

## ANALYTICAL METHODS IN ANTHROPOLOGY II: QUALITATIVE ANALYSIS

Course number: Anthropology 60314/40312  
Term: Spring 2019  
Time: Thursdays 12:30-3:15  
Place: Tutor Room, Corbett Hall  
Professor: Dr. Vania Smith-Oka, [vsmithok@nd.edu](mailto:vsmithok@nd.edu), 248 Corbett Hall, 631-7269  
Office hours: Mondays 9:00-11:00 am; or by appointment

### **COURSE DESCRIPTION:**

This course provides grounding in some of the methods of qualitative data analysis present in the field of anthropology. The course's focus is to help students develop skills that they can use to systematically and rigorously analyze anthropological data. During the semester, students will explore a range of approaches and will cover analytic skills that cut across traditions, including theme identification, pattern recognition, content analysis, text analysis, KWIC, and schema analysis. Students will learn techniques and protocols in data arrangement and visualization that are appropriate for different analytical methods. It is a hands-on class where students will be able to work on their own data (or data provided to them by the professor). Collaboration and collegiality will be integral to the course success.

The course meets once a week. Class will consist of discussion of the methods in the reading as well as practical, hands-on experience in testing out the techniques and gaining familiarity with them. The class will be primarily composed of graduate students who will work on their own data. Undergraduates taking the class with instructor's permission will work on Dr. Smith-Oka's data.

### **LEARNING GOALS:**

At the end of this course enrolled students should be able to:

1. Develop a working familiarity with a wide range of methods that they can use to analyze qualitative data.
2. Select appropriate methods for use on a research question in anthropology.
3. Acquire hands-on experience of analytical techniques.
4. Apply these skills to their own data.

### **ASSIGNMENTS:**

I will determine your grade from the following sources to evaluate your progress towards attaining the learning goals. Further details about these assignments will be discussed in class.

Assignment	Percentage	Date Due
Methods Assignments	50% (10% each)	02/07; 02/21; 03/07; 03/28; 04/18
Final Research Article	35%	Finals week
Presentation	10%	Finals week
Participation and Attendance	5%	Daily

The grading scale I use for this class is as follows: **A=97-100, A- = 90-96, B+ = 87-89, B= 84-86, B- = 80-83, C+ = 77-79, C= 74-76, C- = 70-73, D = 60-69, F = under 60.** I do not use a grading curve. You should be aware that ND now considers a grade of C- and below as deficient for undergraduates, while a grade of C and below is deficient for graduate students

Written assignments should be uploaded no later than 5:00 pm on the day they are listed in the syllabus to the Google Drive Folder I will create for each of you. Late assignments will be penalized (they will be reduced one grade for every day they are late = from an A- to a B+ and so forth). Once an assignment is three days late, I will not accept it. I strongly encourage you to meet with me and discuss any concerns or questions you have with your assignment grades. Due to the short length of the term, however, these concerns or questions can only be addressed within two weeks after I have returned the assignment. Further instructions on the assignments are on Sakai. You will be evaluated on the following components:

*Assignments on the Methodologies and Analyses Covered in Class (50% total)*. Over the course of the semester you will carry out five short projects on the methods of analysis we have covered in class. For some of them you will collect sample data and for others you will use your own existing data (or data supplied to you) and then analyze them using the appropriate methods. Undergraduate students should work in pairs. Graduate students will work on their own. Further details will be provided in class.

*Research Article (35%)*. For this assignment you will write an academic journal article based on your existing data. You will work on this writing throughout the semester. I expect you to use some of the methods of analysis covered in class. The paper should be structured as a journal article (introduction, methods, results, discussion/conclusion, references). It will be an opportunity to bring together the various methods to bear on the data and extract interesting (and, hopefully, significant) results from them. You need to choose the specific journal you will submit to early on in the semester. Write the article with that format (structure, word limit, reference style, etc.) in mind. Ideally you will submit it for publication by the end of the semester, though your class grade is not contingent on it being accepted. (Undergraduates are encouraged, but not required, to submit the paper for publication).

*Final Presentation (10%)*

As part of your training you should develop the skill of presenting data to an educated, but not specialized audience. This is a skill you will use in any future endeavor, whether you are a graduate or an undergraduate students. This is an opportunity to hone that skill. Thus, during finals week you will present a 10-15-minute talk on your project. The aim is not only to inform your audience of what your topic and data are, but also to be engaging and able to convey information in an interesting way.

*Attendance and Participation (5%)*. Attendance will be taken daily and will be seriously taken into account. The course will be run as a combination of lecture and workshop, meaning that your presence in class is essential for it to be intellectually stimulating. You will be graded on your participation, especially its quality.

**SOFTWARE TO BE USED IN CLASS:**

Please bring your laptops to class. To carry out the various analyses we will primarily avail ourselves of qualitative data analysis software. I envision using three main software products: MAXQDA (<https://www.maxqda.com/>); FLAME (<http://www.mae.u-paris10.fr/lesc/spip.php?article63>), and maybe SPSS (for some cluster analysis, etc.). Other qualitative data software products exist, which you are welcome to use instead of MAXQDA (NVIVO, Dedoose, etc.). I will obtain an instructor's license for each of you to use MAXQDA on your personal computers during the duration of the course; they provide the license for 4 months (from 21/Jan to the end of exam week in May). You should only use MAXQDA for this class. If you need it for a thesis or dissertation you should purchase a student license, which will allow you to use it indefinitely.

## **IMPORTANT POLICIES:**

### **Learning Disability:**

If you have a documented learning disability and are authorized to have special arrangements for assignments, please inform me at the beginning of the course and I will work with you on this.

### **Honor Code:**

I expect all students to adhere to academic honesty following the tenets of the Notre Dame Honor Code ("As a member of the Notre Dame, community I will not participate in or tolerate academic dishonesty"). A violation of this code is serious and could result in a failing grade.

### **Office hours:**

I strongly encourage you to come to my office to discuss your queries, progress in class, or any issues that come up. If you cannot come to my office hours you can make an appointment at a time that is suitable.

## **CLASS SCHEDULE**

Readings for class are on Sakai or are chapters from the following books:

- \* Bernard, H. Russell, Amber Wutich, and Gery W. Ryan. *Analyzing qualitative data: Systematic approaches*. SAGE publications, 2016. (BW)
- \* Richards, Lyn. *Handling qualitative data: A practical guide*. Sage, 2014. (LR).
- \* Belcher, Wendy Laura. *Writing Your Journal Article in 12 weeks*. Sage, 2014. (LB) (Optional)

Note to undergraduate students: An (\*\*) indicates that these readings are required. The rest are optional.

### **WEEK 1**      **INTRODUCTION TO QUALITATIVE DATA ANALYSIS**

**01/17**

BW: Chapters 1-4

LR: Chapters 1-2 (\*\*)

#### **Recommended Readings:**

Onwuegbuzie, A.J. and Leech, N.L., 2005. Taking the "Q" out of research: Teaching research methodology courses without the divide between quantitative and qualitative paradigms. *Quality and Quantity*, 39(3), pp.267-295.

Maxwell, J.A., 2010. Using numbers in qualitative research. *Qualitative inquiry*, 16(6), pp.475-482.

LB: Introduction

### **WEEK 2**      **ORGANIZING DATA**

**01/24**

BW: Chapter 7 (\*\*)

LR: Chapter 3

Bernard, R.H. 2017. Field Notes and Database Management. In *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. (\*\*)

McLellan, E., MacQueen, K.M. and Neidig, J.L., 2003. Beyond the qualitative interview: Data preparation and transcription. *Field Methods*, 15(1), pp.63-84.

Kuckartz, U., 2014. *Qualitative text analysis: A guide to methods, practice and using software*. Sage.

#### **Recommended Readings:**

LB: Week 1

### **WEEK 3**      **TEXT ANALYSIS: FINDING THEMES, MAXQDA**

**01/31**

BW: Chapter 5 (\*\*)

LR: Chapter 4 (\*\*)

Weitzman, E.A., 2000. Software and qualitative research. *Handbook of qualitative research*, 2, pp.803-820.

Recommended Readings:

- Wutich, A. & Gravlee C. 2010. Water decision-makers in a desert city. In Environmental Social Sciences: research and methods. Pp. 188-211. Cambridge University Press.
- Steger, T., 2007. The stories metaphors tell: metaphors as a tool to decipher tacit aspects in narratives. *Field Methods*, 19(1), pp.3-23.
- Ornelas, I.J., Amell, J., Tran, A.N., Royster, M., Armstrong-Brown, J. and Eng, E., 2009. Understanding African American men's perceptions of racism, male gender socialization, and social capital through photovoice. *Qualitative health research*, 19(4), pp.552-565.
- Krieg, L.J., Berning, M. and Hardon, A., 2017. Anthropology with algorithms? An exploration of online drug knowledge using digital methods. *Medicine Anthropology Today*, 3, p.21-52.
- LB: Week 2

**WEEK 4**      **CODING QUALITATIVE DATA**

**02/07**

- BW: Chapter 6 (\*\*)
- LR: Chapter 5-7 (\*\*)
- MacQueen, K.M., McLellan, E., Kay, K. and Milstein, B., 1998. Codebook development for team-based qualitative analysis. *Cultural anthropology methods*, 10(2), pp.31-36.

Recommended Readings:

LB: Week 3

**Assignment #1 on organizing data due by today at 5:00 pm**

**WEEK 5**      **COMPARING ATTRIBUTES OF VARIABLES**

**02/14**

- BW: Chapter 9 (\*\*)
- LR: Chapters 8-9 (\*\*)
- Miles, M.B., Huberman, A.M. and Saldana, J. 2014. Chapter 5: Designing Matrix and Network Displays. In *Qualitative Data Analysis: A Methods Sourcebook*. Sage.

Recommended Readings:

LB: Week 4

**WEEK 6**      **SCHEMA ANALYSIS**

**02/21**

- BW: Chapter 12 (\*\*)
- Quinn, N., 2005. How to reconstruct schemas people share, from what they say. In *Finding culture in talk* (pp. 35-81). Palgrave Macmillan, New York.

Recommended Readings:

- Gibson, H., Willming, C. and Holdnak, A., 2002. "We're Gators... not just Gator fans": Serious leisure and University of Florida football. *Journal of Leisure Research*, 34(4), pp.397-425.

LB: Week 5

**Assignment #2 on theme finding due by today at 5:00 pm**

**WEEK 7**      **KWIC AND WORD COUNTS**

**02/28**

- BW: Chapter 17 (\*\*)
- Wegerif, R., Mercer, N. and Rojas-Drummond, S., 1999. Language for the social construction of knowledge: Comparing classroom talk in Mexican preschools. *Language and Education*, 13(2), pp.133-150. (\*\*)
- Sandelowski, M., Voils, C.I. and Knafl, G., 2009. On quantitizing. *Journal of mixed methods research*, 3(3), pp.208-222.

Recommended Readings:

Ahmadian, S., Azarshahi, S. and Paulhus, D.L., 2017. Explaining Donald Trump via communication style: Grandiosity, informality, and dynamism. *Personality and Individual Differences*, 107, pp.49-53.

LB: Week 6

**WEEK 8**

**03/07**

**CONTENT ANALYSIS AND SEMANTIC NETWORK ANALYSIS**

BW: Chapter 11 & 19 (\*\*)

Cowan, G. and O'Brien, M., 1990. Gender and survival vs. death in slasher films: A content analysis. *Sex Roles*, 23(3-4), pp.187-196. (\*\*)

Nolan, J.M. and Ryan, G.W., 2000. Fear and loathing at the cineplex: Gender differences in descriptions and perceptions of slasher films. *Sex Roles*, 42(1-2), pp.39-56. (\*\*)

Schnegg, M. and Bernard, H.R., 1996. Words as actors: a method for doing semantic network analysis. *CAM Journal*, 8(2), pp.7-10.

Ryan, G. and Weisner, T., 1998. Content analysis of words in brief descriptions: How fathers and mothers describe their children. *Using methods in the field: A practical introduction and casebook*, pp.57-68.

Gravlee, C.C. and Sweet, E., 2008. Race, ethnicity, and racism in medical anthropology, 1977–2002. *Medical Anthropology Quarterly*, 22(1), pp.27-51.

Recommended Readings:

Kim, J.H., Su, T.Y. and Hong, J., 2007. The influence of geopolitics and foreign policy on the US and Canadian media: An analysis of newspaper coverage of Sudan's Darfur conflict. *Harvard International Journal of Press/Politics*, 12(3), pp.87-95.

Hart, R.P. and Childers, J.P., 2005. The evolution of candidate Bush: A rhetorical analysis. *American Behavioral Scientist*, 49(2), pp.180-197.

Schmidt, V.A., 2017. Britain-out and Trump-in: a discursive institutionalist analysis of the British referendum on the EU and the US presidential election. *Review of International Political Economy*, 24(2), pp.248-269.

Knapp, B.A., 2015. Gender representation in the CrossFit Journal: A content analysis. *Sport in Society*, 18(6), pp.688-703.

LB: Week 7

**Assignment #3 on schemas due by today at 5:00 pm**

**----SPRING BREAK----**

**WEEK 9**

**03/21**

**DECISION-MAKING MODELS**

BW: Chapter 16 (\*\*)

Bala, B.K., Arshad, F.M. and Noh, K.M., 2017. Causal Loop Diagrams. In *System Dynamics* (pp. 37-51). Springer, Singapore.

Ryan, G.W. and Bernard, H.R., 2006. Testing an ethnographic decision tree model on a national sample: Recycling beverage cans. *Human Organization*, pp.103-114.

Ryan, G. and Martinez, H., 1996. Can we predict what mothers do? Modeling childhood diarrhea in rural Mexico. *Human Organization*, 55(1), pp.47-57.

Recommended Readings:

LB: Week 8

**WEEK 10**

**03/28**

**SOCIAL NETWORK ANALYSIS (GUEST LECTURE)**

Readings TBD

Recommended Readings:

LB: Week 9

**Assignment #4 on KWIC or content analysis due by today at 5:00 pm**

## **WEEK 11 CULTURAL DOMAIN ANALYSIS**

**04/04**

BW: Chapter 18 (\*\*)

Bernard. (VI). Cognitive Anthropology: Analyzing Cultural Domains. (\*\*)

Borgatti, S.P., 2015. Software review: FLAME (Version 1.1). *Field Methods*. 27(2). pp.199-205 (\*\*)

Weller, S.C., 1998. Structured interviewing and questionnaire construction. *Handbook of methods in cultural anthropology*, pp.365-409.

Gravlee, C.C., 2005. Ethnic classification in southeastern Puerto Rico: The cultural model of "color". *Social Forces*, 83(3), pp.949-970.

### Recommended Readings:

LB: Week 10

## **WEEK 12 FREE LISTS**

**04/11**

Quinlan, M., 2005. Considerations for collecting freelists in the field: examples from ethnobotany. *Field methods*, 17(3), pp.219-234. (\*\*)

Brewer, D.D., 2002. Supplementary interviewing techniques to maximize output in free listing tasks. *Field methods*, 14(1), pp.108-118. (\*\*)

Borgatti, S.P., 1999. Elicitation techniques for cultural domain analysis. *Enhanced ethnographic methods*, 3, pp.115-151.

### Recommended Readings:

Casagrande, D.G., 2004. Conceptions of primary forest in a Tzeltal Maya community: implications for conservation. *Human Organization*, pp.189-202.

Ryan, G.W., Nolan, J.M. and Yoder, P.S., 2000. Successive free listing: Using multiple free lists to generate explanatory models. *Field methods*, 12(2), pp.83-107.

LB: Week 11

## **WEEK 13 MODELS: PUTTING IT ALL TOGETHER**

**04/18**

BW: Chapter 8 (\*\*)

LR: Chapter 10 (\*\*)

Tufte, Edward R. 2001. The visual display of quantitative data, second edition. Cheshire, CT: Graphics Press. (\*\*)

Onwuegbuzie, A.J. and Dickinson, W.B., 2008. Mixed methods analysis and information visualization: Graphical display for effective communication of research results. *The Qualitative Report*, 13(2), pp.204-225.

**Assignment #5 on free lists due by today at 5:00 pm**

## **WEEK 14 WORKSHOPPING**

**04/23**

Workshop your data; work on your writing

### Recommended Readings:

LB: Week 12 and Week X

## **WEEK 15 WRAPPING UP**

**05/02**

Today is a reading day, but we can meet so we have the opportunity to wrap up the course and so that you have the time to workshop your data and work on your writing

## **FINALS WEEK**

Date TBD

**Final Presentations** (10-minute final presentations on your work)

**Submit your article to the journal.** Submit a copy to me as well, via email. It should have the following format: Word document, Arial 11 or Times New Roman 12, single spaced, using correct (and consistent) citation and reference style throughout.