**MGT661.01 Qualitative Methods**  
Spring 2011  

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Class Meets Tuesdays 1:10 to 3:40 PM in Business Complex Room 343 (NOTE: This is a new time and place for this class)  

Office: BC318  
Phone: 532-1693  
Office Hours: Mon Noon-2PM in Frenger Food Court.

This course is listed in the Academy of Management - Research Methods Division - Syllabi of Methodology Courses [http://www.aom.pace.edu/rmd/syllabi.html](http://www.aom.pace.edu/rmd/syllabi.html)

**WEEKLY ASSIGNMENT STUDY GUIDES** -- There are basic, intermediate and advanced treatments of qualitative method topics along with briefs on assignments and reading choices. LINKS to [http://business.nmsu.edu/~ dboje/qm/](http://business.nmsu.edu/~dboje/qm/) - please study each before class on the schedule below (There is also a more detailed schedule that lists the main readings for each session).

**REQUIRED BOOKS (and abbreviations)**

- **[NM]** Boje, D. M. (2001). Narrative Methods for Organizational and Communication Research. London: Sage. You can order it most cheaply (soft back) via Amazon (also see reviews). This book was written specifically for this course and is used by other universities.
- **[FG]** = Focus Group text by Krueger (required for Marketing; see instructor before buying)  

**RECOMMENDED:**


**COURSE DESCRIPTION**: Qualitative Research Methods - The course provides students an overview & experience in qualitative research methods in Management, Education, Marketing & Operations Management. The focus of this course includes: ethnography, content (theme) analysis, deconstruction, ethnostatistics analysis, microstoria, grand narrative, narrative networks (NUDIST & NVIVO), and plot analysis. The range of topics will be broad, including case study, content analysis, participant and non-participant observation, phenomenological interviews, intertextuality & an introduction to focus groups for marketing (and other interested) students.

**COURSE SCHEDULE is on web at** [http://business.nmsu.edu/~ dboje/qm/](http://business.nmsu.edu/~dboje/qm/)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Subject</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 18</td>
<td>Intro to QM Worldviews and Narrative Analyses (Read steps 1 to 4)</td>
<td>Get books and find web site materials</td>
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<tr>
<td>2</td>
<td>Jan 25</td>
<td>PO: Step 5: Making a domain analysis. p. 85-99.</td>
<td>Each of the 8 module assignments is 4 to 7 pages single spaced.</td>
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<td></td>
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<td>PO: Step 7: Making a taxonomic analysis. p. 112-121.</td>
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<td>PO: Step 11: Making a componential analysis. p. 130-139.</td>
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<td>Picking a site for your assignments</td>
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<td>3</td>
<td>Feb 1</td>
<td>1. Deconstruction analysis part 1: What is deconstruction? NM book</td>
<td>1. Part 1 - Deconstruction Assignment is due</td>
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<tr>
<td>4</td>
<td>Feb 8</td>
<td>1. Deconstruction analysis part 2: Ethnostatistics ES BOOK</td>
<td>2. Part 2 - Deconstruction Assignment is due</td>
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<tr>
<td>5</td>
<td>Feb 15</td>
<td>1. Deconstruction analysis part 3: Ethnostatistics</td>
<td>3. Part 3 - Ethnostats assignment is due</td>
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<td>8</td>
<td>Mar 8</td>
<td>4. Story Network analysis NM book</td>
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<td></td>
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<td>part 1: what is it</td>
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<tr>
<td>9</td>
<td>Mar 15</td>
<td>4. Story Network analysis part 2: NUDIST &amp; NVIVO</td>
<td>No NVIVO assignments will be made</td>
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<td>10</td>
<td>Mar 21-25</td>
<td>No class - Spring Break</td>
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<td>11</td>
<td>Mar 29</td>
<td>5. Intertextuality analysis part 1: Horizontal NM book</td>
<td>6. Intertextuality assignment (either part) is due</td>
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<td>5. Intertextuality analysis part 2: Vertical</td>
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<td>13</td>
<td>Apr 12</td>
<td>7. Plot analysis NM book</td>
<td>8. Plot assignment due</td>
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<td>Date</td>
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<td>Topic</td>
<td>Assignment Due</td>
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<td>Apr 19</td>
<td>8.</td>
<td>Theme analysis NM book</td>
<td>No assignment due</td>
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<td>Apr 26</td>
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<td>Review your rough draft in class</td>
<td>Note: final paper can be compilation of one or more of weekly assignment analyses</td>
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<td>May 3</td>
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<td>Present your final paper and submit for grade</td>
<td>Presentation due</td>
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### Supplemental Readings

**MGT 661 Qualitative Research Methods**

Supplemental reading material is on web


**Subject and Required Readings**

Note: Not all handouts will be provided. Indicate if you have particular preference for supplementary material.

Read only as much as interests you and stop. 1 or 2 readings besides main text is enough to do.

**Intro to QM Worldviews and Narrative Analyses** (Read steps 1 to 4)

**Book Abbreviations Explained**

1. **NA**: Narrative Analysis for Management and Communication Research book by Boje (2001) the modules that follow are keyed to the chapters of this book.

2. **HQR**: Handbook of Qualitative Research by Denzin & Lincoln (Page numbers for readings in the 3-volume soft cover edition are given in parentheses: **LQR**: Landscape of Qualitative Research; **SQI**: Strategies of Qualitative Inquiry; **CIQM**: Collecting and Interpreting Qualitative Materials)

3. **ES**: Ethnostatistics by Gephart (this book transcends all false dichotomies of qualitative and quantitative).
4. **PO**: Participant Observation by Spradley

**Required Background Reading**

- **NA**: Introduction p. 1-17.
- **HQR**: Part II: Major paradigms and perspectives. p. 99-104 (LQR p. 185-193)
- **HQR**: Guba & Lincoln. Competing paradigms in QR. p. 105-117 (LQR p. 195-220)
- **HQR**: Schwandt pp. 118-137

**Numbers below refer to chapters in Narrative Methods Book**

<table>
<thead>
<tr>
<th>1. <strong>Deconstruction analysis</strong> part 1: What is deconstruction?</th>
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<tr>
<td>- <strong>HQR</strong>: Fine. Working the hyphens: Reinventing self and other in qualitative research. p. 70-82 (LQR p. 130-155)</td>
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<td>- <strong>HQR</strong>: Smith. Biographical method. p. 286-305 (SQI p. 184-224)</td>
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<td>- <strong>HQR</strong>: Clandinin &amp; Connelly. Personal experience methods. p. 413-427 (CIQM p. 150 – 178)</td>
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<tr>
<td>- <strong>HANDOUT.</strong> Summers-Bremner. Giving form to ourselves: Personal narratives as feminist metaphors. p. 1-13 plus photos</td>
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<tr>
<th>1. <strong>Deconstruction analysis</strong> part 2: Ethnostatistics</th>
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<tr>
<td>- <strong>ES</strong>: Part one p. 1-28</td>
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<td>- <strong>E</strong>: Statistics at work. p. 29-47.</td>
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<tr>
<th>1. <strong>Deconstruction analysis</strong> part 3: Ethnostatistics</th>
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<tr>
<td>- <strong>HQR</strong>: Huberm &amp; Miles. Data management and analysis methods. p. 428-444 (CIQM p. 179-210)</td>
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- HQR: Denzin. The art and politics of interpretation. p. 500-515 (CIQM p. 313-344)
  Find a connection to Aristotle's Poetics
  [http://eserver.org/philosophy/aristotle/poetics.txt](http://eserver.org/philosophy/aristotle/poetics.txt) or
  [http://eserver.org/philosophy/aristotle/rhetoric.txt](http://eserver.org/philosophy/aristotle/rhetoric.txt)

2. **Grand narrative analysis**

- NA: Chapter 2 on Grand Narratives

3. **Microstoria analysis**

- HQR: Vidich & Lyman. QM: Their history in sociology and anthropology. p. 23-59 (LQR p. 41-110)
- NA: Microstoria Analysis

4. **Story Network analysis** part 1: What is it

- NA: Chapter 4 - Network Mapping Analysis
- HANDOUT: Boje, 1995. AMJ Disney article

4. **Story Network analysis** part 2: NUDIST & NVIVO

- We will choose an assignment option (from website) in class
- Demo NUD*IST and Nvivo
- Code Module 4 Interview Assignment with Nvivo

5. **Intertextuality analysis** part 1: Horizontal

- NA: Chapter 5 – Intertextuality
5. **Intertextuality analysis** part 2: Vertical

- NA: Intertextuality

6. **Causal analysis**

- NA: Chapter 6 Causality Analysis

7. **Plot analysis**

- NA: Chapter 7 - plot analysis (emplotment)
8. Theme analysis

- NA: Chapter 8 - Theme Analysis
- PO: Step 7: Making a taxonomic analysis. p. 112-121.
- PO: Step 11: Making a componential analysis. p. 130-139.

MESSAGE FROM THE INSTRUCTOR: Hi, I'm David M. Boje, please feel free to e-mail me with any thoughts, comments, suggestions, links, questions, etc. Always call me at home 532-1693 if you have a question or need something explained. This is home base for many qualitative researchers and teachers seeking to provide the opportunity for people to learn qualitative analysis.

You are training to have the best job on the planet, a research professor. It is my job to help you attain that job by equipping you with the most advanced qualitative analyses. This is a highly practical course on how to analyze qualitative (textual and interview) materials in ways that result in publications for you. Several of the projects from this class have been published and become dissertation analyses. In 2000, two of my QM students are presenting All-Academy Showcase Symposiums at the Academy of Management Meetings in Toronto. In 2001 two students finished Ph.D.'s using methods learned in this class, in 2002 another will finish.

Qualitative Methods are quite practical. The qualitative analyses you will master are as practical as any you might learn in SPSS or SAS. In fact our work in Ethnostatistics will allow you to learn to be a better quantitative researcher and theorist. You can also use each analysis to address problems that may extend quantitative methods. To learn why and when to apply each analysis, you will be learning several important qualitative philosophies. As Mark Twain said, "There is nothing more practical than a good theory." The course is organized around the chapters of my book, Narrative Methods for Organizational and Communication Research. London: Sage. You can order it most cheaply (soft back) via Amazon (also see reviews).

I assume that Qualitative Methods may be new to you. You are here to learn what is unknown to you, to apply your creative imagination. So as the guru on the guru on the mountain top said to the seeker, "if your cup is already full, I can not teach you." Anything unknown fear may come as a barrier to your growth. Stretch your mind into the unknown of QM and you will discover a great treasure house that will serve you will throughout your career. T

There are many qualitative rooms with many treasures in this mansion (WEEKLY ASSIGNMENT STUDY GUIDES). Please come into the QM mansion expecting to find positive qualities. Please open the door to each room in the qualitative treasure house with a sense of expectancy, enthusiasm, and excitement.

COURSE OBJECTIVES: at the end of this term, I expect you:

1. To understand the advantages and limitations of eight qualitative methods
2. To learn to design and conduct qualitative research within the framework of three of the eight analysis approaches you will learn in this class
3. To have working knowledge of the capability of computer assisted textual data management and text analysis.
4. To produce a publishable (quality) product from qualitative data and analysis - use format for e-guide and APA 4th edition
5. To be able to assess qualitative journal articles using criteria, such as from the Academy of Management Journal
6. To be able to use qualitative analyses to construct better typologies, theories, and inquiry than when you first came to this class.

CLASS STRUCTURE: The typical class session will be divided into two segments. The first segment will consist of either lecture or student presentations on each analysis from ASSIGNMENT STUDY GUIDE. The second segment will feature progress reports on your qualitative projects. Please complete the assignment due in your ASSIGNMENT STUDY GUIDE before coming to class.

On occasion we will use a workshop format to deal with qualitative analysis techniques. This course utilizes the seminar approach. I view the graduate seminar as a lively place in which we encourage and constructively develop each others ideas. Effective seminars require participants to engage in the following behaviors:

- Preparation for seminar classes by reading assigned material, critically analyzing methods in the readings, come with notes and questions.
- Read something each week that is not required
- Actively participate in the class by contributing commentary on the assigned readings (but also respect others' air time). Willingness to constructively engage the ideas presented by others.

ATTENDANCE POLICY - http://business.nmsu.edu/~dboje/503/attendance_policy.htm

We only meet once a week, so attendance is highly important. Attendance is 20% of your final grade. If you miss a class (or come too late), you owe me a 3 page makeup assignment based upon the topic of the missed class - use ASSIGNMENT STUDY GUIDE as a resource. You are also responsible for any analysis that was due that you may have missed.

ASSESSMENT OF STUDENT MEETING COURSE OBJECTIVES

1. 30 % A term project of your own design in which you apply one or more of the analyses being conveyed this term. Instructor will evaluate this. This will demonstrate your understanding of the course topics. NO TEAM PROJECTS, unless you are interviewing separate people, and transcribing and analyzing as individuals (working alone). The best measure is actually completing the project and getting it published after the course has concluded( 25 pages maximum, with references and tables, appendices can be added as extra pages).Note this project can be reviewed anytime during the term by submitting what you have, and you will be told your grade, and get this, given opportunity till the very last day to revised and resubmit, just like the real world of academic life.
2. 20% Attendance in class and constructive participation that is helpful to the instructor and to other students in the course. All missed classes require make-up assignment. Must complete make up assignments by next class period. Participation is primarily oral. (see attendance policy).
3. 30% Complete Eight weekly module assignments on time (these are practice exercises, some of which will contribute to your term project). This will be instructor assessment (see STUDY GUIDE). There are assignments for each week of class (see attendance).
4. 20% Class as a whole project - Not always implemented. If it is there are fewer of the short module assignments required. In a class project (we will decide upon one together) in which we
as a class actively participate and contribute. This will be a combination of peer and instructor assessment.

DOCTORAL STUDENT RESPONSIBILITIES AND PERFORMANCE EXPECTATIONS

1. Each student is to write an article of "publication quality" based on one of the qualitative methodologies examined in this course. No group papers will be accepted. The paper, along with the data analyzed, is to be turned in during the last week of the course & be presented during final exam week.
   1. Demonstrate mastery of one or more QM methods & QM philosophies of science.
   2. Demonstrate mastery of the philosophical & fundamental assumptions of QM, including critical theory, poststructuralism, & postmodernism in class discussion, in written assignments, & in the publication project.
   3. Define & integrate what qualitative inquiry is, its philosophy of science assumptions underlying its use.
2. To gain hands-on experiences of qualitative research methods you will complete weekly practice exercises in participant observation, discourse analysis, focus groups & other experiential exercises. No group work on assignments.
3. Each student is responsible for assigned readings & course assignments (no group work). You will, from time to time, be asked to lead a 20 minute discussion, respectful and thoughtful debate are crucial for the successful integration of scholarly materials, based upon the assignment you complete (there are weekly assignments, but you do half of these).
4. May or may not do the following: The class and I will collaborate in a joint project that we work on during the term. I envision weekly short analysis assignments (3 pages is good) that will lead us to generate a corporate product. If and when we find a collaborative environment, we will modify weekly assignments to fit. This will be a collective effort that will lead to publication (to those who stay with the project to its acceptance, revision, and publication). You and I will propose several projects and vote on one to enact this term.
5. You are expected to demonstrate your qualitative analysis learning in ways that leads to the positive learning experience of the entire class and for me. I dot not accept students putting each other down (or me down). Professional conduct is a graded part of your participant and attendance. If at any time during the seminar you are not excited about the course, please call me at home 532-1693 and speak to me directly.

WHAT ARE QUALITATIVE METHODS?

QM is an old and well established methodology in Anthropology (ethnographic methods), Sociology (ethnomethodology), Folklore (narrative, myth, and ritual), Linguistic (sociolinguistics), & in English (rhetoric, hermeneutics, deconstruction). The philosophical roots bridge phenomenology, critical theory, poststructuralism, and postmodernism. For a quick overview, check out the website at "QM Resource" at http://maple.lemoyne.edu/~hevern/nrmaster.html

QM is a detailed description of situations, events, people, and behaviors. It includes what people say about their experiences, attitudes, beliefs, and thoughts through recordings, documents, transcripts, records, and narrative histories. Qualitative data sources include observation and participant observation (fieldwork), interviews, texts, and the researcher's diary of impressions and reactions. QM is open-ended
and does not impose, outsider, expert, academic, predetermined, categories (called Etic categories) such as the response choices that comprise typical questionnaires or tests. QM begins with specific observations and builds towards general observations and explorations of the people’s grounded, categories-in-use (called Emic categories). Etic-emic is a basic distinction in Anthropology. Emic studies are more nomadic: The nomad is not at all the same as the migrant; for the migrant goes principally from one point to another, even if the second point is uncertain, unforeseen, or not well localized. But the nomad goes from point to point only as a consequence and as a factual necessity; in principle, points for him are always relays along a trajectory. -- G.Deluze & F. Guattari A Thousand Plateaus (p. 380).

**RELEVANCY TO MANAGEMENT**: Deconstruction (Derrida) is being widely practiced in management. For example, assumptions and theories about technical rationality, emancipatory principles in information systems, IS-User relationships. Management under modernity is becoming what Foucault (1979) calls the "normalizing gaze" or institutional surveillance. Management, in some cases, is used to electronically monitor and gaze bank tellers, customer service representatives, market cashiers, and even professors. Electronic surveillance includes counting keystrokes of workers, monitoring calls between customers and employees, and video surveillance of unsuspecting employees. Management can be studied as a set of discursive practices that construct realities in ways that are beneficial or harmful to organizational members. Management can also be viewed as a disciplinary power emerging from a set of discursive practices. Management viewed as a discourse, relies upon talk, documents, performances that convey semantic meanings of what constitutes quality, efficiency, and information.

**RELEVANCY TO MARKETING**: Professors Dholakia, Firat, Sherry, Jr., and Venkatesh do critical theory (Habermas), poststructuralist (Foucault, Derrida) and postmodern (Baudrillard, Kristeva, Lyotard, Jameson) work in marketing (see attached QM Marketing Reading List). They look at postmodern consumer culture in shopping environments, clothing and fashion, and information capitalism. They look at consumer cultures in terms of Baudrillard's concepts of hyper-real, Lyotard and Foucault's "decentered" and Jameson's "fragmented culture." Hyperreality, to take one concept, defines the emergence of the symbolic and the spectacle and marketing's role in the creation of something which is "more real" than "real:" the "hyper-real."

*Disney* is a commonly referenced example. Modernist concepts of consumer culture, on the other hand, assume a rational process based upon economic exchange values rather than one based upon signs, spectacle, and representations. Modernism concepts of consumer and producer were socially constructed during the Enlightenment era of history. In this seminar we will question the assumptions of modernist consumption: how gender and ethnicity are constituted in advertising, fictitious constructions of modernity, functionalist theories of global marketing, dualistic theories of consumers and markets, etc. What is marketing after modernity? If the structural-functional concepts of marketing are being deconstructed in postmodern business, then there is a ret HEORIZING of marketing happening now. Topics of relevance to marketing include: the role of symbolism in consumption, fragmented consumer, Hyperreality and spectacle, advertising as a form of symbolic communication, consumer cultures, constructing and deconstructing the consumer, and global culturalism.

**ADDITIONAL RECOMMENDED READING**: If you are unfamiliar with qualitative research obtaining several of these books is strongly recommended.

- **[WC] Clifford & Marcus (1986). Writing Culture: The Poetics and Politics of Ethnography.** Publisher unknown. Good for more advanced students.
- **[GC] Greening Culture by Herndl & Brown (optional great for learning very advanced QM writing and analysis).**

**ALSO RECOMMENDED**


A. PLAGARISM POLICY

NMSU’s policy on plagiarism: [http://lib.nmsu.edu/plagiarism/](http://lib.nmsu.edu/plagiarism/). This appears to be a growing problem. It is fairly easy to google excerpts from papers and assignments to check for plagiarism. If you find any cases, refer to the Academic Misconduct pages in the undergraduate (p. 21) or graduate (p.15) catalog. Thank you for your assistance on this matter. All students are expected to conform to the accepted standards of academic honesty. Any clear violations of these standards, such as cheating, violating copyright laws, or plagiarism are handled promptly, firmly, privately, and fairly by the Professor and may result in sanctions up to and including, receiving an “F” for the course, and dismissal from the University. If you observe cheating or plagiarism, please report it to your Professor, who will promptly notify the University (Dean, Chair, or appropriate academic official) of the discovery of the incident.

Course Policy on doing Your Own Work: Anyone who plagiarizes part of their reports or enters bogus data into the Web CT data archive will be given a “F” for the entire course. Please reference others' work, "put other people's work in quotation marks" and give full citation. An "F" will also be given for anyone who falsifies attendance sheets or for team members who fail to get by on others' work (including members who collaborate in the deception). Each student is responsible for understanding what is plagiarism. Please consult on line Student Policy on plagiarism. [http://lib.nmsu.edu/instruction/plagiarismforstudents.htm](http://lib.nmsu.edu/instruction/plagiarismforstudents.htm)
The New International Dictionary of the English Language, (Funk & Wagnalls, c2000, p. 965) defines *plagiarize* as “to appropriate and pass off as one’s own (the writings, ideas, etc., of another)”.

Plagiarism involves:

- Submitting another person’s work as one’s own;
- Submitting work from any source that is not properly acknowledged by footnote, bibliography, or reference within a paper;
- Submitting work pieced together from phrases and/or sentences from various sources without acknowledgment;
- Submitting work with another person’s phrase(s) rearranged without acknowledgement;
- Submitting work that uses any phrase, sentence, or stylistic mannerism without acknowledgment;
- Omitting quotation marks from any directly quoted material;
- Failure to use three dots (…) to indicate omission of one or more words;
- Any other actions deemed to be plagiarism by the faculty.

**B. Any student’s with special needs or simply special requests should notify the instructor at their earliest convenience so that accommodations may be made.**