

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

SCHOOL OF SOCIAL AND CULTURAL STUDIES
Te Kura Mahinga Tangata

Sociology and Social Policy

SOSC 416

Qualitative Data Analysis

Course Outline

CRN 17348: 30 POINTS: TRIMESTERS 1 & 2, 2011

Teaching dates: 28 February to 14 October 2011

Mid-trimester break Trimester One: 18 April to 1 May 2011

Mid-year break: 6 June to 10 July 2011

Mid-trimester break Trimester Two: 22 August to 4 September 2011

Study/Examination Period: 17 October to 12 November 2011

COURSE COORDINATOR: PROFESSOR KEVIN DEW

Room 1001, Murphy Building

Tel: (04) 4635291

Email: Kevin.dew@vuw.ac.nz

SEMINAR: TUESDAY 11AM – 1PM: VON ZEDLITZ 107

COURSE COORDINATOR

Professor Kevin Dew
Level 10, Murphy building, MY 1001
Tel: 04 463 5291
E-mail: kevin.dew@vuw.ac.nz

OFFICE HOURS

Tuesday 1–2pm

SEMINARS

Tuesday 11am–1pm, Von Zedlitz 107

COMMUNICATION OF ADDITIONAL INFORMATION

Notices relating to Sociology students are posted on the Sociology notice boards, levels 9 and 10, Murphy building.

The School's website is at: <http://www.victoria.ac.nz/sacs>. On the same page you will find *Sociolog*, <http://www.victoria.ac.nz/sacs/about/sociolog.aspx>, a chronicle of reflections written by Sociology, Social Policy, Social Science Research staff and postgraduate students.

COURSE CONTENT

This course develops an understanding of sociological approaches to the analysis of documents, interview data and other forms of talk, and interactions between people and their environment. The course will cover different forms of content, thematic, narrative, discourse and conversation analysis. Analytic approaches will be applied to data through individual and group work.

LEARNING OBJECTIVES

By the end of the course students should be able to:

1. Demonstrate knowledge of approaches to the analysis of documents – including content analysis and discourse analysis.
2. Demonstrate knowledge of approaches to the analysis of talk and interview data – including thematic, discourse and narrative analysis.
3. Demonstrate knowledge of approaches to the analysis of interactions – including conversation analysis and the use of membership categorisation devices.

RELATIONSHIP BETWEEN LEARNING OBJECTIVES AND ASSESSMENT

In this course you will have the opportunity to demonstrate knowledge of the different analytic approaches outlined in the course learning objectives through class exercises. For the assignments you will focus on one or more of the course objectives and demonstrate an in-depth understanding of the analytic approach or approaches taken.

SUGGESTED SEMINAR PROGRAMME OUTLINE

This outline provides a proposed general guide to the topics to be addressed during the course. Some topics could be extended across more weeks than timetabled below, and there will be flexibility for additions and deletions. Time will also be set aside to discuss essay assignments. The final format will be decided after consultation with students throughout the course.

Throughout the course students will be expected to 'collect' data that will be used in class discussions and analysis. Data collection activities will be outlined at the first session.

Students will also be expected to read assigned readings before seminars. Students will be notified about the readings prior to the seminars and readings will be available through Blackboard.

March

- 1 Methodologies and course planning
- 8 Content and thematic analysis
- 15 Narrative Practices
- 22 Using Diaries
- 29 Eliciting Stories through photos

April

- 5 Interpretive repertoires
- 12 Observing interaction

MID-TRIMESTER BREAK 18 April – 1 May

May

- 3 Analysing interaction
- 10 Structural narrative analysis

- 17 Ethnomethodology
24 Conversation analysis I: Turn Construction Units
31 Conversation analysis II: Sequence Organisation

June

- 2 **Essay 1 due**

MID-YEAR BREAK 6 June – 10 July

July

- 12 Conversation analysis III: Repair
19 Conversation analysis workshop
26 Foucauldian Discourse Analysis

August

- 2 Open session
9 Membership Categorisation Devices
16 Assessing the field of analysis

MID-TRIMESTER BREAK 22 August – 4 September

September

Remaining sessions will be based on student seminar presentations

October

- 6 **Essay 2 due**

COURSE DELIVERY

The course consists of one two-hour seminar per week.

MANDATORY COURSE REQUIREMENTS

To meet mandatory course requirements students must:

- submit two essays by their due date, and
- make a seminar presentation.

Attendance at class is not compulsory but you are advised to attend as many sessions as possible to ensure an adequate understanding of the material covered in the course and to make a regular contribution to group discussion.

COURSE MATERIALS

There is no set text or book of student notes for this course. Details on readings will be provided on Blackboard.

EXPECTED WORKLOAD

This course is worth 30 points and thus the workload expectation, in accordance with the guidelines put forward by the Faculty of Humanities and Social Sciences, including scheduled contact time, is expected to be 10 hours per week.

ASSESSMENT

Assessment is 100% internal and consist of the following:

Essay 1 (Word limit 4000)

Weighting: 40%

Due: June 2nd, 4pm

This essay will be based on data that students have collected during class exercises. For this essay you will develop a research question in relation to the data and analyse the data from two different methodological approaches. Discuss the insights that these approaches provide.

Essay 2 (Word limit 6000)

Weighting: 60%

Due: October 6th, 4pm

For this essay choose a topic of interest to you in relation to the course. For example, you could consider a theoretical exploration of a particular approach to data analysis, or make a collection of data to explore a particular approach in depth. Your final choice of topic needs to be made in consultation with the course coordinator.

Seminar Presentation

Due: In class time (date to be advised)

Students will be expected to provide a short (approx. 20 minutes) seminar presentation in the second semester that will facilitate discussion on a topic of their choice relating to the overall format of the course.

ESSAY MARKING CRITERIA

The following criteria are not ranked and will not be weighted in any quantifiable manner. Treat them as a general guide for 'good' essay writing.

- Relevance of topic - as you select your own topic you will need to clearly indicate your question and how you intend to approach it.
- Organisation and effectiveness of argument.
- Evidence and understanding of theoretical concepts and ability critically to analyse and assess them.
- Evidence of wide reading including use of primary sources when appropriate.
- Originality in the sense of evidence of careful and critical thought about the topic, and use of illustrative material from experience, observation and the literature.
- Accuracy and clarity of written English, including grammar, spelling and punctuation.
- Clarity and general setting out of the essay, especially the adequacy of referencing and bibliography. The watchwords for referencing are consistency and reliability - make sure you cite sources accurately and in a coherent manner. Ideally, essays should be typed or word processed but students will not be penalised for handwriting provided it is legible.
- Word limits should be treated as a general guide. Students will not be penalised for submitting essays falling a little short of or beyond the word limit, but needless padding will not be rewarded whatever length of essay is handed in.

LATE PENALTIES

Late submissions for student assignments are subject to a penalty. The exact deduction will be calculated on the basis of one half-mark per day late for each 10 marks, i.e. 1 mark will be deducted each day for an assignment worth 20% of the total course mark.

HANDING IN ASSIGNMENTS

It is the policy of the School of Social and Cultural Studies that all written assignments must be handed in by 4pm on the due date.

ASSIGNMENT BOX

Assignments must be placed in the assignment box on level 9 of the Murphy Building, opposite the School's Administration Office (and beside the lifts).

This is to ensure that all work is properly recorded when submitted, and to avoid problems that have arisen in the past, when work has "gone missing".

All written work submitted for assessment must have a School Assignment Cover Sheet which ensures we have the necessary information.

School Assignment Cover sheets can be found on the counter at the School Office on level 9 of Murphy, on the Assignment Box, and a sample copy is at the end of this Course Outline.

Students Must Keep A Photocopy Of Every Written Assignment.

Unless students have followed this procedure, the School will accept no responsibility for pieces of written work claimed to have been handed in.

GRADES

The Sociology and Social Policy Programme follows University policy in giving letter grades for all internally assessed work instead of giving numerical marks. The following table sets out the range of marks within which each letter grade is assigned. Your final grade and marks for the course will be an aggregate of the grades you achieve during the course.

<i>PASS:</i>	A+	85% or over	<i>FAIL:</i>	D	40%-49%
	A	80% - 84%		E	Below 40%
	A-	75% - 79%			
	B+	70% - 74%			
	B	65% - 69%			
	B-	60% - 64%			
	C+	55% - 59%			
	C	50% - 54%			

REASSESSMENT OF WORK

Students are encouraged to discuss essay plans or early drafts of an essay with the Course Coordinator but you should not expect any indication of a grade in these discussions.

Where a student believes that some error of marking has occurred with respect to a piece of work submitted during the course the matter should be raised at once with

the Course Coordinator. If, after consultation you are dissatisfied with the results, s/he should discuss the matter with Allison Kirkman, the Head of School. This procedure should also be followed with any other problems relating to the teaching and assessment of the course. The Associate Dean (Students) of the Faculty of Humanities and Social Sciences is a further avenue for discussion of any problems with your courses. An Honours Class VUWSA rep is also available to assist you with any problems.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

COURSE WITHDRAWAL

Information on withdrawals and refunds may be found at:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and

how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.

OTHER CONTACT INFORMATION:

Head of School:	Dr. Allison Kirkman, MY1013 Tel: 463 5676 E-m: Allison.Kirkman@vuw.ac.nz
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-m: Hal.Levine@vuw.ac.nz
Maori and Pacific Student Liaison:	Jul - Dec: Dr Trevor Bradley, MY1101 Tel: 463 5432 E-m: Trevor.Bradley@vuw.ac.nz
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Tel: 463 9980 E-m: Russil.Durrant@vuw.ac.nz
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: Carol.Hogan@vuw.ac.nz
School Administrators:	Monica Lichti, Alison Melling, Heather Day MY921, Tel: 463 5317, 463 5258, 463 5677 E-m: sacs@vuw.ac.nz

READINGS AND TEXTS

The following list provides further readings for the seminars and the essay assignments.

General and comparative readings

Blaikie, N. (2007) *Approaches to Social Enquiry: Advancing Knowledge*. Cambridge: Polity.

Coffey, A. and Atkinson, P. (1996) *Making Sense of Qualitative Data: Complementary research strategies*. Thousand Oaks: Sage.

Crotty, M. (1998) *The Foundations Of Social Research: Meaning and Perspective In the Research Process*. St Leonards: Allen & Unwin.

Denzin, N. and Lincoln, Y (Eds) (2000) *Handbook of Qualitative Research*. Thousand Oaks, London, New Delhi: Sage.

Denzin, N. & Lincoln, Y. (2003) *Strategies of Qualitative Inquiry*. Thousand Oaks, London, New Delhi: Sage.

Denzin, N. and Lincoln, Y. (Eds.) (2008). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, London, New Delhi: Sage.

Dew, K. (2007) A health researcher's guide to qualitative methodologies. *Australian and New Zealand Journal of Public Health* 31 (5):433-437

Ezzy, D. (2002) *Qualitative Analysis : Practice and Innovation*. St Leonards: Allen & Unwin.

Holstein, J. & Gubrium, J. (Eds.) (2008) *Handbook of Constructionist Research*. New York: The Guildford Press.

Hughes, John (1990) *The Philosophy of Social Research*. London: Longman

Moses, J. Torbjorn K. (2007) *Ways of Knowing: Competing Methodologies in Social and Political Research*, Basingstoke: Palgrave.

Silverman, D. (2006) *Interpreting Qualitative Data: Methods for Analyzing Talk, Text, and Interaction*. Thousand Oaks, London: Sage.

Silverman, D. (ed.) (1997) *Qualitative Research : Theory, Method and Practice*. London: Sage.

Wooffitt, R. (2005) *Conversation Analysis and Discourse Analysis: A Comparative and Critical Introduction*. London: Sage.

Content and thematic analysis

Bauer, M. (2000) Classic content analysis: a review. In M. Bauer and G. Gaskell (Eds)

Qualitative Researching with Text, Image and Sound. London: Sage: 131-151.

Coffey, A. and Atkinson, P. (1996) *Making Sense of Qualitative Data: Complementary Research Strategies*. Thousand Oaks: Sage. Chapter Two.

Gibbs, G. (2007) Chapter 4 'Thematic coding and categorizing' in *Analyzing Qualitative Data*. Los Angeles: Sage, 38-55.

Hsieh, H. and Shannon, S. (2005) Three approaches to qualitative content analysis. *Qualitative Health Research* 15(9): 1277-1288.

Ryan, G. and Russell Bernard, H. (2003) Techniques to identify themes. *Field Methods* 15 (1): 85-109

Narrative analysis

Andrews, M. et al (2008) *Doing Narrative Research*. London: Sage.

Elliott, J. (2005) *Using Narrative in Social Research: Qualitative and Quantitative Approaches*. London: Sage.

Gray, D. (2001) Accommodation, resistance and transcendence: Three narratives of autism. *Social Science and Medicine* 53(9): 1247-57.

Gubrium J. and Holstein, J. (1997) Narrative practice and the coherence of personal stories. *Sociological Quarterly* 39(1): 163-187.

Gubrium J. and Holstein, J. (2009) *Analyzing Narrative Reality*. London: Sage.

Mishler, E. (1995) Models of narrative analysis: A typology. *Journal of Narrative and Life History* 5(2): 87-123. Reprinted in Alan Bryman (ed) *Qualitative Research 2: Volume 4 – Qualitative Data Analysis*. Los Angeles: Sage.

Riessman, C. Kohler (1993) *Narrative Analysis*. Newbury Park: Sage.

Riessman, C. (2008). *Narrative Methods for the Human Sciences*. Thousand Oaks, London, New Delhi, Singapore: Sage.

Sparkes, A. & Smith, B. (2008) 'Narrative constructionist inquiry' in J. Holstein & J/ Gubrium (Eds.) *Handbook of Constructionist Research*. New York: The Guildford Press, 295-314.

Using Diaries

Broom, A. and Tovey, P. (2008) Exploring the Temporal Dimension in Cancer Patients' Experiences of Nonbiomedical Therapeutics. *Qualitative Health Research*, 18(12): 1650-1661.

Chaplin, E. (2004) My visual diary. In Knowles, C. and Sweetman, P. (Eds) (2004) *Picturing the Social Landscape: Visual Methods and the Sociological Imagination*. London: Routledge, 35-48.

Using and analysing the visual

Emmison, M. and Smith, P. (2000) *Researching the Visual: Images, Objects, Contexts and Interactions in Social and Cultural Inquiry*. London: Sage.

Goffman, E. (1976) *Gender Advertisements*. London & Basingstoke: Macmillan.

Knowles, C. and Sweetman, P. (Eds) (2004) *Picturing the Social Landscape: Visual Methods and the Sociological Imagination*. London: Routledge.

Harper, D. (1986) Meaning and Work: A Study in Photo Elicitation. *Current Sociology* 34 (3): 24-46

Mason, P. (2005) Visual data in applied qualitative research: lessons from experience. *Qualitative Research* 5: 325-346.

Penn, Gemma (2000) Semiotic analysis of still images. In M. Bauer and G. Gaskell (Eds) *Qualitative Researching with Text, Image and Sound*. London: Sage: 227-245.

Pink, S. (2004) Visual methods. In Seale, C. et al (Eds) *Qualitative Research Practice*. London: Sage, 391-406.

Radley, A. and Taylor, D. (2003) Remembering one's stay in hospital: a study in photography, recovery and forgetting. *Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine* 7(2): 129-159.

Radley, A. and Taylor, D. (2003) Images of Recovery: A Photo-Elicitation Study on the Hospital Ward. *Qualitative Health Research* 13(1): 77-99.

Rose, D. (2000) Analysis of moving images. In M. Bauer and G. Gaskell (Eds) *Qualitative Researching with Text, Image and Sound*. London: Sage: 246-262.

Rose, G. (2007) *Visual Methodologies : An Introduction to the Interpretation of Visual Materials*. London: Sage.

Discourse Analysis

Fairclough, N. (2003) *Analysing Discourse: Textual Analysis For Social Research*. New York: Routledge.

Gilbert, N. & Mulkay, M. 1984 Chapter 3 from *Opening Pandora's Box: A Sociological Analysis of Scientists' Discourse*. Cambridge University Press: Cambridge, pp. 39-62

McHoul, A. (1996) *Semiotic Investigations: Towards an Effective Semiotics*. Lincoln and London: University of Nebraska Press.

Potter, J. (1996) *Representing Reality: Discourse, Rhetoric and Social Construction*. London: Sage.

Potter, J. & Hepburn, A. (2008) 'Discursive constructionism' in J. Holstein & J/ Gubrium (Eds.) *Handbook of Constructionist Research*. New York: The Guildford Press, 275-293.

Potter, J. and Wetherell, M. (1987) *Discourse and Social Psychology: Beyond Attitudes and Behaviour*. London: Sage.

Scollon, R. (2008) Discourse itineraries: Nine processes of resemiotization. In V. Bhatia, J. Flowerdew and R. Jones (eds) *Advances in Discourse Studies*. London & New York: Routledge, 233-244.

Van Leeuwen, T. (2008) *Discourse and Practice: New Tools for Critical Discourse Analysis*. New York: Oxford University Press.

Wodak, R. (2004) Critical discourse analysis. In Seale, C. et al (Eds) *Qualitative Research Practice*. London: Sage, 197-213.

Using Foucault

Andersen, N. (2003) *Discursive Analytic Strategies: Understanding Foucault, Koselleck, Laclau, Luhmann*. Bristol: The Policy Press.

Kendall, G. and Wickham, G. (2004) 'The Foucaultian framework' in C. Seale et al (Eds) *Qualitative Research Practice*. London: Sage, 141-150.

Miller, L. (2008) 'Foucauldian constructionism' in J. Holstein & J/ Gubrium (Eds.) *Handbook of Constructionist Research*. New York: The Guildford Press, 251-274.

Prior, L. (1997) Following in Foucault's Footsteps: Text and Context in Qualitative Research. In Silverman, D. (ed.) *Qualitative Research: Theory, Method and Practice*. London: Sage, 63-79.

Tamboukou, M. (1999) Writing Genealogies: an exploration of Foucault's strategies for doing research. *Discourse: Studies in the Cultural Politics of Education* 20(2): 201-217.

Ethnomethodology and Conversation analysis

Atkinson, J.M. and Heritage, J. (Eds) (1984) *Structures of Social Action: Studies in Conversation Analysis*. Cambridge: Cambridge University Press.

Button, G. (Ed) (1991) *Ethnomethodology and the Human Sciences*. Cambridge: Cambridge University Press.

Drew, P. and Heritage, J. (2006) *Conversation Analysis Volumes 1-111*. London: Sage.

Francis, D. and Hester, S. (2004) *An Invitation to Ethnomethodology : Language, Society, and Social Interaction*. London: Sage.

Heritage, J. (1984) *Garfinkel and Ethnomethodology*. New York: Polity Press.

Hutchby, I. and Wooffitt, R. (2008) *Conversation Analysis*. Cambridge: Polity Press

Lerner, G. (2004) *Conversation Analysis: Studies from the First Generation*. Amsterdam: John Benjamin's Publishing Co.

Livingston, Eric (2008) *Ethnographies of Reason*. Aldershot: Ashgate.

Rapley, T. (2007) *Doing Conversation, Discourse and Document Analysis*. London: Sage

Sacks, H. (1992) *Lectures on Conversation*. Oxford: Blackwell.

Schegloff, E. (1997) Whose Text? Whose Context? *Discourse & Society* 8(2): 165-187

The following is response to Schegloff's article (which Schegloff defends):

Billig, M. (1999) Whose Terms? Whose Ordinariness? Rhetoric and Ideology in Conversation Analysis. *Discourse & Society* 10: 543-558

Schegloff, E. (2007) *Sequence Organization in Interaction*. Cambridge: Cambridge University Press.

Sharrock, W. and Anderson, B. (1986) *The Ethnomethodologists*. Chichester: Ellis Horwood.

ten Have, P. (2007) *Doing Conversation Analysis: A Practical Guide*. London: Sage.

Watson, Rod (2009) *Analysing Practical and Professional Texts: A Naturalistic Approach*. Farnham: Ashgate.

Observing interaction

Collins, H. (1984) Researching spoonbending: concepts and practice of participatory fieldwork. In C. Bell and H. Roberts (Eds) *Social Researching: Politics, Problems and Practice*. London: Routledge & Kegan Paul, 54-69.

Cuff, E., Sharrock, W. & Francis, D. 2006 Chapter 6 from *Perspectives in Sociology* 5th edition. Routledge: Abingdon, pp. 111-142.

Heath, C. and Luff, P. (1993) Explicating face-to-face interaction. In N. Gilbert (ed) *Researching Social Life*. London: Sage, 306-326

Membership categorization

Baker, C. (1997) Membership categorization and interview accounts. In Silverman, D. (ed.) *Qualitative Research: Theory, Method and Practice*. London: Sage, 130- 143.

Hester, S. and Eglin, P. (1997) *Culture in action: studies in membership categorization analysis*. Boston: International Institute of Ethnomethodology and University Press of America.

Housley, W. & Fitzgerald, R. (2009) Membership categorization: Culture and norms in action. *Discourse and Society* 20(3): 345-362

Office use only

Date Received:

School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

Assignment Cover Sheet

(please write legibly)

Full Name: _____
(Last name) *(First name)*

Student ID: _____ Course (eg ANTH101): _____

Tutorial Day: _____ Tutorial Time: _____

Tutor (if applicable): _____

Assignment Due Date: _____

CERTIFICATION OF AUTHENTICITY

I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.

Signed: _____ Date: _____