

Note: this syllabus is not a contract. It is subject to further change or revision, to best realize the educational goals of the course. Revisions will be announced in class or in course materials online with appropriate prior notice.

**San José State University
Department of Anthropology**

ANTH 234 Advanced Research Methods

Qualitative Data Analysis

Section 01 (20430), Spring 2022

Course and Contact Information

Instructor:	Dr. Melissa Beresford
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Email:	melissa.beresford@sjsu.edu
Office Hours:	Tuesdays & Thursdays from 8 am – 9 am via Zoom (see departmental website for link)
Class Days/Time:	Thursdays, 6 pm – 8:45 pm
Classroom:	WSQ 004

Detailed Course Description: This graduate seminar is an advanced survey of methods for qualitative data analysis. The emphasis of the course is on developing skills that students can use to do systematic analysis of qualitative ethnographic data, including interview transcripts, field notes, and other written texts, along with photo, audio or video data. The course will explore a range of inductive and deductive approaches and will cover analytic skills that cut across traditions, including theme identification, code definition, and construction of codebooks, and teamwork in text analysis. Advanced topics covered will include schema analysis, grounded theory, classical content analysis, content dictionaries, word-based analysis, and semantic network analysis.

Course Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Develop a working familiarity with a wide range of methods used to analyze textual data (i.e., written, visual, and audio data)
2. Communicate the strengths and weaknesses of a variety of data analysis methods based on hands-on experience
3. Select appropriate methods for different research purposes and explain why the selected methods are appropriate
4. Articulate their own hands-on experiences using analytic techniques
5. Apply these skills to their own independent projects.

Course Format: This class will use a “flipped classroom model.” This means that all content delivery will occur online, and our classroom time will be dedicated to discussion, activities, and Q&A. All course material will be posted in modular format on the course Canvas site. There are 14 course modules – we will cover 1 module per week. Each module contains a series of lectures,

readings, and a methods exercise that students will complete at home. During our classroom time each week, students will engage in discussion about that week's module and participate in workshops to practice software techniques and/or address questions about the methods we cover that week. Additionally, students will complete an individual final project to apply methodological skills to real world projects.

Required texts:

There is one required textbook for this course (listed below). Other required course readings will be posted on our class Canvas site.

- Bernard, H. R., Wutich, A., & Ryan, G. W. (2016). *Analyzing qualitative data: Systematic approaches*. SAGE publications, 2nd Edition.

Notes about textbooks:

- Students can rent or purchase the textbook and/or e-textbook from the SJSU bookstore or other independent booksellers (e.g., Amazon or Bookshop)
- The SJSU library has one copy of the Bernard, Wutich, and Ryan *Analyzing Qualitative Data Book* on reserve for this course. However, it is not available for checkout outside of the library.

Software:

Required

- MAXQDA, free trial for the duration of our course available at <https://www.maxqda.com/trial>. Please get course code from instructor.

Optional

- UCINET, free 30-day trial available at <http://www.analytictech.com/downloaduc6.htm> (Note: UCINET only runs on Windows operating systems. If you do not have a windows operating machine, you will be paired with a student who does. Do not download the trial until instructed by the instructor).
- ANTHROPAC, freely available at <http://www.analytictech.com/anthropac/anthropac.htm>. (Note: you will need to download and run a DOS simulator to run this program. Instructions will be provided.)

Course Requirements and Assignments:

Each week, students will read, attend class, and participate in weekly discussions (25% of final grade). Students will also do methodological exercises and write responses (50% of final grade). These exercises will help students develop hands-on experience and a practical understanding of how methods work. In the last week of the course, students will apply their new skills to their own independent projects (25% of final grade). Assignments should be turned in on or before the due date, unless excused with university-approved documentation.

A Note on Software: This course is not a software course. Many of the techniques I teach can be done with paper and pencil. However, software enables researchers to manage qualitative data in more effective and efficient ways, and thus, we will be using software along with the lessons. I will do my best to guide you through how to use the MAXQDA software during our weekly (optional Q&A sessions) but students must take initiative to read the software manual trouble shoot software problems to the best of their abilities.

Assignment	Points Each	Total Points	% of Grade
Discussion Engagements (13 total; 12 counted in final grade)	20	200	20%
Methods Exercises (12 total; 10 counted in final grade)	60	600	60%

Final Assignment	N/A	200	20%
Total		1000	100%

Discussion Engagements: Each week during our class meeting we will critically discuss the method we covered the previous week. This discussion is designed to enable students to reflect on their use of the method during the method exercise from the previous week, and to use those experiences to collectively understand the strengths and weaknesses of each method we cover. The instructor will send out the discuss prompts to students before our class session so that students may prepare their remarks and questions for the discussion. Students are expected to contribute their experiences and pose questions and comments to each other about your uses and experiences of the method in a respectful and productive way. There will be 13 discussion engagements in our course. Each will be worth 20 points. Only 12 engagements will count toward students' final grade. This mean each students gets one "free" discussion in which they do not have to show up or engage. Discussion engagements will be graded on a pass/fail basis. To pass and earn full credit, students must participate in the discussion in two ways: (1) by sharing their own experience with the method, and (2) by commenting, as appropriate, on other students' observations about the method.

Methods Exercises: For each course module, students will be asked to do a hands-on exercise that will help develop their practical skills in analysis. Examples of these exercises include theme identification, metaphor analysis, and word frequency analysis. Students will be provided with practice datasets, codebooks, and other analytic tools as needed. There will be 12 exercise assignments total; each will be worth 60 points. While there are 12 exercise assignments in the course, only 10 will count into the final grade (meaning that students have 2 "free" exercises, or, I will count only the 10 highest scores of the graded exercises). Of course, students are encouraged to complete all exercises, especially as the skills each week build on the skills we learn and practice in the previous week.

Final Assignment: Students may choose one of three options for the independent final project:

1. *Analyze your own data set:* Students analyze a data set (can be data they collected, or publicly available data from a repository) and write a paper drawing on the results of independent research and application of analytical techniques.
2. *Design your MA thesis analysis:* Students use the analytic tools we practiced in this course to design the analysis for their MA thesis or project.
3. *Create a portfolio of methods exercises:* Students create a portfolio of work from the class and write a written reflection on the methodological techniques that they found most useful in this course for their own research or intended careers.

Like a final exam, the final assignment builds on knowledge acquired throughout the course. The assignment will be worth 200 points.

Final Grades (*based on the weighted average of course assignments*)

<i>Grade</i>	<i>Total Course Percentage (based on weighted average of course assignments)</i>	<i>Assessment</i>
<i>A</i>	92.5-100	Excellent
<i>A minus</i>	89.5-92.4	Excellent
<i>B plus</i>	87.5-89.4	Good
<i>B</i>	82.5-87.4	Good

<i>Grade</i>	<i>Total Course Percentage (based on weighted average of course assignments)</i>	<i>Assessment</i>
<i>B minus</i>	79.5-82.4	Good
<i>C plus</i>	77.5-79.4	Average
<i>C</i>	69.5-77.4	Average
<i>D</i>	59.5-69.4	Passing
<i>F</i>	Less than 59.5	Failure

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week, or 9 hours per week for a 3 credit course) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Note on “rounding” grades: The grades here have already been “rounded up” – meaning, if you earn an 89.5, I round up to give you an A minus (rather than a B plus). Grades will not be rounded up further than what is already stated here.

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

Extra Credit

There will be no extra credit opportunities assigned for this course.

Incompletes

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course (at least 80% of coursework) and are otherwise doing acceptable work (have a passing grade) but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements.

Late Assignments

Students are responsible for knowing the course due dates (listed on the course syllabus), and for turning work in on time. Each week builds on skills that we learned in the previous week, so it is highly recommended that you complete the assignment activities in the order that they appear in the course.

- If you need an accommodation/extension on course assignments for religious practices, please follow the [university procedure](#) to request an accommodation.
- If you have a personal or medical reason for requesting an extension on an assignment, please do your best to request this *in advance* of the assignment due date. Students can request an extension without penalty in cases of medical or personal circumstances or emergencies. If you are not able to request an extension in advance due to emergency circumstances, please contact me as soon as you are safely able to.
- Written assignments will be accepted up to 5 days late (including weekends) and will be docked 10% points (i.e. one letter grade) for each day that they are late on top of assigned grade. If assignments are submitted late, students may not receive feedback or comments from the instructor – only a grade. Late assignments will be graded by the end of the course, but may not be graded immediately.

Please note: If there is a system-wide outage when an assignment is due you will not be punished for not turning it in on time, but will be required to turn it in by the newly stated day and time.

Discussions

This course will rely heavily upon your thoughts and insights as we complete discussion and activities

- Respect others' rights to hold opinions and beliefs that differ from your own. When you disagree, challenge or criticize the idea, not the person.
- Listen/read carefully to what others are saying/writing even when you disagree with what is being said/written. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's/writer's comments.
- Support your statements. Use evidence and provide a rationale for your points.
- Recognize that we are all still learning. Be willing to change your perspective, and make space for others to do the same.

University Policies Applicable to All SJSU Courses

Please go to <http://www.sjsu.edu/gup/syllabusinfo/> to review university policies, procedures, and resources that are applicable to all SJSU courses. These include the following:

- General expectations, rights, and responsibilities of students
- Workload and credit hour requirements
- Attendance and participation policies
- Expectations for timely feedback class assignments
- Accommodations to students' religious holidays
- Dropping and adding courses
- Consent for recording of class and public sharing of instructor material
- Academic integrity
- Campus policy in compliance with the American Disabilities Act
- Student technology resources
- SJSU Peer Connections (tutoring services)
- SJSU Writing Center
- SJSU Counseling and Psychological Services

Schedule of Readings and Assignments

On the following page is the anticipated course schedule. This schedule is subject to change in order to meet the goals of the course, and students should be sure to regularly check the course Canvas site and their SJSU email accounts for updates.

Week of	Module	Reading	Class Meeting (Thursdays)	Method Exercise & Due Date
26-Jan - 28-Jan			27-Jan	
	Course Logistics	N/A	Discussion: Introductions & Course Overview	N/A
PART 1 - BUILDING BLOCKS				
31-Jan			3-Feb	4-Feb
	Module 1 - Introduction to Qualitative Data Analysis	Bernard, Wutich, Ryan (2016), Ch. 1-2	Discussion: Using MAXQDA	Set up data sets, introduction to software
7-Feb			10-Feb	11-Feb
	Module 2 - Identifying Themes	Bernard, Wutich, Ryan (2016), Ch. 5; Bradley et al. (2007); Steger (2007)	Discussion: Experiences w/ text analysis	Identifying themes in illness descriptions
14-Feb			17-Feb	18-Feb
	Module 3 - Building & Testing Codebooks	Bernard, Wutich, Ryan (2016), Ch. 6; MacQueen et al. (1998)	Discussion: Theme Identification NOTE: Prof Beresford Traveling for work. Feb 17 class discussion will take place online. NO IN PERSON CLASS MEETING THIS DATE	Codebook definitions, intercoder reliability
21-Feb			24-Feb	25-Feb
	Module 4 - Describing Themes	Sandelowski (1998); Keen and Todres (2007)	Discussion: Codebooks & Inter-rater reliability	Writing descriptions of themes
28-Feb			3-Mar	4-Mar
	Module 5 - Making Comparisons	Bernard, Wutich, Ryan (2016), Ch. 7 and Ch. 9	Discussion: Describing themes	Make structured comparisons at group and individual levels
7-Mar			10-Mar	11-Mar
	Module 6 - Building & Testing Models	Bernard, Wutich, Ryan (2016), Ch. 8; Miles and Huberman (1994)	Discussion: Comparing themes	Identify & critique a model presented in the literature
PART 2 - INDUCTIVE CODE BASED APPROACHES				
14-Mar			17-Mar	18-Mar
	Module 7 - Schema Analysis	Bernard, Wutich, Ryan (2016), Ch. 12; Quinn (2005)	Discussion: Building models	Metaphor analysis
21-Mar			24-Mar	25-Mar
	Module 8 - Grounded Theory	Bernard, Wutich, Ryan (2016), Ch. 10; Abrahamson et al. (2002); Markovic (2006)	Discussion: Schema analysis	In-vivo coding, line by line coding, and memoing
28-Mar				
	NO CLASS - SPRING BREAK			
PART 3 - DEDUCTIVE CODE BASED APPROACHES				
4-Apr			8-Apr	9-Apr
	Module 9 - Classical Content Analysis	Bernard, Wutich, Ryan (2016), Ch. 11; Murray and Murray (1996)	Discussion: Grounded Theory	Define and test code reliability, test hypotheses
11-Apr			15-Apr	16-Apr
	Module 10 - Content Dictionaries	Colby 1966, Rosenberg et al. 1990	Discussion: Classical content analysis	Make a content dictionary and use it to analyze texts
PART 4 - WORD BASED ANALYSES				
18-Apr			22-Apr	23-Apr
	Module 11 - Word frequencies & stop-lists	Bernard, Wutich, Ryan (2016), Ch. 17	Discussion: Content dictionaries	Create a stoplist and do a word frequency analysis
25-Apr			28-Apr	29-Apr
	Module 12 - Semantic Network Analysis	Bernard, Wutich, Ryan (2016), Ch. 19; Quinlan and Quinlan (2010); Ignatow (2009)	Discussion: Word-based analysis	Create and export similarity matrices for word- and code-based analyses
PART 5 - APPLYING THE LESSONS TO REAL DATA				
2-May			5-May	6-May
	Module 13 - Step-by-step project design	No Reading	No class meeting - individual meetings w/ instructor to discuss final project	Work on Individual Final Project
9-May			12-May	13-May
	Module 14 - Application to real projects	No Reading	No class meeting - individual meetings w/ instructor to discuss final project	Work on Individual Final Project
16-May			None	
20-May				Final Project due via Canvas