

SAMPLE

PP&D 213- Advanced Qualitative Methods

Class Information

- PP&D 213
- ADV QUAL METHODS
- Course Code: 53535
- Term: [REDACTED]

Meeting Information

- [REDACTED]
- [REDACTED]

Instructor Information

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

Course Summary

This course introduces students to the theory and practice of analyzing qualitative data. The course is oriented around using analysis as not only a way to validate findings but also as a of supporting 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.

Course grades are based on the following assignments:

- 4 exercises (20% for each exercise) based on the class sessions marked with an asterisk. There are 6 marked class sessions. You may choose any 4 of the 6. You should analyze your data using one of the techniques presented in the readings for that day and write a description of what you have done and why. 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. Whenever you turn in an analysis, you are responsible for peer reviewing the assignments of 2 other people.
- A final project (20%) in which students review and revise these 4 analyses and assess the development of your project and your development as a researcher. The project may be submitted online if you can put everything into 1 file (pdf, doc or docx). If you cannot put everything in 1 file, please print the project and bring it to my office. **Due by noon** [REDACTED] Please see the files page for a description of the final assignment and questions to be answered in the assignment.

In addition to the graded assignments, for the class on January 18th 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.

- If you want to have an analysis peer reviewed, please put your name on two pieces of paper and place in the course bowl. If you put your name in the bowl, you must take 2 names out of the bowl and peer review those people's submissions.
- For peer (and professor) review, please post your analysis to the course google drive by the Friday after class at 5pm. Post your analysis as a google.doc so that all reviewers can comment on the same document.
- Please complete peer review by Tuesday at 5pm of the week after the paper is posted so that the author can review comments before class on Wednesday.

Books and other readings: The following books can be ordered online. All other readings are available electronically on the course website.

Abbott, Andrew. *Methods of Discovery: Heuristics for the Social Sciences* (W. W. Norton, 2004).

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

Golden-Biddle, Karen and Karen Locke. *Composing Qualitative Research* 2nd edition (Sage, 2007)

Course Syllabus

CLASS SESSIONS AND READINGS

■■■■■: Introduction

Saldaña, J. 2015. [*Thinking Qualitatively: Methods of Mind*](#). Thousand Oaks, CA: Sage (Pages 19-27 - through the section on Thinking Inductively)

Locke, Karen, Karen Golden-Biddle and Martha S. Feldman. 2008. [*Making doubt generative: Rethinking the role of doubt in the research process*](#). *Organization Science*, 19(6): 907-918.

Scudder, Samuel H. 1997. [*Learning to see*](#). In John Hatton and Paul B. Plouffe (Eds.) *Science and its Ways of Knowing* (pp. 143-146). Upper Saddle River, NJ: Prentice Hall.

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.

██████████ Research Paradigms

Locke, Karen and Karen Golden-Biddle. 2002. [An introduction to qualitative research: Its potential for industrial and organizational psychology](#). In Steven G. Rogelberg (Ed.) *Handbook of Research Methods in Industrial and Organizational Psychology* (pp.99-118). Malden, MA: Blackwell

Lin, Ann Chih. 1998. [Bridging positivist and interpretive approaches to qualitative methods](#). *Policy Studies Journal*, 26(1): 162-180.

Langley, Ann. 1999. [Strategies for theorizing from process data](#). *Academy of Management Review*, 24(4): 691-710.

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. The handout from the 1st class provides some exercises that you may find useful as ways of processing the information from these readings.

***██████████ Inductive Research: Grounded Theorizing and Creating Categories** **Grounded Theorizing**

Locke, Karen. 2001. [Chapters 3 and 4](#) in *Grounded Theory in Management Research*. Sage.

Glaser, Barney and Anselm Strauss. 1967. [The constant comparative method of qualitative analysis](#) in *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Aldine de Gruyter

Creating Categories

Spradley, James. 1979. [Steps 5 and 6](#) of *The Ethnographic Interview*. Holt, Rinehart and Winston.

Miles, M. B., A. M. Huberman and J. Saldana. 2014. *Qualitative Data Analysis*, 3rd edition. Thousand Oaks, CA: Sage. (Pages 179-182 - up to the section on describing action)

*** [REDACTED] Coding, Categorizing and Memoing**

Saldana, J. 2016. *The Coding Manual for Qualitative Researchers*, 3rd Edition. Thousand Oaks, CA: Sage. (Pages 4-28)

Emerson, Robert, Rachel Fretz and Linda Shaw. 2011. [Processing Fieldnotes: Coding and Memoing](#). Chapter 6 in *Writing Ethnographic Fieldnotes*. University of Chicago Press

Gounded Theory Revisited:

Locke, Karen. 1996. [Rewriting the discovery of grounded theory after 25 years?](#) *Journal of Management Inquiry*, 5(3): 239–245.

Suddaby, Roy. 2006. [From the Editors: What grounded theory is not](#). *Academy of Management Journal*, 49(4): 633–642.

*** [REDACTED] Coding, Categorizing and Memoing (continued)**

Miles, M. B., A. M. Huberman and J. Saldana. 2014. *Qualitative Data Analysis*, [3rd edition](#). Thousand Oaks, CA: Sage. (Pages 84-104) .

Locke, Karen, Martha S. Feldman and Karen Golden-Biddle. 2015. [Discovery, Validation and Live Coding](#). In K. Elsback and R. M. Kramer (eds), *Handbook of Qualitative Organizational Research: Innovative Pathways and Methods*. NY: Routledge. (Pages 371-380)

*** [REDACTED] Instances, Sequences and Patterns**

Silverman, David. [Chapter 3](#) in A Very Short, Fairly Interesting and Reasonably Cheap Book about Qualitative Research. (Sage, 2007).

Feldman, Martha S., Kaj Sköldböck, Ruth Nicole Brown and Debra Horner. [Making Sense Of Stories: A Rhetorical Approach To Narrative Analysis](#). *Journal of Public Administration Research and Theory*, 2004, 14(2): 147-170

Pentland, Brian T. and Martha S. Feldman. [Narrative networks: Patterns of technology and organization](#). *Organization Science* 2007,18(5): 781-795.

Hayes, Gillian, Charlotte Lee and Paul Dourish. 2011. [Organizational routines, innovation and flexibility: The application of narrative networks to dynamic workflow.](#) *International Journal of Medical Informatics* 80(8): e161–e177.

Feldman, Martha S. and Julka Almquist. 2012. [Analyzing the Implicit in Stories.](#) In Holstein. J and J. Gubrium (Eds.) *Varieties of Narrative Analysis.* Sage Publishing.

* **Metatheories**

Martha S. Feldman. 1995. *Strategies for Interpreting Qualitative Data.* Thousand Oaks, CA: Sage

* **Heuristics**

Vaughan, Diane. 1992 [Theory elaboration: The heuristics of case analysis.](#) In Charles C. Ragin and Howard S. Becker (Eds.) *What is a Case? Exploring the Foundations of Social Inquiry* (pp. 173-202). Cambridge.

Abbott, Andrew. 2004. *Methods of Discovery: Heuristics for the Social Sciences,* Chapters 3-5. W. W. Norton.

Optional:

Vaughan, Diane. 2004. [Theorizing disaster: Analogy, historical ethnography, and the Challenger accident](#) *Ethnography*, 5(3): 315–347

* **Analysis and the writing process**

Golden-Biddle, Karen and Karen Locke. 2007. *Composing Qualitative Research.* Introduction, Chapters 1-3. Thousand Oaks, CA: Sage

Karl E. Weick. 1989. [Theory construction as disciplined imagination.](#) *Academy of Management Review*, 14(4): 516-531.

Optional:

Gioia, D., K.G. Corley and A. Hamilton. 2013. [Seeking qualitative rigor in inductive research: Notes on the Gioia methodology](#). *Organizational Research Methods* 16(1):15-31.

Writing continued

Read interviews of qualitative researchers on <http://projectscrib.org/>

ADDITIONAL RECOMMENDED READINGS:

Becker, H. S. 1998. *Tricks of the trade: How to think about your research while you're doing it*. University of Chicago Press.

Corbin, Juliet and Anselm Strauss. 2008. *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*. (There are 4 editions. The 1st and 3rd are very different. I haven't seen the 2nd and 4th.) Thousand Oaks, CA: Sage.

Egon G. Guba and Yvonna S. Lincoln. 1994. [Competing paradigms in qualitative research](#). In N.K. Denzin and Y.S. Lincoln (Eds.) *Handbook of Qualitative Research* (pp. 105-117). Thousand Oaks, CA: Sage.

Golden-Biddle, Karen and Karen Locke. 1993. [Appealing Work: An Investigation of How Ethnographic Texts Convince](#). *Organization Science*, 4(4): 595-616

Janesick, Valerie. 2001. [Intuition and Creativity: A pas de deux for qualitative researchers](#). *Qualitative Inquiry*, 7(5): 531-540.

Keller, Evelyn Fox. A Feeling for the Organism. In John Hatton and Paul B. Plouffe (eds.) *Science and its Ways of Knowing*, (Prentice Hall, 1997)

Lofland, John, David Snow, Leon Anderson and Lyn Lofland. *Developing Analysis. In Analyzing Social Settings 4th Edition* (Wadsworth 2006).

Locke, Karen and Karen Golden-Biddle. 1997. [Constructing opportunities for contribution: Structuring intertextual coherence and "problematizing" in organizational studies](#). *Academy of Management Journal*, 40(5): 1023-1062.

Numagami, Tsuyoski. 1998. [The infeasibility of invariant laws in management studies: A reflective dialogue in defense of case studies.](#) *Organization Science*. 9:1: 2-15.

Richardson, Laurel. Writing: A Method of Inquiry. In Norman K. Denzin and Yvonna S. Lincoln (eds.) *Handbook of Qualitative Research* (Sage, 1994)

Schwarz, Martin. 2008. [The importance of stupidity in scientific research.](#) *Journal of Cell Science* 121:1771.

Weick, Karl E. The Attitude of Wisdom: Ambivalence as the Optimal Compromise. In *Making Sense of the Organization*. (Blackwell, 2001)

Yanow, Dvora. Thinking Interpretively: Philosophical Presuppositions and the Human Sciences. In Dvora Yanow and Peregrine Schwartz-Shea (eds.) *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. (M.E. Sharpe, 2006)