript based on feedback from instructor on previous assignments as well as feedback on the full draft from the workshop.

COURSE OUTLINE

Note: All readings must be completed prior to class. Three discussion questions must be submitted for five of the six class meetings with discussion questions assigned. Discussion questions are due by 9:00am on the day of the class meeting (late discussion questions will not be accepted).

Week 1: September 30
Research Question

Reading
• 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. D2L This may be review for some students

Assignments
• Discussion questions due Sunday September 29 by midnight via D2L
Week 2: October 7
Literature Review I

Reading

Assignments
- Discussion questions due **Sunday October 6 by midnight** via D2L
- Assignment 1: Research design assignment due **Sunday October 6 by midnight** via D2L

Week 3: October 14
Literature Review II

Reading
- Identify and skim 10-20 peer-reviewed articles for your lit review

Assignments
- No discussion questions for this week
- Assignment 1: Research design assignment revision (if required) due **Sunday October 13 by midnight** via D2L
- Assignment 2: Lit review summary table and outline due **Sunday October 13 by midnight** via D2L

Week 4: October 21
Methods Section

Reading

Assignments
- Discussion questions due **Sunday October 20 by midnight** via D2L
Week 5: October 28
Coding Qualitative Data I

Reading
• Read through all your data (i.e. interview transcripts, ethnographic field notes, or texts)

Assignment
• Discussion questions due Sunday October 27 by midnight via D2L
• Assignment 3: Methods section assignment Sunday October 27 by midnight via D2L
• If you are using Dedoose, watch the instructional videos (introduction, code setup, descriptors, documents, document excerpting, and analysis) available at http://www.dedoose.com/resources/# due Monday October 28 by 2pm (to be discussed in class).

Week 6: November 4
Coding Qualitative Data II

Reading
• 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

Assignment
• Discussion questions due Sunday November 3 by midnight via D2L
• Assignment 3: Methods section assignment revision (if required) due Sunday November 3 by midnight via D2L

Week 7: November 11(NO CLASS)

Assignment
• Complete initial coding of all data
• Assignment 4: Outline of results due Sunday November 10 by midnight via D2L
• Start working on assignment 5: First draft of one results subsection due Sunday November 17 by midnight via D2L
• Start working on assignment 6: First full draft with abstract, intro, lit review, methods, results, discussion due Wednesday November 27 by midnight via D2L
Week 8: November 18
Writing up the Findings

Reading

Assignment
- Discussion questions due **Sunday November 17 by midnight** via D2L
- Assignment 5: First draft of one results subsection due **Sunday November 17 by midnight** via D2L
- Keep working on assignment 6: First full draft with abstract, intro, lit review, methods, results, discussion due **Wednesday November 27 by midnight** via D2L

Week 9: November 25
Making an Argument

Reading

Assignment
- Discussion questions due **Sunday November 24 by midnight** via D2L
- Assignment 6: First full draft with abstract, intro, lit review, methods, results, discussion due **Wednesday November 27 by midnight** via D2L (submit to D2L assignments AND D2L discussion board for review by peers)
Week 10: December 2
Revising the Manuscript

Reading due
- 2-3 papers of other students (see assignment below)

Assignment due
- Assignment 7: Read the full draft of papers by 2-3 other students in your workshop group, which will be assigned by the instructor. Peer manuscripts will be available on the D2L discussion board on Wednesday November 20 by midnight. Written comments are due Monday December 2 by 2pm via D2L assignments; also bring electronic or hard copy of comments to class for the workshop.

Finals week: December 9

Assignment due
- Assignment 8: Final papers due by Monday December 9 at midnight via D2L (no assignments accepted after Friday of finals week)
GUIDELINES FOR ASSIGNMENT 1: RESEARCH DESIGN

TASK

Provide one to three (one is best) research question(s), research method, sample, and 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).

Students are encouraged to use an existing set of qualitative data for this project, particularly if you have qualitative data already collected for your thesis or dissertation. In order to be appropriate for the course project, you must have a minimum of 5 interviews completed and transcribed (or solid plans to have them by week 5 of the term). Alternately, you may use focus group transcripts, fieldnotes, fieldnotes with formal and informal interviews.

If you do not currently have a qualitative data set at the start of the course, you will need to create one. The suggested project is a content analysis of 40-50 newspaper articles on the topic of your choice. We can discuss an alternate content analysis project.

<table>
<thead>
<tr>
<th>Crafting a good research question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can be answered with the method being utilized</td>
</tr>
<tr>
<td>2. Can be answered with the data being utilized</td>
</tr>
<tr>
<td>3. Appropriate in scope for the proposed research design (i.e. not too broad, not too narrow)</td>
</tr>
<tr>
<td>4. Does not make assumptions about what the results will be</td>
</tr>
</tbody>
</table>

COMPONENTS

- Research question(s): What do you want to find out from the study?
- Method: What method of data collection did you use to use to address the research question(s) (e.g. interview, focus groups, ethnography, qualitative content analysis)?
- Sample: Who or what did you study (i.e. the case or unit of analysis)? How many cases were included? What were the criteria for choosing which cases would be included (e.g. gender, age range, or race/ethnicity)?
- Sampling strategy: What process did you use to select the cases to include in the sample? How were participants recruited? Was the sample random, purposive, convenience?
EXAMPLES

Example from interview study (Lubitow et al 2018)
- Research question: What are the experiences of transgender and gender non-conforming public transit riders in Portland, Oregon?
- Method: In-depth interviews
- Sample: 25 transgender and gender nonconforming public transit riders in Portland, Oregon
- Sampling strategy: Participants were recruited via a flier shared by the researchers through social media and local networks for gender and sexual minorities. This resulted in a convenience sample of volunteers, with priority given to non-white potential participants to increase the diversity of narratives.

Example from a content analysis study (Kelly 2010)
- Research question: How were the welfare reforms of the 1990s covered in television news media?
- Method: Quantitative and qualitative content analysis
- Sample: 40 television news segments
- Sampling strategy: The data is a random sample of television evening news segments over two minutes long, stratified by network (ABC, NBC, and CBS), between 1992 and 2007. Video segments were obtained from the Vanderbilt Television Archive.
GUIDELINES FOR ASSIGNMENT 2: LITERATURE REVIEW SUMMARY TABLE AND OUTLINE

TASK

After identifying and skimming 10-20 empirical peer-reviewed articles (scholarly books and book chapters are also acceptable), create a table of the empirical research most similar to your current project. In the same document, provide an outline of the subsections of the lit review (note key references you will discuss in each subsection of the lit review).

COMPONENTS

1. Literature review table
   - Author(s) and date
   - Size and description of sample
   - Description of findings (you might want to copy and paste from the abstract)
   
   Feel free to adapt the table to include any useful additional information (e.g. country of study, definition or operationalization of key concept). If using this approach to summarize quantitative research, include the independent variables and key dependent variables.

2. Literature review outline
   - Titles for subsections of literature review
   - Brief summary of what each subsection will cover with key citations

   Each bullet point in your outline should represent about one paragraph (one idea). Include at least one reference for each bullet point.
EXAMPLES

1. Literature review table: voluntary childlessness (Kelly 2009)

<table>
<thead>
<tr>
<th>Author and Date</th>
<th>Method/data</th>
<th>Sample</th>
<th>Location</th>
<th>Findings (from abstract)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abma and Martinez (2006)</td>
<td>Survey, National Survey of Family Growth (1982, 1988, 1995, 2002)</td>
<td>Women aged 35-44 (involuntarily, voluntarily, and temporarily childless)</td>
<td>U.S.</td>
<td>We compare these women to those who are involuntarily childless (fecundity impaired) &amp; to those who are temporarily childless (expect children). Voluntary childlessness grew from 1982 (5%) to 1988 (8%), was stable up to 1995 (9%), &amp; fell slightly in 2002 (7%). Voluntarily childless women have the highest income, prior work experience, &amp; lowest religiosity compared to other women. This has been true since 1982, the earliest time point examined.</td>
</tr>
<tr>
<td>Campbell (2000)</td>
<td>Qualitative interviews</td>
<td>23 voluntarily childfree, sterilized women</td>
<td>England</td>
<td>Women seeking sterilization have met with resistance from medical professionals as well as friends and family. Voluntarily childfree women are perceived as abnormal and are often the target of negative and critical comment.</td>
</tr>
</tbody>
</table>

2. Literature review outline: When working hard is not enough (Kelly et al 2015)

- Inequality regimes
  - Race inequality in work organizations (Shih 2006; Vallas 2003)

- Women and people of color in the trades
  - A small body of literature has examined the experiences of women in construction in the United States (Berik, Bilginsoy, and Williams 2011; Byrd 1999; Denissen 2010a, 2010b; Denissen and Saguy 2014; Duke et al. 2013; Hunte 2012; Moccio 2009; Paap 2006, 2008; Price 2002), Canada (Cohen and Braid 2000), the United Kingdom (Greed 2000; Watts 2007), and Australia (Lingard and Francis 2004). A few studies have also examined the experiences of racial/ethnic minority men in construction in the United States (Berik et al. 2011; Paap 2006, 2008; Price 2002; Waldinger and Bailey 1991).
  - Harassment (Deniisssen 2010)
  - Discrimination (Price 2002)
  - Mentorship (Paap 2008)
GUIDELINES FOR ASSIGNMENT 3: METHODS SECTION

TASK

Write up the methods section for your research project (excluding the data analysis subsection). The methods section should be about 600-900 words.

COMPONENTS FOR CONTENT ANALYSIS

Data collection
- State the research method (e.g. qualitative content analysis, discourse analysis)
- Source of the data (e.g. Lexis Nexus, individual newspaper websites)
- Criteria for inclusion: date range, key terms or topic, other criteria for inclusion (e.g. specific newspapers)
- Sampling strategy (e.g. random, stratified, sample is entire population)
- Number of cases in population and number of cases in sample.

Describe sample
- Provide any relevant descriptive information about the sample

Appendix
- List the cases

COMPONENTS FOR INTERVIEWS OR FOCUS GROUPS

Data collection
- State research method (e.g. qualitative interviews, in-depth interviews, focus groups)
- Criteria for participation (e.g. individual characteristics)
- Access and recruitment
- Sampling strategy: how sample was chosen from population of all people meeting criteria; state if it is convenience, purposive, random
- Number of interviews or focus groups
- Interview questions: topics addressed and/or examples of questions
- Interview details: month/year interviews conducted, geographic location, type of space where interviews were conducted, average length or range
- State interviews were audiotaped and transcribed, pseudonyms used
- Relevant identities of the researcher and how these identities shaped data collection and analysis
- State that you are using pseudonyms for individuals and for identifiable locations

Describe sample
- Demographics and other individual characteristics relevant for the analysis
COMPONENTS FOR ETHNOGRAPHY OR PARTICIPANT OBSERVATION

Describe site
- Explicitly state research method (e.g. ethnography, participant observation)
- Describe the site
- Criteria/explanation for choosing the site (specifically in relation to the research question)
- How the researcher entered the site (including gaining permission from gatekeepers if relevant)
- Time in the setting (date range, number of visits, and/or number of hours)
- Numbers and types of people in the site (approximate)

Data collection
- What kind of data was collected (e.g. conversations, behavior)
- How the researcher took jottings/notes in the setting (if at all) and after leaving
- State that you are using pseudonyms for individuals and/or locations
- The degree the researcher was a participant in the setting
- The relevant identities of the researcher and how these identities shaped data collection and analysis

EXAMPLES

Review examples of empirical articles from the reading list on the syllabus and/or empirical articles you identified in your literature review.
GUIDELINES FOR ASSIGNMENT 4: OUTLINE OF RESULTS

TASK

Organize findings into three to five themes or topics, which will represent the subsections of the results section.

COMPONENTS

- 3-5 subsections of the results section (with descriptive headings)
- A short (1-2 sentence) description of the theme or topic of each subsection
- About 10 quotes and/or examples from your data (total across all subsections)

EXAMPLE

Example from research on virginity loss on teen dramas (Kelly 2009)

The Abstinence Script
- Description: The abstinence script indicated a specific meaning of virginity (virginity as a gift) and suggested appropriate action (the social control of teenage sexuality in which sexual behavior is delayed and risk is controlled). Virginity-loss narratives following the abstinence script were characterized by the following themes: (a) virginity as a gift; (b) the pleasures of virginity and the positive consequences for maintaining virginity (often, but not always, until marriage); and (c) the physical, mental, and social dangers of sex and the negative consequences of premarital sex.
- “What happened to sex just being magical and being just being an amazing expression of how much you love someone?...I gave you my heart, that’s all I can give to you, and if that’s not enough for you, then I’m not enough for you” (One Tree Hill Episode 21).
- The virginity-loss storylines of Joan and Adam (Joan of Arcadia) and Nathan and Haley (One Tree Hill) portrayed males who agreed to wait because their female partners were not ready for sex.
- “I wish I would have waited. Look past the moment. If you are not ready, then just wait’’ (One Tree Hill Episode 19).
- Simon’s pregnancy and STI scares (7th Heaven)

The Management Script
- Description: The management script suggested teenage sexual activity was inevitable, if not entirely desirable. It focused on managing the physical, social, and emotional risk associated with virginity loss, most notably through the promotion of contraception. Virginity-loss narratives following the management script employed the following set of themes: (a) virginity loss as a rite of passage, (b) emphasis on “appropriate” virginity loss (e.g., the teenager is at least 16, is in a monogamous romantic relationship, uses contraception, and
discusses sex with an adult), and (c) positive consequences when sex is ‘‘appropriate’’ and negative consequences when sex is ‘‘inappropriate.’’

- ‘‘...It’s not going to be romantic. I mean, it might be and it could be, but if you build it up in your mind as this big thing that’s going to change your life forever, you’re just going to be disappointed. Trust me, the lower your expectations are, the better’’ (Everwood, Episode 37).
- Positive outcomes of ‘‘appropriate’’ sex: Bradin on Summerland and Amy on Everwood
- Negative outcomes of ‘‘inappropriate’’ sex: ‘‘He’s not your Dean. He’s Lindsay’s Dean. You’re the other woman. ... He was cheating, Rory. He was cheating, and you were cheating with him. There’s no other way to spin that, kid’’ (Gilmore Girls, Episode 87).

The Urgency Script

- Description: The urgency script portrayed virginity loss as not only a highly enjoyable activity but as necessary to affirm a gendered identity as a sexually sought-after individual, to be perceived by others as desirable, and to achieve social status. Narratives employing the urgency script were characterized by the following themes: (a) stigma of virginity, (b) deception about sexual history and desperation to have sex, and (c) positive consequences and increased status for successful virginity loss and negative consequences for unsuccessful virginity-loss attempts in the form of failed performances of masculinity.
- Stigma of virginity: Bradin (Summerland), Ephram (Everwood), Dino, Jonathan, and Ben (Life as We Know It) Summer (The O.C.), Amy (Everwood), and Jackie (Life as We Know It).
- ‘‘I don’t know. I guess I felt like I had this reputation to uphold and I figured you’d think less of me or something [if you knew I was a virgin]’’ (The O.C., Episode 19).
- Counterexample (used for humor): Deborah was sexually experienced and Jonathan did not want to have sex (Life as We Know It)
- ‘‘I’ve only kinda sorta been with one girl. It didn’t go very well. She told me I could do ‘everything but,’ right, but I couldn’t find everything, or well, anything, really. It’s not like the drawings on the chalkboard or even the pictures in the magazines. So she just laughed ... and left’’ (Life as We Know It, Episode 1).
GUIDELINES FOR ASSIGNMENT 5: DRAFT ONE RESULTS SUBSECTION

TASK

Write the first draft of one of the results subsection. This will be one of the three to five subsections you previously outlined. The results section should be about 3000-3600 words overall; one subsection may be about 800 words (depending on how many subsections you have).

COMPONENTS

- Use descriptive subheading
- Use of descriptive examples (and counter-examples) from your data, analysis of examples
- Cohesive argument that answers the research question

The basic formula for presenting and analyzing qualitative data is: make a statement or argument, support it with one or more quotes, discuss the quote(s). For some quotes, the discussion of the quotes will include a “close read” of the most interesting details of the quote. For some statement or arguments, the discussion of the quotes will relate back to theory or scholarship (especially noting if your findings are consistent or inconsistent with what others have found, and why).

EXAMPLES

Review examples of empirical articles from the reading list on the syllabus and/or empirical articles you identified in your literature review.
GUIDELINES FOR ASSIGNMENTS 6 AND 8: WRITING THE MANUSCRIPT

TASK

Write the full manuscript, about 7000 to 9000 words.

COMPONENTS

Abstract
- 150-200 words
- Summary of theory, methods, and key results
Introduction
- 300-1500 words (approximately 1-5 double spaced pages)
- Start with a hook: a puzzle, a representative example from your findings, etc
- Introduction to topic/population
- Research question(s) and outline of argument
- State method and data (e.g. X interviews, X months in the field site).
- Optional: introduction of key theoretical concepts and/or key empirical results from previous scholarship

Literature review
- 1200-1800 words (approximately 4-6 double spaced pages)
- Discussion of the theory and empirical literature related to your study
- Identify what is already known and what gap your study is filling

Methods
- 600-900 words (approximately 2-3 double spaced pages)
- Data collection: Necessary elements depend on method (see guidelines for methods section assignment)
- Describe sample and/or site: Necessary elements depend on method (see guidelines for methods section assignment)
- Data analysis
  - Approach to data analysis (e.g. inductive, drawing on previous research and/or theory)
  - Description of the analysis process
  - Description of codes or themes

Results
- 3000-3600 words (approximately 10-12 double spaced pages)
- include 3-5 subsections (use subheadings).
- Use of descriptive examples (and counter-examples) from your data, analysis of examples
- Cohesive argument that answers the research question

Discussion
- 600-900 words (approximately 2-3 double spaced pages)
- Brief summary of results and overall argument
- Implications of results for theory, policy, activism, and/or future research

References
- List all sources cited in the text

Appendix
- List of cases (content analysis only)
ASSIGNMENT 7: WORKSHOPPING THE MANUSCRIPT

TASK

Read and comment on two to three peers’ manuscripts. Provide written comments via D2L and participate in the workshop during class.

COMPONENTS

You will offer comments similar to the approach used in peer review. In narrative form (do not offer edits in track changes or make comments in your peers’ manuscripts), answer the questions below for each manuscript you are assigned.

1. Title of paper and author name?
2. What is this paper about? State the overall argument in your own words
3. What are the current strengths of the paper?
4. How can the introduction be improved? Does the introduction appropriately set up the paper?
5. How can the literature review be improved? (substantive knowledge of the area not required here). Does the literature review make explicit what is known and what gap the current paper fills?
6. How can the methods section be improved? Does the methods section provide all the necessary information about the research design?
7. How can the results section be improved? Does the results section offer a well-organized and cohesive argument that answers the research question? Is the data used effectively to make this argument?
8. How can the discussion be improved? Does the discussion go beyond summarizing to discuss implications for theory, policy, activism, and/or future research?
9. What else can the author do to improve the paper?
10. Does the paper include ALL the necessary components (see guidelines for assignments 6 and 8)? If not, what is missing? Be specific.

The purpose of the peer workshop is to provide substantive feedback, NOT to edit or proofread the manuscript. If there are issues with readability, spelling, or grammar in the paper, make one note to the author to carefully edit and proofread prior to submitting the final draft.
POLICIES

Required Readings: Links to the required readings available through the PSU library are included in the syllabus. If you cannot access a reading through the link, you are responsible for navigating to the reading from the PSU library homepage.

Required software: You will be required to access either Atlas.ti (available on PSU computers) or Dedoose (available for purchase for your own computer at $10.95 per month at www.dedoose.com). Dedoose will be used in class but either program can be used for the course project.

D2L: The syllabus and other course materials will be posted on D2L. All assignments will be submitted via D2L (no hard copies). Points earned and written feedback for all assignments will be posted on D2L.

Email: I will regularly communicate with students individually and as a class via email. My emails will be sent to your PSU email. It is your responsibility to check your PSU email daily during the school week and respond in a timely manner. In emails to me, please put the title of the course in the subject line and sign your emails using your first and last name. Use the email address on the first page of the syllabus. I will generally respond to email within 24 hours. Emails sent after 5:00pm on Friday will generally be answered by 5:00pm on Monday.

Late Assignments: Assignments will be marked down 10% per day late and will not be accepted after seven days. Final papers will not be accepted after 5:00pm of finals week.

Academic honesty: You are expected to demonstrate complete academic honesty. Please refer to the Student Conduct Code for more detailed information on PSU policies. Cheating or plagiarizing will result in failing the assignment and will be reported. If you use a direct quote (i.e. someone else’s written or spoken words), you must include it in quotation marks. Any time you take a direct quote, as well as when you summarize or paraphrase an idea from another person, you must cite the source and include a references section at the end of the paper. Failure to cite your sources, whether intentional or not, is plagiarism. Instances of plagiarism will result in failing the assignment, and possibly the course, and will be reported.

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.