Qualitative Data Analysis
PP&D U213
MGMT 291
POLSCI 273
SOCIOL 223

Winter term, 2009
Time: Friday, 9:30a - 12:20p
Location: Social Ecology I Room 200

Professor Martha S. Feldman
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Office: 226G Social Ecology I, 824-4252
Office Hours: Mondays 3-5p and by appointment

Course Website: http://eee.uci.edu/07w/38423

DESCRIPTION

This course introduces students to the theory and practice of analyzing qualitative data. The course is oriented around using analysis as a spur to creativity and imaginative theorizing. Students must have qualitative data they can analyze in the course. Students who have already learned about data collection and research design for qualitative research will get the most out of this course.

Students will be graded on 4 exercises (25% for each exercise) in which they analyze data and discuss the associated theory. The class sessions marked with an asterisk (*) are the sessions that you should use for these exercises. There are 6 marked class sessions. You may choose any 4 of the 6. You should analyze your data using the technique in the readings for that day and write a description of what you have done and why. For the class on January 16th all students will develop research questions that will guide their use of the analytical techniques.

Please prepare your analysis before class time so that you can discuss it in class. You may revise your analysis after the class discussion and turn it in at the following class session. Peer input for all written assignments will be organized through the class.

Books and other readings: The following books are on order at the UCI Bookstore. All other readings are available electronically on the course website.


Martha S. Feldman. Strategies for Interpreting Qualitative Data (Sage 1995)

**CLASS SESSIONS AND READINGS**

**January 9: Introduction**


**Assignment:** Read readings and be prepared to discuss. There will be an in-class exercise based on the Scudder reading. Also be prepared to describe your data briefly.

**January 16: Research Paradigms**
Egon G. Guba and Yvonna S. Lincoln, “Competing Paradigms in Qualitative Research”, Chapter 6 in *Handbook of Qualitative Research*, edited by Denzin and Lincoln (Sage, 1994).


**Assignment:** Categorize your research questions and your data according to the types of research and analyses discussed in the readings. Several categorizing schemes are proposed and it is useful for you to use as many as possible.

*January 23: What is grounded theory?*


**Coding and Categorizing**

*James Spradley. *The Ethnographic Interview*, Step5, 6, 8 and 10. (Holt, Rinehart and Winston, 1979)

*January 30: Memoing*
Robert Emerson, Rachel Fretz and Linda Shaw. *Writing Ethnographic Fieldnotes, Processing Fieldnotes: Coding and Memoing.* (University of Chicago, 1995)

**Gounded theory revisited:**

**February 6: Coding, Categorizing and Memoing**

**February 13: No class**

**February 20: Narratives**
(Visitor: Professor Monica Worline, Goizueta Business School, Emory University)

Barbara Czarniawska. The ‘Narrative Turn’ in Social Studies. In *Narratives in Social Science Research* (Sage, 2004).


Additional readings will be added for this week.

**February 27: Heuristics**


**March 6: Metatheories**
Martha S. Feldman. *Strategies for Interpreting Qualitative Data* (Sage 1995)


March 13: Analysis and the writing process
(Visitors: Professor Karen Golden-Biddle, School of Management, Boston University and Professor Karen Locke, School of Business Administration, The College of William and Mary)


Illustrative articles for analysis to be chosen
Other Possibilities:


**Strategic Principles:**
- Embrace not knowing
- Nurture Hunches
- Disrupt the order