**POLS 305 (Section 1)**

**QUALITATIVE DATA ANALYSIS**

**Fall Semester 2019-2020**

**Class Time and Location: Tuesdays 12.00 – 13.30 (A2-16) & Fridays 10.00-11.30 (A2-16)**

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**Course Description:**

This course aims to provide the skills to carry out research of sufficient quality and rigor to complete their own independent studies. The course starts with an introduction of the qualitative epistemology, research design and ethical concerns involved in qualitative perspective. The latter section centers on different data collection methods - with interviewing, participant observation, social historical research and content analysis in particular. The course structure will become more student-oriented and demand a more active participation after the mid-term exam.

Being a research methods course, POLS 305 requires very active participation of the students. Besides class assignments in the first part of the course, students’ own research will be a group exercise and students will be assigned in clusters of 3. Each group will choose their own method in collecting data and conduct their research. The participants of the course will be expected to collect, analyze and report their own qualitative data under the close supervision of the instructor. The requirements for this course are designed to assist you in accomplishing these objectives.

 Upon the successful completion of this course; the students will be able to explain the basics of qualitative research, describe different ways to collect and analyze relevant data, conduct their own preliminary researches as well as sharing the findings of their studies.

There are no course pre-requisites for this course. However, the students are expected to have some basic knowledge on research methods from their earlier classes.

**Course Material:**

Flick, U. (2009). *An introduction to qualitative research*. Sage.

Berg, B. L. and H. Lune. 2017. *Qualitative Research Methods for the Social Sciences*, Boston: Pearson.

Additional course material will be provided by the instructor.

**Office Hours:**

Tuesdays 14.00- 16.00 and Thursdays 10.00- 12.00. If this office hour does not suit you, please send an email to make an appointment via email (Nermin.aydemir@antalya.edu.tr).

**Course Requirements & Assessment**

1. **Attendance & Participation (10%):** Attendance and participation make up 10% of your overall course grade. Students are expected to actively participate in the course besides their attendance. Active participation means following the course carefully, asking questions when deemed necessary, making comments and giving examples about the relevant topics/themes.

\*Please read the required material for the week beforehand for an active participation.

1. **Assignments during the Course (20%):** After the lecturer introduced each data collection and analysis method, students will be asked to make their own practices by using this method on the indicated sessions. 20% of the overall assessments will come from these short assignments.
2. **Mid**-**Term Exam (30%)**
3. **Final exam (40%):** You will have a final exam at the end of the semester. Students will be responsible for all the subject areas covered throughout the entire semester in this final exam.

**Expected Student Conduct in the Classroom**

ABU students are expected to behave in a certain way during the class hours. The expected student conduct in the classroom includes but not limited to:

* Coming to class on time and not leaving the class early without prior permission of the instructor.
* Focusing carefully on the course and avoiding engaging in not-class related activities such as checking e-mails from laptops/cell phones, reading not-class related materials such as newspapers and magazines, engaging in side conversations. **Please turn your cell-phones off during the class time!!!**
* Students are expected to behave mindful about the instructor as well as the fellow students while asking questions and making comments. They should request permission from the instructor before asking a question or making a comment. Also, they should respect other student’s right to ask questions/make comments.
* Students are expected to behave mindful about the physical environment as well. They should be careful not to trash the classroom. Students should clean up their garbage before leaving the classroom.

**\*\*\* IMPORTANT NOTE: One should note that PLAGIARISM, which is the practice of using or copying someone else’s idea or work and pretending that you thought of it or created it, in exams and term papers is considered as a crime, and will be subject to disciplinary actions.** **Students who are proven to plagiarize in their assignments will have a ZERO from this assignment and their cases will also be referred to Disciplinary Committee.**

**Contents and Timetable**

**PART 1**

**Week 1 (16-20 September): Introduction to Qualitative Research**

**First Session:** Information on the course, assignments, expectations and evaluation criteria will be explained.

**Second Session:** Brief introduction will be done on the epistemology of qualitative research with a particular focus on the differences between qualitative and quantitative approaches.

**Readings:**

* Flick, U. (2009). – Chapter 2: Qualitative Research: why and How to Do It
* Flick, U. (2009). – Chapter 3: Qualitative and Quantitative Research

**Week 2 (23-27 September): Literature Review and Research Design in Qualitative Research**

**First session:** Qualitative research process and hypothetical research questions will be discussed.

**Second session:** Significance of literature review in qualitative research and relevant research designs will be discussed in the class.

**Readings:**

* Flick, U. (2009). – Chapter 8: The Qualitative Research Process
* Flick, U. (2009). – Chapter 9: Research Questions
* Flick, U. (2009). – Chapter 11: Sampling
* Flick, U. (2009). – Chapter 5: Making Use of the Literature in Qualitative Research
* Flick, U. (2009). – Chapter 12: How to Design a Qualitative Research

**Week 3 (30 September-4 October): Ethics in Qualitative Research**

**First session:** Ethics in conducting qualitative research and controversial cases will be discussed.

**Second session:** Class discussions will be done on hypothetical ethical dilemmas.

**Readings:**

* Berg, B. L. and H. Lune. 2014. *Qualitative Research Methods for the Social Sciences*, Boston: Pearson; Chapter 3: Ethical Issues, pp. 61-105.
* Matthews, B. and Ross, L. *Research Methods A Practical Guide for the Social Sciences*, Harlow: Pearson; Chapter A5: Research as an Ethical and Cultural Issue, pp. 70-86.

**Week 4 (7-11 October): Interviewing**

**First Session:** Interviewing as a data collection and relevant examples will be discussed in detail.

**Second Session: Assignment Number 1:** Students will conduct their own basic interviews and discuss about their experiences both on paper and in the class Please provide a word document of 500 +/- 10% when coming to the class.

**Readings:**

* Berg, B. L. and H. Lune. 2014. *Qualitative Research Methods for the Social Sciences*, Boston: Pearson; Chapter 4: A Dramaturgical Look at Interviewing, pp. 105-165.
* Erman, T. 1997. "Squatter (gecekondu) Housing versus Apartment Housing: Turkish Rural-to-Urban Migrant Residents' Perspectives." *Habitat International,* 21: 91-106.
* Durose, C., et al. 2012. "‘Acceptable Difference’: Diversity, Representation and Pathways to UK Politics." *Parliamentary Affairs,* 66: 246-267.

**Week 5 (14-18 October): Participant Observation**

**First Session:** Participant observation as a data collection and relevant examples will be discussed in detail.

**Second Session: Assignment Number 2:** Students will conduct their own basic participant observations and discuss about their experiences both on paper and in the class Please provide a word document of 500 +/- 10% when coming to the class.

* Berg, B. L. and H. Lune. 2014. *Qualitative Research Methods for the Social Sciences*, Boston: Pearson; Chapter 6: Ethnographic Field Strategies, pp. 199-263.
* Erman, T. Formalization by the State, Re-Informalization by the People: A *Gecekondu* Transformation Housing Estate as Site of Multiple Discrepancies
* Shankland, D. 1999.  *Islam and society in Turkey*, Eothen Press.

**Week 6 (21-25 October): Social Historical Research and Oral Traditions**

**First Session:** Social historical research as a data collection and relevant examples will be discussed in detail.

**Second Session: Assignment Number 3:** Students will conduct their own basic social historical researches and discuss about their experiences both on paper and in the class Please provide a word document of 500 +/- 10% when coming to the class.

* **Readings:** Berg, B. L. and H. Lune. 2014. *Qualitative Research Methods for the Social Sciences*, Boston: Pearson; Chapter 9: Social Historical Research and Oral Traditions, pp. 313-335.
* Özyürek, E. 2006. *Nostalgia for the Modern: State Secularism and Everyday Politics in Turkey*. Duke University Press; Chapter 1: The Elderly Children of the Republic: The Public History in Private Story.

**Week 7 (28 October - 1 November): Content Analysis**

**First Session:** Data necessary for content analysis and content analysis as a data analysis technique will be discussed and relevant examples will be discussed in detail.

**Second Session: Assignment Number 4:** Students will conduct their own basic content analyses and discuss about their experiences both on paper and in the class Please provide a word document of 500 +/- 10% when coming to the class.

**Readings:**

* Berg, B. L. and H. Lune. 2014. *Qualitative Research Methods for the Social Sciences*, Boston: Pearson, pp. 335-373.
* Aydemir, N. and R. Vliegenthart. (2016) ‘Minority Representatives’ in the Netherlands: Supporting, Silencing or Suppressing? *Parliamentary Affairs* 69, 73-92.
* Fields, E. E. 1988. Qualitative Content Analysis of Television News: Systematic Techniques. *Qualitative Sociology*, 113: 183-193.

**Week 8 (4-8 November): Mid-Term Exams**

**PART 2**

**Week 9 (11-15 November): Computer Assisted Content Analysis**

**First Session:** Nvivo as an example of software to be used in content analysis will be introduced to the students.

**Second Session:** Students are required to download Nvivo on their own computers, bring them to the class and conduct preliminary analyses.

**Week 10 (18-22 November): Grounded Theory and Narrative Analysis**

**First Session:** Grounded theory as a research analysis technique and relevant examples will be discussed in detail.

**Readings:**

* Bryman, A., 2012. *Social Research Methods*. 4th ed. New York: Oxford University Press. (pp. 567- 575).
* Creswell, J., 2007. *Qualitative Inquiry & Research Design, Choosing Among Five Approaches*. 2nd ed. Thousand Oaks, London, New Delhi: Sage. (pp. 62-68).
* Rasmussen, A., Akinsulure-Smith, A., Chu, T., Grounded Theory. In: L. Jason and D. Glenwick, eds. *Handbook of Methodological Approaches to Community-Based Research*. New York: Oxford University Press, pp. 23-32.

**Second Session:** Narrative analysis as a research analysis technique and relevant examples will be discussed in detail.

**Readings:**

* Alasuutari, P., 1995. *Researching culture qualitative method and cultural studies*. London, Thousand Oaks, New Delhi: SAGE Publications.
* Roe, E., 1994. *Narrative policy analysis theory and practice*. Durham and London: Duke University Press.

**Week 11 (25-29 November): Reporting Qualitative Data**

**First Session:** Elements and style of a qualitative research report and relevant examples will be discussed in detail.

**Second Session:** A question and answer session will be held on the students’ difficulties in writing and presenting their research.

* **Reading:** Berg, B. L. and H. Lune. 2014. *Qualitative Research Methods for the Social Sciences*, Boston: Pearson; Chapter 11: Writing Research Papers: Sorting the Noodles from the Soup, pp. 373-411.

**Week 12 (2 – 6 December): Project Presentations**

**First and Second Sessions:**

* Students will be presenting their research with a particular focus on research design elements, data collection and analysis techniques.
* Students not presenting in this week are expected to provide well-informed feedback.

**Week 13 (9-13 December): Project Presentations:**

* **First and Second Sessions:** Students will be presenting their research with a particular focus on research design elements, data collection and analysis techniques.
* Students not presenting in this week are expected to provide well-informed feedback.

**Week 14 (16-20 December): Review**