



Sociology 955
Qualitative Data Analysis:
The Grounded Theory Research Method

COURSE INSTRUCTOR'S CONTACT INFORMATION & OFFICE HOURS:

Professor Joan H. Fujimura, Ph.D.

Phone: 608-265-2724

Email: fujimura@ssc.wisc.edu

Office Hours: by appointment

CLASS MEETING TIME AND PLACE:

Location: Virtual – Zoom

Day and Time: Tuesdays 2:45 – 5:15 pm

COURSE DESCRIPTION:

This is a graduate level course designed to train students in the Grounded Theory Research Method. The focus of the course is on the hands-on methods of research design, data collection, and data analysis, with an emphasis on data analysis. We will also discuss the history, evolution and theoretical basis of the method during the entire course. The course will include background readings in Pragmatist-Symbolic Interactionist theory and methods textbooks written by the originators of the GT method.

COURSE LEARNING OBJECTIVES:

Students will gain basic skills in The Grounded Theory Method. Students will also become familiar with the origins of the grounded theory method, where the method fits historically in the development of research methods to conduct social science research, some of the ongoing debates over the evolution of the method and how the history and theoretical foundations relate to the procedures used in data collection, sample selection and data analysis.

COURSE CREDIT HOURS DESCRIPTION:

3 Credits: The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (~45 hours per credit), which include regularly scheduled course meetings, reading, writing, and participation.

ACADEMIC INTEGRITY

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

<https://conduct.students.wisc.edu/syllabus-statement/>

DIVERSITY & INCLUSION

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with the you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

PRIVACY OF STUDENT RECORDS OF & THE US OF AUDIO RECORDED LECTURES

See information about [privacy of student records and the usage of audio-recorded lectures](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [<https://www.wisconsin.edu/regents/policies/recording-of-lectures/>] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

COURSE REQUIREMENTS:

Students are expected to contribute data to analyze in class for one session. We expect each student to be working on a project that uses at least interview data, and preferably interview and field research data. If you do not have your own data, you can discuss other sources of data. We have in class coding sessions where students code segment of one person's data, and we will then discuss codes in class. Students may also code data in working groups outside of class and bring their results to discuss in class. We will also have sessions that move from codes to concepts.

The readings will focus primarily on methodological texts. However, we urge you to read the recommended readings on the philosophical, sociological, and historical underpinnings of the Grounded Theory method. The required and recommended readings for each week appear later in this syllabus. We also will discuss other approaches to field research and data analysis, so students can compare methodological approaches.

GRADING:

Grades are based on participation in in-class coding of data (50%) and two writing assignments where students analyze segments of data towards the development of concepts (50%).

COMPUTER SOFTWARE:

Students are encouraged to use Nvivo to help organize their data and codes. We will have a computer specialist skilled in Nvivo present the software to us. The software can be downloaded through the UW-Madison campus software library free of charge (<https://it.wisc.edu/services/software/>).

INFORMATION REGARDING THE COVID-19 PANDEMIC**STUDENTS' RULES, RIGHTS & RESPONSIBILITIES**

<https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-Madison Badger Pledge

<https://covidresponse.wisc.edu/badgerpledge/>

Prevent, Monitor, and Reflect

UW-Madison Face Covering Guidelines

<https://d1cjb8q1w2lzm7.cloudfront.net/wp-content/uploads/sites/22/2020/06/Cloth-face-cover-guidance-06-22-20-final.pdf>

While on campus all employees and students are required to wear appropriate and properly fitting face coverings while present in any campus building unless working alone in a laboratory or

office space. Students with disabilities or medical conditions who are unable to wear a face covering should contact the McBurney Disability Resource Center or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Quarantine or Isolation Due to COVID-19

Students should continually monitor themselves for COVID-19 symptoms and get tested (<https://www.uhs.wisc.edu/medical/testing/>) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to course work.

REQUIRED TEXTS AND OTHER READINGS:

*(selected readings will be posted on canvas) (*recommended readings)*

Berger, P & Luckman, T. (1966) The Social Construction of Reality: A treatise in the sociology of knowledge. Doubleday & Co. Inc. New York

Blumer, H. (1969) Society as Symbolic Interaction in Symbolic Interactionism. Prentice Hall, Inc, Englewood Cliffs

Bowers, B., and Schatzman, L. (2008) Dimensional Analysis in j. Morse, P. Stern, J. Corbin, B. Bowers, K. Charmaz, and A. Clarke Second Generation Grounded Theories Left Coast Press

*Caron, C., & Bowers, B. (2000). Methods and application of dimensional analysis: A contribution to concept and knowledge development in nursing. In B.L. Rodgers & K.A. Knafl (Eds.), *Concept development in nursing, foundations, techniques and applications* (pp. 285-319). Philadelphia: W.B. Saunders Co

Charon, J. (any edition) Symbolic Interactionism: An Introduction an Interpretation, an Integration. Englewood Cliffs, NJ: Prentice Hall, Inc.

Charmaz, K. (1997). *Good days, bad days: The self in chronic illness and time*. New Brunswick, NJ: Rutgers University Press.

Charmaz, K. Interviewing in Grounded Theory in Gubrium, J & Holstein, J (ed) (2001) *Handbook of Interviewing: Context & Method*. Thousand Oaks. Sage Publications, Inc.

Charmaz, K. (2006). *Constructing grounded theory*. Thousand Oaks, CA: Sage.

*Clarke, A. (2005). *Situational analysis*. Thousand Oaks, CA: Sage.

- *Cooley, CH (1962) Social Organization. Schocken Books, New York
- *Fujimura's article in Strauss, A.S. and J. Corbin (eds), Grounded Theory in Practice. Sage Press, 1997.
- Glaser, B. & A. Strauss (1967) The Discovery of Grounded Theory: strategies for Qualitative Research. Chicago: Aldine Pub. Co.
- Hughes, E. (1984) *The Sociological Eye: Selected Papers*. (Rev. ed.). New Brunswick, New Jersey: Transaction Publishers.
- Kools, S., McCarthy, M., Durham, R., & Robrecht, L. (1996). Dimensional Analysis: Broadening the Conception of Grounded Theory. Qualitative Health Research, 6(3), 312-330.
- *Mills, C.W. (1959) The Sociological Imagination (especially The Promise and the appendix) Oxford University Press, London
- *O'Brien, J. (2006) Production of Reality. Pine Forge Press, Thousand Oaks
- Schatzman, L. & A. Strauss (1973) *Field Research: Strategies for a Natural Sociology*. Prentice-Hall
- Schatzman, L. (1991). Dimensional analysis: Notes on an alternative approach to the grounding of theory in qualitative research. In A. L. Strauss & D. R. Maines (Eds.), Social organization and social process essays in honor of Anselm Strauss New York: A. de Gruyter.
- Strauss, A.L. (1987) Qualitative analysis for social scientists., Cambridge University Press. New York

COURSE SCHEDULE:

Week and Date	Topic	Readings	Assignments
Week 1 - Jan. 26th	Introduction to the Course		
First Generation: Grounded Theory			
Week 2 - Feb. 2nd	History of Grounded Theory Symbolic Interaction - Early days	Required: 1. Glaser - Discovery Chapters 1-3 2. Blumer, Chapter 3 Supplemental 1. Cooley - Chapter 1 in Social Organization 2. Cooley - 2 page chapter in O'Brien book	
Week 3 - Feb. 9th	History of Grounded Theory	Required: 1. Glaser - Discovery Chapters 4-8 2. Miner - Body Ritual Nacirema 3. Bowers - Grounded Theory Recommended 1. Mills - The Promise and the Appendix	
Week 4 – Feb. 16th	Analysis	Required: 1. Strauss - Qualitative Analysis Recommended – <i>Pick one that interests you</i> 1. O'Brien – Summary essays	

Week 5 – Feb 23rd	Analysis Symbolic Interaction	Required: 1. Strauss - Qualitative Analysis – Reading TBA Recommended – <i>Pick one that interests you</i> 2. O’Brien – Summary essays	
Week 6 – Mar. 2nd	Interviewing Analysis Social Interaction Social Structure	Required: 1. Charmaz – Interviewing in Grounded Theory 2. Strauss - Qualitative Analysis – Reading TBA 3. Becker – Becoming a Marijuana user 4. Hughes – Selected Chapters TBA	
Week 7 – Mar. 9th	Data Collection Social Interaction as a Macro Perspective	Required: 1. Schatzman & Strauss (1973) – Field Research Methods 2. Shalin - Pragmatism and Social Interactionism	
Second Generation: Grounded Theories			
Week 8 – Mar. 16th	Constructivist Grounded Theory	Required: 1. Charmaz (2009) – Shifting the Ground: Constructivist Grounded Theory	

Week 9 – Mar. 23rd	Dimensional Analysis	Required: 1. Bowers & Schatzman (2008) 2. Schatzman (1991) 3. Kools, et. al. (1996) 4. Schreibner	
Week 10 – Mar. 30th	Critiques of Grounded Theory		
Week 11 – Apr. 6th	Analysis Writing grant proposals Manuscripts		
Week 12 – Apr. 13th	Analysis		
Week 13 – Apr. 20th	Analysis		
Week 14 – Apr. 27th	Analysis		