

CJT 765 Advanced Communication Research Methods: Analysis of Texts Spring 2013

Class meetings: Grehan Journalism Bldg. Rm 223 Thursdays, 6:00-8:30 PM

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Office Hours: Tuesdays 2:00-4:00 PM and Thursdays 10:00-11:30 AM, or by appointment

Analysis of texts

No single term that I have run across covers all forms of analysis applied to symbolic content. Each term I have found--textual analysis, content analysis, text analysis, discourse analysis, rhetorical analysis and so on--at least implies a particular type of content, a particular form of analysis, etc. I chose analysis of texts because it comes closest to providing an umbrella term for any type of scholarly (or other) form of analysis of symbolic content. We'll be looking at analysis of texts as a family of methods aimed at evaluating the meaning of a text or group of texts. A text can be seen as an enduring bounded corpus of symbolic content. This accepts a range of phenomena as texts. Not only books, television shows, paintings or recorded conversations are considered texts but also churches, maps, responses to open-ended survey questions, fashion ensembles, store layouts and on and on.

While psychologists are especially well-versed in experimentation, sociologists and political scientists in survey research, and anthropologists in ethnography, the analysis of symbolic content is a special focus of the communications discipline. A perusal of communications journals will quickly demonstrate how widely used varied forms of text analysis are within the discipline.

Because this is a seminar it is appropriate (and expected) for each of you to take responsibility for teaching as well as learning. I cannot keep up with the vast number of methods and topics that fall under this umbrella, but can provide a theoretical base, experience and examples that relate to much of this field. I'm hoping to learn a great deal from this experience as well as enjoy the opportunity to explore this extremely active and rapidly expanding area of research.

I will emphasize the inseparability of theory and method in the course, so exposure to text-related theory and research will be as prominent as discussion of methods per se. As a consequence, we will be taking a rather broad approach instead of focusing on only one or a few means of studying texts.

Grading

Grading for this course will be determined by weekly assignments and online comments via Blackboard, leadership of one discussion session, a content analysis project report and presentation and a computerized text analysis project report and presentation. We will be discussing the projects in the seminar as they develop.

The breakdown of the percentage contribution from each source follows:

| | |
|------------------------------|-----|
| Weekly contributions: | 30% |
| Discussion leadership | 10% |
| Content analysis project | 30% |
| Qualitative analysis project | 30% |

Work that is not turned in on the due date will receive a 10% decrease in points awarded per weekday late, unless you provide a University-recognized excuse for the delay or you have made prior arrangements with me. Work must be made up within one week of return to class.

Weekly contribution:

Each week I will post a question on Blackboard that relates to the readings and prior discussion. You will be expected to respond to the question. Often, this will require application of content from the prior week's class and/or the required readings, so don't wait to complete the readings until the class is upon us. Normally the response would be no more than 1,000 words but I may specify another count on occasion.

Discussion leadership:

Beginning the third class period you all will be expected to take the lead in discussing assigned topics during certain class sessions. You will be reporting on your experiences while working with text analysis assignments as well as taking the lead in critiquing particular assigned readings. The quality and logic of your analysis, as well as your preparedness in leading the discussion, will determine your grade.

Content analysis project:

Applying the knowledge gained from your text and associated readings, you will undertake a content analysis project with the goal of presenting it at a national convention and, ultimately, revising it and submitting to an academic journal. Every class member will propose a study based on a problem he or she wishes to tackle, a proposed sample, and a theoretically-appropriate approach to be applied. From among these proposals, at least two will be developed into actual projects and carried out by teams of coders, etc. More on that later.

Computer text analysis project:

To cap off the course, each of you will carry out a computerized text analysis of some sort on a topic of your choosing. As before, you will need to outline your theoretical approach (though you may be engaging in inductive research and therefore pretty vague at first), outline the sample of digital text you wish to analyze, and some explanation of how you will approach the texts. During finals week you will present your project and the findings you have generated.

Policy on diversity

All class members will be treated with respect by the instructor and fellow students. All critique of student work or ideas is to focus on helping class members improve their research abilities. No criticism of the character or appearance of any class member will be allowed.

Class Schedule (May be adjusted as the semester unfolds)

The following class schedule may be adjusted according to the needs of the class as it proceeds. Any changes will be announced in class and on Blackboard.

January 10 Texts and Meaning

Neuendorf, Chapters 1-2

[Hall, S. \(2001\). Encoding/decoding. In M. G. Durham & D. M. Kellner \(Eds.\), *Media and cultural studies: KeyWorks* \(pp. 166-176\). Malden, MA: Blackwell.](#) 

[Fursich, E. \(2009\). In defense of textual analysis. *Journalism Studies*, 10, 238-252. doi: 10.1080/14616700802374050](#) 

Chandler, D. (n.d.). Semiotics for beginners, from <http://www.aber.ac.uk/media/Documents/S4B/semiotic.html>

January 17 Content Analysis and Theory Development/Explication/Conceptualization

Neuendorf, Chapter 3

[Altheide, D. L., & Snow, R. P. \(1988\). Toward a theory of mediation. *Communication Yearbook*, 11, 194-223.](#) 

[Hodson, R. \(1999\). *Analyzing documentary accounts*. Thousand Oaks, Calif.: Sage Publications.](#) Read Chapters 1 and 2

January 24 Sampling

Neuendorf, Chapter 4

[Signorielli, N. \(2009\). Minorities representation in prime time: 2000 to 2008. *Communication Research Reports*, 26, 323-336. doi: 10.1080/08824090903293619](#)

[Hetsroni, A. \(2007\). Three decades of sexual content on prime-time network programming: A longitudinal meta-analytic review. *Journal of Communication*, 57, 318-348. doi: 10.1111/j.1460-2466.2007.00345.x](#)

[Hodson, R. \(1999\). *Analyzing documentary accounts*. Thousand Oaks, Calif.: Sage Publications. Pages 17-23](#)

January 31 Developing Concepts and Coding Categories

Neuendorf, Chapters 5 and 6

[Blank, D. M., Eleey, M. F., Gerbner, G., Gross, L., Jackson-Beeck, M., Jeffries-Fox, S., & Signorielli, N. \(2009\). The Gerbner Violence Profile: A public debate in four parts. In K. Krippendorff & M. A. Bock \(Eds.\), *The content analysis reader* \(pp. 383-400\). Thousand Oaks, CA: Sage.](#) ∨

[Kunkel, D., Wilson, B., Donnerstein, E., Linz, D., Smith, S., Gray, T., Potter, W. J. \(1995\). Measuring television violence: The importance of context. *Journal of Broadcasting and Electronic Media*, 39, 284-291.](#)

[Lometti, G. E. \(1995\). The measurement of televised violence. *Journal of Broadcasting and Electronic Media*, 39, 292-295.](#)

February 7 (I will be out of town) Preparation and coding

Neuendorf, Chapter 7

[Capella, J. N., Mittermaier, J. W., Humphreys, L., Falcone, T., & Giorno, M. \(2009\). Coding instructions: An example. In K. Krippendorff & M. A. Bock \(Eds.\), *The content analysis reader* \(pp. 253-265\). Thousand Oaks, CA: Sage.](#) ∨

[Hodson, R. \(1999\). *Analyzing documentary accounts*. Thousand Oaks, Calif.: Sage Publications. Retrieved from <http://ezproxy.uky.edu/login?url=http://www.netlibrary.com/urlapi.asp?action=summary&v=1&bookid=24685> Read pages 23-31](#) ∨

February 14 Quality control during coding

[Krippendorff, K. \(2004\). Reliability in content analysis: Some common misconceptions and recommendations. *Human Communication Research*, 30\(3\), 411-433.](#)

February 21 **Visual Content Analysis**

[Bell, P. \(2001\). Content analysis of visual images. In T. Van Leeuwen & C. Jewitt \(Eds.\), Handbook of visual analysis \(pp. 10-34\). London ; Thousand Oaks Calif.: SAGE.](#) ∨

[Alcolea-Banegas, J. \(2009\). Visual arguments in film. *Argumentation*, 23, 259-275. doi: 10.1007/s10503-008-9124-9](#)

[Cline, R. J. W., & Young, H. N. \(2004\). Marketing drugs, marketing health care relationships: A content analysis of visual cues in direct-to-consumer prescription drug advertising. *Health Communication*, 16\(2\), 131-157.](#)

February 28 **Computer content scoring**

Neuendorf, Resource 3 (skim)

[West, M. D. \(2001\). Theory, method, and practice in computer content analysis. Westport, CT: Ablex. Read: West, M. D., & Fuller, L. K. Toward a typology and theoretical grounding for computer content analysis. \(pp. 3-12\).](#) ∨

[Stevenson, R. L. In praise of dumb clerks: Computer-assisted content analysis. \(pp. 3-12\)](#) ∨

[Nacos, B. L., Shapiro, R. Y., Young, J. T., Fan, D. P., Kjellstrand, T., & McCaa, C. \(2009\). Comparing human coding and a computer-assisted method. In K. Krippendorff & M. A. Bock \(Eds.\), *The content analysis reader* \(pp. 243-252\). Thousand Oaks, CA: Sage.](#) ∨

March 7 **Longitudinal content study**

[Lowenthal, L. \(1950\). Biographies in popular magazines. In B. Berelson & M. Janowitz \(Eds.\), *Reader in public opinion and communication* \(pp. 289-298\). Glencoe, IL: Free Press.](#) ∨

[Neuman, W. R. \(1989\). Parallel content analysis: Old paradigms and new proposals. *Public communication and behavior*, 2, 205-289.](#)

[Ridder, J. A. d., & Kleinnijenhuis, J. \(2001\). Media monitoring using CETA: The stock-exchange launches of KPN and WOL. In M. D. West \(Ed.\), *Applications of computer content analysis* \(pp. 165-184\). Westport, CT: Ablex.](#) ∨

March 14 **Spring Break**

March 21 **Thematic analysis**

[Katz, E., Gurevitch, M., Danet, B., & Peled, T. \(2009\). Petitions and prayers: An analysis of persuasive appeals. In K. Krippendorff & M. A. Bock \(Eds.\), *The content analysis reader* \(pp. 269-282\). Thousand Oaks, CA: Sage.](#) ∨

[Roberts, M., & Pettigrew, S. \(2007\). A thematic content analysis of children's food advertising. *International Journal of Advertising*, 26\(3\), 357-367.](#)

[McParland, J. L., Eccleston, C., Osborn, M., & Hezsetine, L. \(2011\). It's not fair: An interpretative phenomenological analysis of discourses of justice and fairness in chronic pain. *Health: An Interdisciplinary Journal for the Social Study of Health, Illness & Medicine*, 15, 459-474. doi: 10.1177/1363459310383593](#) ∨

[Seo, H., & Kinsey, D. F. \(2012\). Meaning of democracy around the world: A thematic and structural analysis of videos defining democracy. *Visual Communication Quarterly*, 19\(2\), 94-107. doi: 10.1080/15551393.2012.682890](#) ∨

March 28 **Presenting data and inducing relationships**

Neuendorf, Chapter 8

Hodson, R. (1999). *Analyzing documentary accounts*. Thousand Oaks, Calif.: Sage Publications. Retrieved from <http://ezproxy.uky.edu/login?url=http://www.netlibrary.com/urlapi.asp?action=summary&v=1&bookid=24685> Read Chapter 4

April 4 **Framing and narrative analyses**

Herman, L., & Vervaeck, B. (2005). *Handbook of narrative analysis: Frontiers of narrative* Retrieved from <http://ezproxy.uky.edu/login?url=http://www.netlibrary.com/urlapi.asp?action=summary&v=1&bookid=127262>

[Radway, J. A. \(1991\). *Reading the romance: Women, patriarchy, and popular literature*. Chapel Hill: University of North Carolina. \(Ch. 4 "The ideal romance: The promise of patriarchy" p. 119-156\).](#) ∨

[Matthes, J., & Kohring, M. \(2008\). The content analysis of media frames: Toward improving reliability and validity. *Journal of Communication*, 58, 258-279.](#)

[Haney, C., & Manzolati, J. \(1981\). Television criminology: Network illusions of criminal justice realities. In E. Aronson \(Ed.\), *Readings about the social animal* \(3rd ed., pp. 125-136\). San Francisco: W. H. Freeman.](#)

[Price, S. \(2005\). American mentality? Trauma, imperialism and the authentic veteran in mainstream hollywood narrative. *Journal of Media Practice*, 6\(2\), 83-91. doi: 10.1386/jmpr.6.2.83/1](#)

April 11 Unstructured Contexts/Big Data

Neuendorf, Chapter 9

April 18 Health and risk

[Wilce, J. M. \(2009\). Medical discourse. *Annual Review of Anthropology*, 38, 199-215. doi: 10.1146/annurev-anthro-091908-164450](#)

[Frost, K., Frank, E., & Maibach, E. \(2009\). Relative risk in the news media. In K. Krippendorff & M. A. Bock \(Eds.\), *The content analysis reader* \(pp. 306-310\). Thousand Oaks, CA: Sage. !\[\]\(8d0f0e0fe25b320c33272c52aec1fbca_img.jpg\)](#)

[Altheide, D. \(2010\). Risk communication and the discourse of fear. *Catalan Journal of Communication & Cultural Studies*, 2, 145-158. doi: 10.1386/cjcs.2.2.145_1](#)

[Hinnant, A. \(2009\). The cancer on your coffee table. *Feminist Media Studies*, 9\(3\), 317-333. doi: 10.1080/14680770903068282](#)

April 25