

UNIVERSITY OF COLORADO
DEPARTMENT OF SOCIOLOGY **FALL 2019**

QUALITATIVE DATA ANALYSIS SOCY 7121-001 Thursdays 3:00-5:30 PM, KTCH 1B24	PROFESSOR LESLIE IRVINE leslie.irvine@colorado.edu Office hours: see scheduling link on Canvas
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COURSE GOALS

I have ambitious goals for this seminar, and I look forward to a productive semester. By the end, you will have acquired the necessary skills to make sense of qualitative data and produce a potentially publishable paper. You will also have tried your hand at using qualitative data analysis software. You will understand how the conceptual work involved in the data section of a paper differs from the theorizing involved in the conclusion. You will understand how qualitative researchers construct their written texts, resulting in different genres within the literature. Moreover, you will begin to see how one of these genres might well become a “home” for your research. In addition, you will have established work habits that, if maintained, can ensure the productivity characteristic of a rewarding career.

To succeed in this course, you must have data to analyze (although your data collection can still be in progress) and at least a basic familiarity with the literature relevant to your topic. You will work on your analysis, theorizing, and writing in segments and, by the end of the semester, you will produce a draft of a paper based on your research.

COURSE FORMAT AND REQUIREMENTS

Meetings will begin with a check-in period intended to keep everyone accountable and to follow up on previous seminars. We will then discuss assigned readings and their applications. In addition, we will devote part of several seminars to workshopping sections of your papers in pairs or small groups. We’ll conclude each session with goal-setting or refining.

Through reading, discussion, and peer review, I hope to create an environment that fosters creativity and productivity. I expect you to:

- come to all class meetings
- complete all readings as assigned
- keep task notes for discussion and bring them to seminar for reference
- participate in and contribute to discussions
- meet all deadlines

I have built numerous opportunities for peer motivation and support into the seminar. I will make suggestions and offer guidance, but the seminar’s success depends on your participation and commitment. If you must miss one or more classes because of illness, conference travel, or other circumstances, please inform me so that we can ensure that you keep current with the course.

EVALUATION CRITERIA

I will base 40 percent of your grade on your engagement in and contributions to the seminar. This includes demonstrating familiarity with the readings and asking relevant questions in

discussions. This portion of your grade will also reflect your role in peer reviewing. I will ask other members of the seminar to evaluate your contributions, and the quality of your feedback will factor into this part of the grade.

I will base 60 percent of your grade on your paper and your presentation. As a rule, I will not provide feedback on each stage of analysis and writing, primarily to encourage you to develop both the habit of relying on one another and the skills required to become reliable critics. However, I will gladly meet with you individually along the way if you would find my feedback useful.

For final grades, I will use the rubric developed by the Department of Sociology's Graduate Committee for substantive courses:

- A: Consistently performs well above expectations.
- A-: Performs above expectations.
- B+: Meets expectations.
- B: Occasionally performs below expectations.
- B-: Consistently performs below expectations.
- C: Unsatisfactory work; indicates serious concerns regarding progression toward degree.

REQUIRED READINGS

For purchase (ordered at campus bookstore. If you obtaining the books poses a serious financial difficulty, please let me know.)

Puddephatt, Antony J., William Shaffir, and Steven W. Kleinknecht (eds.). 2009. *Ethnographies Revisited: Constructing Theory in the Field*. New York: Routledge.

Richards, Lyn. 2014. *Handling Qualitative Data: A Practical Guide*. Thousand Oaks CA: Sage.

- This text has a [companion website](#)

Van Maanen, John. 2011. *Tales of the Field: On Writing Ethnography*. Chicago: University of Chicago Press.

I have posted the assigned journal articles and book excerpts on Canvas, along with full citations for the readings. If I've missed any, please let me know.

You should also have a notebook to record goals and reflections in class. Bring this to class with you each week.

COURSE SCHEDULE

In the first meeting, we will discuss what you need the course to do for you based on your goals and the status and type of your research. The subject matter of the seminar could change, depending on the outcome of this discussion. In general, however, weeks 2-6 focus primarily on data analysis, although we will spend time each week discussing work habits and aspects of the writing process. We will dedicate weeks 7-10 mostly to theorizing, but we will discuss your ongoing data analysis, too. In weeks 11-13, we will cover the different genres of qualitative writing, but again, we will continue discussing progress and problems with analysis and

theorizing. In week 16, you will present your work.

Note: when schedule says, “bring to seminar,” the respective material can be in digital or paper form. The schedule indicates when you must bring material in hard copy.

DATE	SEMINAR AGENDA	WHAT TO READ FOR TODAY	WHAT'S DUE TODAY
8/29	Introductions; overview; project status reports; fine-tuning the syllabus		
9/5	Check in: Your work plan and accountability New topics: Recording, storing, and reducing data	<ul style="list-style-type: none"> Richards, Introduction and Chapters 1 through 3 Belcher, Chapter 1 	<ul style="list-style-type: none"> Create a daily and weekly work schedule for the semester (based on Belcher reading. Note that her “writing” becomes our “work.”). Bring to seminar.
9/12	Check in: Work schedule New topics: Coding overview. Types of academic articles; the value of finding a model article; the role of shelf searches and hard copies; understanding academic journals, audiences, and editors	<ul style="list-style-type: none"> Richards, Chapters 4 and 5 Saldaña <i>Optional:</i> Watch "Get up and Running with NVivo" 	<ul style="list-style-type: none"> Get at least some of your data into analyzable format, if it is not already (i.e., Word files for text-based data; jpeg for visual; mp3 for audio). Organize your data so that you can easily access it. Back it up so that you could still access it if your computer died. Note what you still need to do to the data (i.e., transcribe) and when you plan to do this. Note what data you still need to gather and when/how you plan to gather it. Bring these notes to refer to in discussion. Choose one document from your project (or a portion of one) and complete exercises 1-6 at the end of Chapter 4 in Richards. Bring this to seminar. Choose one document or data item (or a portion) in your project and complete exercise 1 at the end of Chapter 5 in Richards. Bring the resulting notes to seminar.
9/19	No meeting today		
9/26	Check in: Review of coding exercise; follow up on work plan; model articles;	<ul style="list-style-type: none"> Richards, Chapters 6-8 Deterding and Waters 	<ul style="list-style-type: none"> Begin coding based on the “data up” and “top down” exercise from class.

	<p>avoiding traps</p> <p>New topics: Making sense of data: coding queries; guarding against confirming what you already believe; saturation, reliability, validity Choosing a journal</p>	<ul style="list-style-type: none"> • Ryan and Bernard • Kleinman and Kolb • <i>Optional:</i> Go to QSR website, click on “Free Trial Software” (upper left). Install the 30-day trial of NVivo. 	
10/3	<p>Check in: Journals; coding and querying progress; “time management”</p> <p>New topics: Conceptualizing and theorizing: understanding the difference and relationship; drawing on data, but transcending it; seeing what’s there (and not there)</p>	<ul style="list-style-type: none"> • Richards, Chapter 9 • Irvine et al. • Puddephatt et al., Part I 	<ul style="list-style-type: none"> • Journal assignment (provided on Canvas).
10/10	<p>Check in: Data to theory progress</p> <p>New topics: Grounded theory and beyond</p>	<ul style="list-style-type: none"> • Puddephatt et al., Part II • <i>If using NVivo:</i> Watch this video and begin exploring your coding with queries 	
10/17	<p>Check in: coding and theorizing progress; work plan follow-up</p> <p>Workshop: Peer review of methods sections</p> <p>New topics: Writing 1: The structure of a qualitative paper; specifics of the methods section; authority and voice</p>	<ul style="list-style-type: none"> • Puddephatt et al., Part III • Richards, Chapter 10 	<ul style="list-style-type: none"> • Draft of your methods section. Review the methods section in your model article as a potential guide. Bring two hard copies.
10/24	<p>Check in: Coding and theorizing</p>	<ul style="list-style-type: none"> • Puddephatt et al., Part IV 	

	<p>progress reports</p> <p>New topics: Writing 2: The data (or “findings”) section</p>		
10/31	<p>Check in: Insights on writing methods sections; follow up on coding and other tasks</p> <p>Workshop: Peer review of data section outlines</p> <p>New topics: Writing 3: Beginnings and Endings: the importance of openings and conclusions; types of openings; literature reviews; common pitfalls to avoid; why titles matter</p>	<ul style="list-style-type: none"> • Puddephatt et al., Part V • Fine 	<ul style="list-style-type: none"> • Outline of data section; bring two hard copies.
11/7	<p>Check in: work schedules</p> <p>New topics: Genres; Types of feedback</p>	<ul style="list-style-type: none"> • Puddephatt et al., Part VI • Gubrium and Holstein, up to p. 14 (stop at “Leading Questions”) 	
11/14	<p>Check in: External and internal interruptions; dealing with procrastination</p> <p>Workshop: peer review of conclusions</p> <p>New topics: Genres; Writing 4: Grammar, punctuation, and style</p>	<ul style="list-style-type: none"> • Adler and Adler • Van Maanen 1-3 	<ul style="list-style-type: none"> • Draft of your conclusion. Review your model article’s conclusion as a guide. Bring two hard copies.
11/21	<p>Check in: Progress reports</p>	<ul style="list-style-type: none"> • Van Maanen 4-Epilogue 	

	New topics: Genres; Writing 5: Types of revising; making the most of editing features in Word; cutting, adding, and changing		
11/28	Fall break		
12/5	Check in: Progress reports; analytic challenges and problematic sections of papers Workshop: Peer review of introductions New topics: Odds and ends; brainstorming; priming the pump; submitting your article—and what happens next	<ul style="list-style-type: none"> • Jerolmack and Murphy • Martin 	<ul style="list-style-type: none"> • Draft of introduction. Bring two hard copies.
12/12	Presentations		<ul style="list-style-type: none"> • 10-minute presentation
12/13			<ul style="list-style-type: none"> • Final papers due in Canvas

RELEVANT CU POLICIES

Disabilities

If you qualify for accommodations because of a disability, please submit a letter from Disability Services within the first two weeks of class so that I can address your needs. Disability Services determines accommodations based on *documented* disabilities. Contact: 303-492-8671, Willard 322, and <http://www.Colorado.EDU/disabilityservices>. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with me.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty members have the professional responsibility to treat all students with understanding, dignity, and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Academic Integrity

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). For other information on the Honor Code, see <http://www.colorado.edu/policies/honor.html> and <http://www.colorado.edu/academics/honorcode>

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please notify me early in the semester if religious observance will cause you to miss a class, test, or assignment. See full details at http://www.colorado.edu/policies/fac_relig.html

Discrimination and Harassment

The University of Colorado at Boulder policies on Discrimination and Harassment Sexual Harassment, and Amorous Relationships apply to all students, staff, and faculty (<http://www.colorado.edu/policies/discrimination.html>). Any student who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. For information about the ODH and the campus resources available see <http://www.colorado.edu/odh>