



Department of Methodology

**MY428
MY 528**

**Qualitative Text Analysis
LT 2014**

Course Convenor:
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Office Hours: Thursday 11:30-13:00

Course Description and Objectives

This course covers issues, methods, and applications of qualitative approaches for the analysis of textual data. It will introduce techniques and procedures available to researchers to identify and extract information from texts for social scientific purposes. Topics discussed will draw on a wide range of analytic traditions such as discourse analysis, thematic analysis and dictionary-based approaches. The aim of this course is to equip participants with the right skills to work within these traditions and select appropriate qualitative methods for analysing textual data according to their research design and the type of data under consideration.

The course focuses on the fundamental issues involved in qualitative textual analysis that cut across different traditions: data collection; corpus construction; sampling; definitions of units of analysis/units of coding. It also looks at how different analytical traditions deal with these issues and present various strategies for analysing texts. The course is designed to provide participants with the opportunity of applying these methods to actual research projects.

Learning Outcomes

Students taking this course will learn:

- (1) how to select texts for analysis;
- (2) how to design a research strategy to use texts in their research;
- (3) how to implement research strategies using specific textual methods;
- (4) how to evaluate and report the results of their research.

Students will also be introduced to the use of qualitative software packages for the analysis of textual data but no prior knowledge (either technical or mathematical) is required. Students who wish to receive specialised trainings in qualitative software applications should sign up for the relevant sessions of MY591 (Workshop in Applied Analysis Software).

Teaching Arrangements

The course comprises 10 lectures and 10 seminars held in Lent term.

- Lectures will take place on **Thursdays** from **16:00 to 18:00** in **NAB.1.10** (Starting on Thursday 16 January 2014).
- Seminars will run weekly on **Fridays** from **12:00 to 13:00** in **32L.G.15** (week 1 to 6) and **STC.S177** (Week 7 to 10) (Starting LT week 1 Friday 17 January).

To register, please go to the MY428 section on Moodle (MY528 for PhD Students).

Readings and Course Material

There is no really good single textbook that exists to cover qualitative text analysis. While not ideally fitting our core purpose, Krippendorff's classic *Content Analysis* is a good start. The staple book-length reading is therefore:

Krippendorff, K. (2004). *Content Analysis: An Introduction to Its Methodology*. Sage, Thousand Oaks, CA, 2nd edition.

Other good general references to qualitative text analysis that you might find useful:

Neuendorf, K. A. (2002). *The Content Analysis Guidebook*. Sage, Thousand Oaks, CA. Sage, Thousand Oaks, CA.

Russel, B. H. and Ryan, G.W. (2010). *Analysing Qualitative Data: Systematic Approaches*. Sage, Thousand Oaks, CA. Sage, Thousand Oaks, CA.

Saldaña, J. (2009). *The Coding Manual for Qualitative Researchers*. Sage, Thousand Oaks, CA. Sage, Thousand Oaks, CA.

Scheier, M. (2012) *Qualitative Content Analysis*. Sage, Thousand Oaks, CA. Sage, Thousand Oaks, CA.

Further readings will be available as pdf files from Moodle.

Assessment

Students taking this course will be assessed on the basis of a *Summative Assessment* due on **Monday 5 May 2014**. The aim of this exercise is to give you an opportunity to use one (or several) text analysis method(s) in a substantive area of your choice. The end product should be an essay (4,000 – 5, 000 words). The emphasis should be on qualitative text analysis rather than on data collection; hence your corpus (or corpora) will have to be drawn from one of the following options:

- 1) Secondary analysis of existing data collected by other researchers
- 2) Data archives (i.e. Hansard; On-line Blogs/Forums; Newspaper Archives)
- 3) Qualitative data collected for your MSc dissertation
- 4) Qualitative data from your PhD dissertation (or collected through previous work experience).

You will be assessed on the following criteria:

- **Relevance and soundness of the research design given the research goals.**
 - Identification of a potential gap within a specific area/literature.
 - Match between the quality/quantity of data and the choice of analytic tools/ procedures proposed to analyse it.

- **Relevance and soundness of data analysis**
 - Sampling procedure
 - Unitization
 - Use of text analysis method (s)
- **Quality of discussion**
 - Relation/addition of the findings to the existing literature
 - Evaluation of the Robustness/Validity of the Results
 - Evaluation of the limitation of the work
 - Further Avenues for Research

Further information about the Summative Assignment will be made available to students throughout the course. Seminars on Weeks 7 & 8 will be specifically devoted to discussions and practical advice on how to design and undertake a research project suitable to be submitted as a Summative Assignment for this course.

Lecture outlines and Readings

Week 1: Introduction and Overview: Approaches to Qualitative Text Analysis

This lecture will introduce the course and its structure. It will explore key definitional and conceptual issues related to the use of qualitative text analysis in social science research. The emphasis of the lecture will be on providing students with an overview of what we think of as the basics: Epistemological roots and assumptions; Research design and Methodology; Brief presentation of systematic qualitative methods for analysing textual data.

Key Readings:

Russel, B. H. and Ryan, G.W. (2010). *Analysing Qualitative Data: Systematic Approaches*. Sage, Thousand Oaks, CA. Sage, Thousand Oaks, CA. (Chapter 1).

Miles, M., & Huberman, A.M. (1999). *Qualitative Data Analysis*. Thousand Oaks, CA: Sage Publications. 2nd Edition (Introduction).

Tesch, R. (1990). *Qualitative Research: Analysis Types and Software Tools*, New York: Falmer Press (Types of Qualitative Research, pp 55-77).

Supplementary Readings & Contemporary debates:

Guba, E.G. and Y.S. Lincoln (1994). Competing paradigms in qualitative research. In: *Handbook of Qualitative Research*, N.K Denzin and Y.S. Lincoln, eds. Thousand Oaks, CA: Sage publications (pp. 105-117).

Howe, K.R (1988). Against the quantitative-qualitative incompatibility thesis or dogmas die hard. *Educational Researcher* 17: 10-16.

Rossi, P.H (1994). The war between the quals and the quants: Is a lasting peace possible? In: *The Qualitative-Quantitative Debate: New Perspectives*, C.S Reichardt and S.F Rallis, eds. San Francisco: Jossey-Bass (pp 23-36)

Tashakkori, A. and Teddlie, C. (1998). *Mixed Methodology: Combining Qualitative and Quantitative Approaches*. Thousands Oaks, CA: Sage Publications.

Week 2: Descriptive Approaches to Textual Analysis I – Discovering themes and patterns.

Analysing texts from a descriptive standpoint involves five crucial steps:

- (1) discovering themes and subthemes
- (2) describing core and peripheral elements of themes
- (3) building hierarchies of themes and codebooks
- (4) applying themes
- (5) linking themes into theoretical models.

This lecture will look at these five steps in depth.

Key Readings:

Boyatzis, R.E (1998) *Transforming Qualitative Information*. Sage, Thousand Oaks, CA. (Chapter 4 and 5)

Scheier, M. (2012) *Qualitative Content Analysis*. Sage, Thousand Oaks, CA. Sage, Thousand Oaks, CA (Chapter 1 and 2)

Supplementary Readings & Contemporary debates:

Guest, G. (2012). *Applied thematic analysis*. Thousand Oaks, California: Sage (Chapters 2 and 3)

Miles, M.B.and Huberman, A.M. (1994) *Qualitative Data Analysis: An expanded sourcebook* (2nd edn.) London & Thousand Oaks, CA: Sage (Chapter 2)

Russel, B. H. and Ryan, G.W. (2010). *Analysing Qualitative Data: Systematic Approaches*. Sage, Thousand Oaks, CA. (Chapter 3).

Seale C (1999) 'Quality in qualitative research' *Qualitative Inquiry* 5:465-478.

Week 3: Descriptive Approaches to Textual Analysis II – Applying Models.

The focus of this lecture will be on practical techniques for applying Thematic Analysis and understanding how it differs from Classical Content Analysis and Critical Approaches. The lecture will introduce various models such as *directed*, *hybrid* and *network* approaches to thematic analysis.

Key Readings:

Attride-Stirling, J. (2001) 'Thematic Networks: an Analytic Tool for Qualitative Research', *Qualitative Research* 1(3): 385-405.

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

Feredey, J. and Cochrane, E.M. (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.

Supplementary Readings & Contemporary debates:

Braun, V. and Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2). pp. 77-101.

Mayring, P. (2000). Qualitative content analysis. *Forum: Qualitative Social Research*, 1(2). Retrieved July 28, 2008, from <http://217.160.35.246/fqs-texte/2-00/2-00mayring-e.pdf>.

Miles, M., & Huberman, A.M. (1994). *Qualitative Data Analysis*. Thousand Oaks, CA: Sage Publications.

Patterson, B., Bettini, L., Nussbaum, J. (1993) The meaning of friendship across the life-span: Two studies. *Communication Quarterly* 41: 145-160.

Week 4: Exploratory Approaches to Textual Analysis

This lecture will provide an overview of Exploratory Content Analysis methods (ECA). After looking at the epistemological foundations of ECA, the lecture will profile basic analytical strategies used in exploratory content Analysis and will present applications of this method in social science research and public policy analysis.

Key Readings:

Bicquelet, A., Weale, A & Bara, J. (2012) 'In a different Parliamentary Voice? An analysis of gender differences in UK parliamentary debates about abortion' *Politics & Gender* (Vol.8, N.1)

Schonhardt-Bailey, C. (2008), The congressional debate on partial-birth abortion: Constitutional gravitas and moral passion. *British Journal of Political Science* (38:383–410).

Bicquelet, A. & Weale, A. (2011), 'Coping with the cornucopia: Can Text Mining Help Handle the Data Deluge in Public Policy Analysis?' *Policy & Internet* (Vol.3, N.4)

Supplementary Readings & Contemporary debates:

Brugidou, M. (2003) 'Argumentation and Values: An Analysis of Ordinary Political Competence via an Open-Ended Question' *International Journal of Public Opinion Research*, 15:4, pp. 413- 430.

Guérin-Pace, F (1998) 'Textual Statistics. An Exploratory Tool for the Social Sciences', *New Methodological Approaches in the Social Sciences*, 10:1, pp. 73-95.

Lahlou, S. (1996) A Method to Extract Social Representations from Linguistic Corpora. *Japanese Journal of Experimental Social Psychology*. 36:1, pp. 278–291.

Schonhardt-Bailey, C. (2005) 'Measuring Ideas More Effectively: An Analysis of Bush and Kerry's National Security Speeches', *PS: Political Science and Politics*, 38:3, pp. 701-711.

Week 5: Classical Content Analysis I – Constructing Codes.

Content Analysis is a set of methods for systematically coding, analysing and drawing valid inferences from texts. These methods are used across the social sciences to explore explicit and covert meanings and to test hypotheses about texts. This lecture will introduce the main analytical steps involved in Classical Content Analysis.

Key Readings:

Krippendorff, K. (2004). *Content Analysis: An Introduction to Its Methodology*. Sage, Thousand Oaks, CA, 2nd edition (Chapter 1 and 2)

Neuendorf, K. A. (2002). *The Content Analysis Guidebook*. Sage, Thousand Oaks, CA. Sage, Thousand Oaks, CA (Chapter 1 and 2)

Supplementary Readings & Contemporary debates:

Bauer MW (2000) 'Classical content analysis: a review', in: Bauer, M. and Gaskell, G. (eds) *Qualitative Researching with Text, Image and Sound*, London: Sage, pp.131-151.

Franzosi R P (2004) 'Content analysis,' in: Hardy, M. and Bryman, A. (eds) *Handbook of Data Analysis*, Thousand Oaks: Sage, pp 547-565.

Russel, B. H. and Ryan, G.W. (2010). *Analysing Qualitative Data: Systematic Approaches*. Sage, Thousand Oaks, CA. Sage, Thousand Oaks, CA (Chapter 13)

Woolley J T (2000) 'Using media-based data in studies of politics', *American Journal of Political Science*, 44: 156-173.

Week 6: Classical Content Analysis II –Applying Codes and assessing reliability.

Building on the previous one, this lecture will feature demonstrations of computer-based applications of Classical Content Analysis. The second part of the lecture will focus on Validity and Reliability issues and will consider various strategies to strengthen the robustness of the results obtained through Classical Content Analysis.

Key Readings:

Russel, B. H. and Ryan, G.W. (2010). *Analysing Qualitative Data: Systematic Approaches*. Sage, Thousand Oaks, CA. Sage, Thousand Oaks, CA (pp 301-310)

Neuendorf, K. A. (2002). *The Content Analysis Guidebook*. Sage, Thousand Oaks, CA. Sage, Thousand Oaks, CA (Chapter 6 and 7)

Krippendorff, K. (2004). *Content Analysis: An Introduction to Its Methodology*. Sage, Thousand Oaks, CA, 2nd edition (Chapter 11 and 12)

Supplementary Readings & Contemporary debates:

Banerjee, M., Capozzoli, M., McSweeney, L., and Sinha, D. (1999). Beyond kappa: A review of interrater agreement measures. *The Canadian Journal of Statistics/La Revue Canadienne de Statistique*, 27(1):3–23.

Fielding N G and R M Lee (1998) *Computer Analysis and Qualitative Research*, London: Sage.

Kelle U (1995) (ed) *Computer-Aided Qualitative Analysis. Theory, Methods and Practice*, London: Sage.

Lewins, A. and Silver, C (2007) *Using Software in Qualitative Research: A step by step guide*, London: Sage.

Week 7 & 8: Summative Assignment Groundwork

These two sessions (lectures & seminars) will be devoted to practical exercises designed to help students to implement a research project suitable to be submitted as a Summative Assignment for this course. There are no required readings for these two sessions – students are strongly advised to catch up with any previous readings they may have skipped in previous weeks.

As an exercise, students are required to come up with a research question and a research strategy to address it (see below). Please note that students are free to choose (or not) the same research question/strategy for their Summative Assignment.

Seminar Preparation for week 7:

- Identify a Research Question
- Bring to class a sample of data that could help you address your RQ
- Think about your Corpus Construction/Sampling Strategy
- Identify Units of Analysis in your data
- Think about one or several textual analysis method (s) that may help you address your RQ

Seminar Preparation for week 8:

- Implement a coding strategy on a small portion of your data
- Think about the positive/negative aspects of your first cycle of coding
- Think about what you would do differently in your second cycle of coding
- Think about how you would present your results
- Think about how you would prove the robustness/validity/Reliability of your results

Week 9: Structural and Critical Approaches (I)

Structural and Critical Approaches go beyond descriptive methods in that they offer interpretation dependent on critical theorising. The assumption here is that what is *not* said in a text is perhaps as important as what is explicitly said. This lecture will introduce various methods to undertake structural and critical analyses: Narrative, Rhetorical, Argumentation and Discourse analysis.

Key readings:

Russel, B. H. and Ryan, G.W. (2010) *Analysing Qualitative Data: Systematic Approaches*. Sage: Thousand Oaks, CA. (Chapters 10 and 11)

Bauer, M. and Gaskell, G. (2000) *Qualitative Researching with Text, Image and Sound*, London: Sage. (Chapters 9 and 12)

Grbich, C. (2013) *Qualitative Data Analysis: An Introduction* (2nd Edition) Sage: Thousand Oaks, CA (Chapters 18 and 20)

Supplementary Readings & old and contemporary debates:

Charteris-Black, J. (2006) 'Britain as a container: Immigration metaphors in the 2005 election campaign', *Discourse & Society* 17(5): 563-81.

Forchtner, B. and Kølvrå, C. (2012) 'Narrating a "new Europe" from "bitter past" to self-righteousness?' *Discourse & Society* 23(4): 377-400.

Billig, M. (2008) 'The language of Critical Discourse Analysis: the case of nominalization,' *Discourse & Society* 19(6): 763-800.

Stokoe, E. (2010) 'I'm not gonna hit a lady: Conversation analysis, membership categorization and men's denials of violence towards women', *Discourse & Society* 21(1): 59-82.

Week 10: Structural and Critical Approaches (II)

Building on the previous one, this lecture will introduce further structural and Critical approaches to text analysis such as Semiotic and Poststructural (deconstruction) analysis. The second part of the lecture will offer a brief summary of the course and will discuss current challenges faced by scholars currently working with texts in various social science disciplines.

Key Readings:

Chandler, D. (1994). 'Introduction', in: *Semiotics for Beginners*, pp. 7-16, Retrieved on 27th January 2013 by <http://users.aber.ac.uk/dgc/Documents/S4B/>

Barthes, R. (1988). '*The Old Rhetoric – an aide-memoire*', in: *The Semiotic Challenge*. Trans. Richard Howard, Challenge, New York: Hill & Wang, pp. 11-93.

Bitzer, L.F. (1968). 'The rhetorical situation', *Philosophy and Rhetoric*, 1: 1-14.

Supplementary Readings & Contemporary debates:

Fairclough, N. (2001). '*Critical discourse analysis as a method in social scientific research*', in: Wodak, R. and Meyer, M. (eds.). *Methods of Critical Discourse Analysis*, London: Sage, pp. 121-138.

Entman, R.M. (1993). 'Framing: Toward Clarification of a Fractured Paradigm', *Journal of Communication*, 43(4): 51-58.

Lakoff, G. (1993). '*The contemporary theory of metaphor*', in: Ortony, A. (ed.). *Metaphor and Thought*, 2nd edition, Cambridge: Cambridge University Press, pp. 202-251.

Potter, J. and Wetherell, M. (1987). *Discourse and social psychology: beyond attitudes and behaviour*, London: Sage