

Qualitative Data Analysis

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MA Programme in Political Science (elective)

Winter semester 2014-15 (4 credits)

Class meetings : Friday 3:30-17:10 and 17:20-19:00

Office hours: Friday 9am-1pm, FT902

Introduction

This course aims to introduce the participants to the basics of qualitative data analysis, and in particular to two big "families" of approaches: content-based analyses (exemplified by thematic analysis) and interpretive analyses (exemplified by discourse analysis).

The first part of the course is devoted to thematic analysis and to the logic of "coding", which implicitly or explicitly lies at the core of many types of qualitative analysis. This type of analysis looks mainly at *what* the data say and aims at identifying patterns within the data.

In the second part of the course we move on to discourse analysis, a type of analysis that looks less for what the data say than for *how* they say it: in other words, for constructions of meaning and how they shape and constrain our perception of the world. In this kind of analysis we will be particularly attentive to language as a strategic site of power struggles, and how it is used to claim definitory hegemony or to impose a particular worldview.

In addition to these two core parts, we will also look at transversal issues that concern all types of qualitative analysis: research process and design issues, sampling (the constitution of a data body), quality criteria and writing up, and further issues as necessary, depending on the topics of interest of the participants.

Learning outcomes

By the end of the course, the students will:

1. Have acquired practical skills in qualitative data analysis and know how to present their findings in an appropriate manner, in writing as well as orally;
2. Understand the nature and limitations of thematic and discourse analysis, and be able to navigate through the methodological literature with some degree of autonomy;
3. Be able to critically assess qualitative research work done by others.

Course requirements and assessment

The course takes place in the form of one double session per week. Part of it will generally be devoted to lectures and discussions of the readings, whereas another part will be more practical. Various exercises and assignments will be assigned during the semester, some of which will involve some group work. Some of these will be done with data assigned by the instructor, whereas others can be done with the participants' own data.

The participants will write a final paper on a topic of their choice (alone or in pairs). In the final weeks of the semester, they will also present their paper in progress.

To some extent, this course can be used as a preparatory step for the final thesis (the final paper in particular).

Participants who attended the "Qualitative Interviewing" course in the autumn semester may take this course as a follow-up and continue to work on the same topic/data as in the previous course (if they wish).

Assessment will be based on the following:

- A final paper (60%) of about 6000-8000 words.
- Active class-room participation, assignments (30%)
- An oral presentation related to the student's own final paper at the end of the semester (10%)

Deadline for the final paper: 10th **April 2014 (to be confirmed).**

Course outline

Provisional – some changes might be made depending on the number and profile of the participants.

Week 1 (16 Jan) – Introduction to the course

- Introduction to the course - practicalities
- The logic of qualitative research
- Introduction to qualitative data analysis
- Natural vs. generated data

Required reading:

- (1) **Gibson**, William J. and **Brown**, Andrew (2009). *Working with Qualitative Data*. London: Sage, ch.1.
- (2) **Luborsky**, Mark R. and **Rubinstein**, Robert L. (1995). "Sampling in Qualitative Research: Rationale, Issues, and Methods". *Research on Aging* 17:89-113.

Week 2 (23rd Jan) – Thematic analysis (1)

- Qualitative data analysis and the role of theory
- Data analysis and research design
- Mixed-methods research
- Understanding the logic of classification: thematic analysis (1)

Required readings

- (3) **Gibson**, William J. and **Brown**, Andrew (2009). *Working with Qualitative Data*. London: Sage, ch.2.
- (4) **Braun**, Virginia and **Clarke**, Victoria (2006). "Using Thematic Analysis in Psychology", *Qualitative Research in Psychology* 3(2): 77-101.
- (5) **Butcher**, Howard Karl et al. (2001). "Thematic Analysis in the Experience of Making a Decision to Place a Family Member With Alzheimer's Disease in a Special Care Unit". *Research in Nursing&Health* 24: 470-80.

Suggested readings

Coffey, Amanda and Atkinson, Paul (1996). *Making Sense of Qualitative Data*. London : Sage.

Week 3 (30 Jan) - Thematic analysis (2)

- Qualitative research in mixed-methods designs
- Thematic analysis (2)
- First and second-cycle coding
- Coding and theory

Required reading

- (6) **Kelle**, Udo (2008). "Combining Qualitative and Quantitative Methods in Research Practice". *Qualitative Research in Psychology* 3(4): 293-311.

- (7) **Ritchie**, Jane and **Spencer**, Liz (2002). "Qualitative Data Analysis for Applied Policy Research", in Huberman, A. Michael and Miles, Matthew B. (eds), *The Qualitative Research Companion*. Thousand Oaks: Sage, pp. 305-329.
- (8) **Miles**, Matthew B., **Huberman**, A. Michael and **Saldaña**, Johnny (2014). *Qualitative Data Analysis. A Methods Sourcebook*, 3rd ed. Los Angeles: Sage, ch. 4.

Suggested readings

- Boyatzis, Richard E. (1998). *Transforming Qualitative Information. Thematic Analysis and Code Development*. Sage.
- Bryman, Alan and Burgess, R.G (1994). *Analyzing Qualitative Data*. London: Sage.
- Ritchie, Jane and Lewis, Jane (eds) (2003). *Qualitative Research Practice. A Guide for Social Scientists and Researchers*. London: Sage.

Week 4 (6 Feb*) – Thematic analysis (3)

- Within-case analysis
- Software assisted analysis (CAQDAS)
- Inductive and deductive coding logics
- Writing up qualitative research

Required readings

- (9) **Riessman**, Catherine Kohler (2008). *Narrative Methods for the Human Sciences*. London: Sage, chap. 3 (pp. 53-76).
- (10) **Steenbergen**, Marco; **Bächtiger**, André; **Spörndli**, Marku and **Steiner**, Jürg (2003). "Measuring Political Debilitation: A Discourse Quality Index". *Comparative European Politics* 2003(1): 21-48.
- (11) **Miles**, Matthew B., **Huberman**, A. Michael and **Saldaña**, Johnny (2014). *Qualitative Data Analysis. A Methods Sourcebook*, 3rd ed. Los Angeles: Sage, ch. 12.

Suggested readings:

- Saldaña, Johnny (2009). *The Coding Manual for Qualitative Researchers*. London: Sage.
- White, Clarissa, Woodfield, Kandy and Ritchie, Jane (2003). "Reporting and Presenting Qualitative Data", in Ritchie, Jane et Lewis, Jane (éds), *Qualitative Research Practice*. London: Sage, ch. 11.
- Fereday, Jennifer and Muir-Cochrane, Eimear (2006). "Demonstrating Rigor Using Thematic Analysis: A Hybrid Approach of Inductive and Deductive Coding and Theme Development". *International Journal of Qualitative Methods*. 5(1). 80-92.

Week 5 (13 Feb) – Discourse analysis (1)

- Understanding the logic of interpretation: discourse analysis (1)
- Discourses as structures
- Discourse, language and linguistics

Required readings

- (12) **Gill**, Rosalind (2000). "Discourse Analysis", in Bauer, M. and Gaskell, G., *Qualitative Researching with Text, Image and Sound*. London: Sage, pp. 172-190.
- (13) **Mills**, Sara (2004). *Discourse*. New York : Routledge, pp. 26-42.

(14) **Chilton**, Paul and **Schäffner**, Christina (1997). "Discourse and Politics", in Van Dijk, Teun A. (eds). *Discourse as Social Interaction*. London: Sage, pp. 206-230.

Suggested reading:

Angermüller, Johannes, Maingueneau, Dominique and Wodak, Ruth (eds) (2014). *The Discourse Studies Reader*. Amsterdam: John Benjamins Publ.

Howarth, David (2000). *Discourse*. Milton Keynes : Open University.

Howarth, David and Torfing, Jakob (eds) (2005). *Discourse Theory in European Politics. Identity, Policy and Governance*. Houndmills: Palgrave.

Jaworski, Adam and Coupland, Nikolas (eds) (2006). *The Discourse Reader*. London : Routledge.

Wetherell, M., Taylor, S. and Yates, S. J. (Eds). (2001). *Discourse as Data. A Guide for Analysis*. London: Sage.

Wetherell, Margaret, Taylor, Stephanie and Yates, Simeon, J. (eds) (2001). *Discourse Theory and Practice. A Reader*. London: Sage.

Week 6 (20 Feb)

No class meeting!

Week 7 - Discourse analysis (2)

- Discourses as strategic sites
- Constructing realities through discourse

Required reading

(15) **Milliken**, Jennifer (1999). "The Study of Discourse in International Relations: A Critique of Research and Methods". *European Journal of International Relations* 5:225-254. DOI 10.1177/1354066199005002003

(16) **Charaudeau**, Patrick (2002). "A Communicative Conception of Discourse". *Discourse Studies* 4(3): 301-318.

(17) **Hansen**, Lene (2000). "Gender, Nation, Rape: Bosnia and the Construction of Security", *International Feminist Journal of Politics*, 3:1, 55-75, DOI: [10.1080/14616740010019848](https://doi.org/10.1080/14616740010019848)

Suggested readings

Week 8 – Discourse analysis (3)

- Discourses as frames
- The discursive construction of subject positions

Required readings

(18) **Edley**, Nigel (2001). "Analysing Masculinity: Interpretative Repertoires, Ideological Dilemmas and Subject Positions", in Wetherell, M., Taylor, S. and Yates, S.J. (eds). *Discourse as Data. A Guide for Analysis*. London: Sage/Open University, pp. 189-228.

(19) **Verloo**, Mieke (2005). "Mainstreaming Gender Equality in Europe. A Critical Frame Analysis". *The Greek Review of Social Research* 117 B': 11-34

(20) **Kuhar**, Roman (2012). "Use of Europeanization Frame in Same-Sex Partnership Issues Across Europe". In: Lombardo, Emanuela and Forest, Maxime (eds). *The*

Europeanization of Gender Equality Policies. A Discursive-Sociological Approach.
Houndmills: Palgrave Macmillan, pp. 168-191.

Suggested reading:

- Phillips, Louise and Jorgensen, Marianne W. (2004). *Discourse Analysis as Theory and Method*. London: Sage.
- Benford, Robert D. and Snow, David A. (2000). "Framing Processes and Social Movements: An Overview and Assessment". *Annual Review of Sociology* 26: 611-39.
- Gamson, William A. (1992). *Talking Politics*. Cambridge: Cambridge University Press.
http://www.grsr.gr/issue.php?i_id=39
- Snow, David A. (2007). "Framing Processes, Ideology, and Discursive Fields", in Snow, David, Soule, Sarah A. and Kriesi, Hanspeter (eds), *The Blackwell Companion to Social Movements*. Cambridge: Polity, pp. 380-412.

Week 9 – Workshop

Required reading

Tbc.

Week 10 – Quality criteria

- Validity, reliability and generalisability in qualitative research
- Epistemological issues
- Oral presentations (1)

Required readings

- (21) Yanow, Dvora (2006). "Neither Rigorous nor Objective? Interrogating Criteria for Knowledge Claims in Interpretive Science", in Yanow, Dvora and Schwartz-Sea, Peregrine (eds) (2006). *Interpretation and Method. Empirical Research Methods and the Interpretive Turn*. Armonk NY: M.E. Sharpe, pp. xx.
- (22) Schofield, Janet Ward (2002). "Increasing the Generalizability of Qualitative Research", in Huberman, A. Michael and Miles, Matthew B. (eds). *The Qualitative Researcher's Companion*. Thousand Oaks: Sage, pp. 171-204.
- (23) Hammersley, Martyn (2008). "Troubles with Triangulation", in Bergman, Manfred Max ed. *Advances in Mixed Methods Research*. London: Sage, pp. 22–36.

Suggested reading:

- Maxwell, Joseph A. (2002). "Understanding and Validity in Qualitative Research", in Huberman, A. Michael and Miles, Matthew B. (eds), *The Qualitative Research Companion*. Thousand Oaks: Sage, pp. 37-64.
- Hammersley, Martyn (2008). "Troubles with Triangulation", in Bergman, Manfred Max ed. *Advances in Mixed Methods Research*. London: Sage, pp. 22–36.

Suggested reading:

Week 11 – Workshop

- Oral presentations (2)

Required readings:

Presenters' texts.

Suggested reading:

Ritchie, Jane, Lewis, Jane and Elam, Gilian (2003). "Designing and Selection Samples", in Ritchie, Jane and Lewis, Jane (eds), *Qualitative Research Practice*. London: Sage, ch. 4.

Week 12 – Workshop and conclusion

- Oral presentations (3)

Required readings:

Presenters' texts

End of the semester

10 April – deadline for final papers.

26.11.2014/lis