**POLS 253/305**

**QUALITATIVE DATA ANALYSIS**

**Fall 2023**

**Antalya Bilim University**

**Department of Political Science and International Relations**

Class day/time: Wednesdays 15:00-17:50

Office Hours: Wednesdays 13:30-15:30 & Thursdays 13:30-15:30

If this office hour does not suit you, please send an email to make an appointment via email. ([Nermin.aydemir@antalya.edu.tr](mailto:Nermin.aydemir@antalya.edu.tr)).

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(A2-69)

**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, and content analysis in particular.

Being a research methods course, POLS 253/ 305 requires very active participation of the students. Students are expected to show their abilities to apply techniques covered throughout the course. 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.

Ritchie, J. and J. Lewis (2003). *Qualitative Research Practice: A Guide for Social Science Students and Researchers.* London: Sage.

Additional course material will be provided by the instructor.

**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. Attending to all the courses does not mean that students will automatically get points from this section as they are expected to actively participate in the class discussions. Active participation means following the course carefully, asking questions when deemed necessary, making comments and giving examples about the relevant topics/themes. Please inform the lecturer in advance if you have a valid excuse.

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

1. **Individual Assignments during the Course (15%):** Students will be asked to make their own practices by using the data collection / analysis methods thought in the classes. Fellow students are expected to provide feedback.
2. **Presentation (5%):** Students are expected to hold an oral presentation of their research project. Fellow students are expected to provide feedback.
3. **First Draft – Research Paper (30%)**
4. **Second Draft – Research Paper (20%)**
5. **Final Exam – (20%):** 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 during the Classes**

* 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.**

**PART 1**

**Week 1: 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:**

* Fick, U. (2009). – Chapter 2: Qualitative Research: why and How to Do It
* Ritchie, J. and J. Lewis (2003) – Chapter 1: The Foundations of Qualitative Research

**Week 2: Research Design in Qualitative Research**

**First session:** Students will be introduced to the notion of designing qualitative research. Particular importance will be paid between the similarities and differences between qualitative and quantitative approaches.

**Second session:** Significance of literature review in qualitative research will be discussed.

**Readings:**

* Flick, U. (2009). – Chapter 3: Qualitative and Quantitative Research
* Flick, U. (2009). – Chapter 5: Making Use of the Literature in Qualitative Research
* Flick, U. (2009). – Chapter 8: The Qualitative Research Process
* Flick, U. (2009). – Chapter 12: How to Design a Qualitative Research
* Ritchie, J. and J. Lewis (2003) – Chapter 3: Design Issues

Group Assignment: Please provide a general topic on which you would like to work on.

**Week 3: Research Question in Qualitative Research**

**First session:** The nature of research question in qualitative research will be discussed.

**Second session:** Students are expected to formulate their own research questions and discuss these in the class.

**Readings:**

* Flick, U. (2009). – Chapter 9: Research Questions

Group Assignment: Please provide a general research question for your research.

**Week 4: Sampling in Qualitative Research**

**First session:** Different sampling techniques will be introduced to students

**Second session:** Students are expected to make samplings and discuss these in the class.

**Readings:**

* Flick, U. (2009). – Chapter 11: Sampling
* Ritchie, J. and J. Lewis (2003) – Chapter 4: Designing and Selecting Samples

Group Assignment: Please provide a list of – at least – ten academic sources that you have found on your research topic.

**Week 5: Interviewing**

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

**Second Session:** Students are expected to formulate their own interview questions in the class.

**Readings:**

* Ritchie, J. and J. Lewis (2003) – Chapter 6: In-depth Interviews
* Aydemir, N. & Vermeulen, F. 2022. “Political preferences across a transnational space: interviews with dual citizens of the Netherlands and Turkey", *Journal of European Political Science*.
* 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.

Individual Assignment: 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 next week.

**Week 6: Participant Observation**

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

**Second Session:** Students are expected to design an proposal draft for an hypothetical participant observation research.

* Ritchie, J. and J. Lewis (2003) – Chapter 5: Designing Fieldwork Strategies and Materials
* 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.

Group Assignment: Please provide an annotated bibliography your research topic.

**Week 7: Content Analysis**

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

**Second Session:** Students will prepare their own codebooks.

**Readings:**

* Berg, B. L. and H. Lune. 2014. *Qualitative Research Methods for the Social Sciences*, Boston: Pearson, pp. 335-373.
* Hsieh H.-F. & Shannon S. (2005) Three approaches to qualitative content analysis. Qualitative Health Research 15, 1277– 1288.
* 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.

Individual Assignment: Students will conduct their own basic content analysis and discuss about their experiences on paper. Please provide a word document of 500 +/- 10% when coming to the class next week.

**Week 8: Mid-Term Exams**

**PART 2**

**Week 9: Computer Assisted Content Analysis**

**First Session:** Content Analysis software will be introduced to the students.

**Second Session:** Students are required to conduct their preliminary analyses by using software.

**Week 10: Grounded Theory**

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

**Second Session:** Students will conduct an exercise on grounded theory.

**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.

Group Assignment: First Draft for Literature Review

**Week 11: Narrative Analysis**

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

**Second Session:** Students will conduct an exercise on narrative analysis.

**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.

Individual Assignment: Students will conduct their own basic narrative analysis and discuss about their experiences on paper. Please provide a word document of 500 +/- 10% when coming to the class next week.

**Week 12: 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.

**Readings:**

Ritchie, J. and J. Lewis (2003) – Chapter 11: Reporting and Presenting Qualitative Data

Group Assignment: Please provide your second draft for literature review.

**Week 13: Feedback to Student Projects**

Detailed feedback will be given to student projects.

**Week 14: Project Presentations**

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.

Group Assignment: Please provide your first draft for your research paper by taking feedback into consideration.