CAMBRIDGE

Cambridge University Press
978-0-521-33806-6 - Qualitative Analysis for Social Scientists
Anselm L. Strauss
Index
More information

Author index

Adison, R., xv, 167–8
Atkinson, P., xiv, 214, 313

Becker, H., 110, 148, 216, 253–5, 262, 312
Biernacki, P., xii, 312
Bowers, B., xii, xv, 179–81, 312
Broadhead, R., 312
Bucher, R., 314
Burks, A., 313

Cauhape, E., xii, xv, 312
Charmaz, K., xiv, 312
Chico, N., xiv, xv, 268, 270, 296
Clarke, A., xii, xiv, 82–104, 312
Coenen, H., xv
Conrad, P., xiv, 75, 312, 314
Corbin, J., xiv, xv, 122–5, 181–2, 187, 191–209, 224–30, 271, 312

Davis, F., 194, 255–6, 307–11, 312
Davis, M., 246
de Mille, A., 210, 227–30
Dewey, J., 3, 4, 9–10, 110, 263, 312
Diesing, P., 215, 312

Ehrlich, D., 314

Fagerhaugh, S., xiv, xv, 41, 171, 75–8, 113, 119–22, 132–42, 144–5, 147–8, 312, 313, 314
Fann, K., 313
Fischer, W., xv, 196
Fisher, B., 264, 313
Freidson, E., 233

Galler, R., 264, 313
Geer, B., 110, 253–5, 312
Gerson, E., xii, xiv, xv, 125–7, 146, 313, 314

Glaser, B., xi, xiv, xv, 5, 6, 22–39, 109, 127–8, 186, 217, 218, 243, 248, 249, 256–8, 264, 270, 273, 284, 313
Goffman, E., 248, 252–3, 313
Grathoff, R., xv

Hammersley, M., 313
Hartshorn, C., 313
Hazan, A., xii, xv, 161, 313
Hildebrand, B., xv
Hoffman-Riem, C., xii, xv, 313
Hornstein, G., xv
Huberman, M., xiii, 2, 3, 55, 143
Hughes, E., 6, 272, 273, 275, 312, 313

Jick, T., 2, 313
Johnson, Malcolm, xv
Johnson, M., 313
Jurich, K., 154–60, 301–3

Klapp, O., 245
Knox, D., 194–6

Lakoff, G., 313
Lazarsfeld, P., 6
Lear, J., 231, 313
Lifchez, R., 57, 313
Lindesmith, A., 251–2, 313
Louis, K., 2, 313

MacCready, M., xv, 152–4
Marks, F. R., xv
McClintock, 2, 214, 313
Mead, G., 5, 188, 201, 313
Miles, M., xi, xii, 3, 37, 55, 143, 313–14
Mills, C. W., 305

Oleson, V., 247

Peirce, C., 5, 110, 313
Peterson, E., xv, 144
Polsky, N., 216, 314

© Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-33806-6 - Qualitative Analysis for Social Scientists
Anselm L. Strauss
Index
More information

Reinharz, S., 75, 312
Riemann, G., xii, xv, 314
Robbins, A., 2, 314
Rosenbaum, M., xii, 314
Roth, J., 37, 314
Ryan, C., 190, 192, 197–9
Ryan, K., 190, 192–9

Sabshin, M., 314
Schatzman, L., xv, 3, 14, 39, 314
Schneider, J., xiv
Scheutze, F., xii, xiv, 218, 144, 314
Sharfstein, S., 218
Sieber, S., 2, 314
Smith, A., xv, 51, 165–7
Smith, A. G., 2, 51, 314
Soeffner, H-G, xv
Star, S. L., xii, xiv–xv, 125–6, 171–9, 303–44, 313–14
Strauss, A., 5–6, 39, 41, 71, 75–8, 111–17, 121–42, 146–8, 171–82, 186–7, 191–209, 217–18, 224–40, 243, 256–7, 264, 271, 275, 292–3, 299, 306–14
Suczek, B., xiv, xv, 65–8, 75–8, 117–18, 131–42, 313–14
Sutherland, E., 245

Veblen, T., 283
Volberg, R., xii, 314

Wallace, S., xv
Warren, C., 246
Weiss, P., 313
Whitaker, E., 247
Wiener, C., xii, xiv–xv, 75–8, 132–42, 313–14
Wimsatt, W., 127, 314
Winslow, B., 57, 313
Wright, R., 244

© Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-33806-6 - Qualitative Analysis for Social Scientists
Anselm L. Strauss
Index
More information

Subject index

analysis, 525; ability at, 299–300; clarity of, 258–9; competence at, 278; confidence in, 259; consulting about, 288–91; impediments to (received theories), 282–3; line by line, 151–4, 267–8 (*see also* open coding); pacing of, 284; teaching of, 291–9; and technical literature, 280–82; *see also* qualitative analysis
analytic logic, 249–51; diagrams, 252–7; readings for (illustrations of), 251
appendix, 306–11
assumptions, 1–2; *see also* qualitative analysis
axial coding, 32–3, 64–8; *see also* codes, coding

case history; *see* case method
case method, 214–18: guidelines for, 219–20, 222–3; history, 218, 220–30; study, 218–20; 230–40
case study; *see* case method
category and categories, 21: core, 18, 21, 34–6, 269–70; diagram, 70; genuine, 29; *see also* rules of thumb
Chicago sociology, 6
codes, 55–81; axial, 32–3; *in vivo*, 33–4; in writing for publication, 33, 75–8; labeling of, 34; open, 55–81; selective, 33; sociologically constructed, 33–4; *see also* coding
coding, 17, 20–1, 27–33, 55–81: axial, 32–3; 64–8; initial steps in, 56–8; misconceptions of, 34, 55; open, 28–32, 41–54, 54–64; overview approach to, 31; paradigm, 18–19, 27–8, 58, 70; rules of thumb, 30–2, 80–1; selective, 33, 69–75, diagram, 70; when should?, 36–7; seminar in open coding, 82–108; springboard function of, 61; for structural and interactional relationships, 78–81; themes versus dense coding, 57; who should, 36–8; *see also* codes
coding paradigm, 18–19, 27–8, 58, 70; *see also* codes, coding
collaborative work, 82–108, 130–50, 287–304
comeback, case illustration, 224–30
common problems, cases, 151–69
comparisons, constant, 16, 25, 82–108
concept, 25–6; borrowed, 125–7; *see also* appendix
conceptual density, 17, 21; versus nondensity, 31, 35
conceptual specification, 26
consulting, 287–91: post consultation sessions, 179–82, 287–91
core category and core categories, 18, 21, 34–6; rules of thumb, 36, 269–70; *see also* category and categories

data: collection, 19, 20, 26–7, 265–6: experiential, 10–11, 41, 299; flooded with, 160–62; interpretation of, 4; pertinent, 19; qualitative materials as, 2–5; rules of thumb for, 162; slices of, 27; sources of, 26–7; transcribing of, 266–7; utilization for case histories/studies, 216–17; *see also* coding paradigm
deduction, 11–14
decription, 4
diagram: finding the hole in, 167–9, rules of thumb for, 168–9; for illustrating analytic logic, 252–7; integrative, 150, 170–83, 184–5, 278–9; operational, 143–50; as teaching devices, 149; *see also* graphic representations, visual devices

© Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-33806-6 - Qualitative Analysis for Social Scientists
Anselm L. Strauss
Index
More information

dimensionalizing, 14–16, 21: case illustration, 154–60
dimensions, 14–16, 21; *see also* dimensionalizing
discussional form of theory, 264

epilogue, 305
experiential data, 10–13, 20, 104: flooded with, 160–2

field work (observation), 2, 265–8

generative questions, 17, 22, 40–54, 55–81, 82–108, 109–129, 271–73
glossary of major terms, 20–2
graphic representations (visual devices), 143–50: rules of thumb for, 150
grounded theory, xi, 5–6: basic operations, 22–39; culture, 303–4; formal theory, 241–8; main elements, 22–3; mastery of, 300; writing from, 147–8, 263–4; requisite abilities for doing, 299–301; *see also* research phases
guidelines; *see* rules of thumb

hypotheses, 11–12, 15–16, 21

indicator-concept model, 24–5
indicators, 25–6
induction, 11–14
integration, 18, 21, 170–183: integrative diagrams, 22, 170–83, 184–5, 278–9; integrative mechanisms, 184–214; integrative sessions, 170–83; nonintegrating ideas, 279–80; through memo sequences and sets, 185–212; technical literature, 180–2; writing as integrative mechanisms, 212–14
interactional sensitivity, 299–300
interpretation of data, 4, 216–17, 267–8
interviews, 27: analysis of, 51–4, 265–7
in vivo codes, 33–4; *see also* codes, coding

language, social and psychological, 270–1
line by line analysis, illustration, 82–108, 151–4, 267–8; *see also* codes, coding

matrix, 147–8
memos and memoing, 109–29: announcement of new category, 122; distinguishing between two or more categories, 124–5; extending implications of a borrowed concept, 125–7; follow through, 113–17, 122–3; graphic teaching devices as, 149; initial orienting, 110–12; initial phase of attack on phenomenon, 118–22; preliminary, 113–15; presentational, 130–8; rules of thumb for, 127–9; sequence and integration, 95–212; sparks, 117; summary, 130–6; team meetings as, 130–42; theoretical, 18, 22; theoretical and visual devices, 143–9
memo sequences, 184–214; *see* rules of thumb
memo writing, 109–29; *see* memos

open coding, 28–32, 59–64: rules of thumb for, 30–2; initial stages, illustration, 56–8; seminar on, 82–108; *see also* codes, coding
overview approach, 31

pain management: class session on, 41–50; coding examples of, 71–5
paradigm, 19; *see* coding paradigm
pragmatism and pragmatists, 5, 110
property, 21, 30

qualitative analysis, 1–39: competence at, 278; complexity and, 10; interference by quantitative method habits, 277–8; and interpretation, 4; introduction to, 1–39; literature on, xiii; methods, 2
qualitative materials, 2–5
qualitative methods, xiii, 3, 277–8
questions and answers, 265–86: generative questions, 271–3,

research questions, illustrations of, 15–16
reading for analytic logic, 249–51: illustrations of, 251–7
relationship, structural and interactional, 78: illustration of connecting macro conditions and micro data, 163–4; coding for, 77–81
research: central work processes, 17–20; consultation, 287–91; design, 297–9; funding qualitative research, 285–6, 298–9; phases, 4, 23–4; teaching of, 23–5, 287, 291–304; topics, 273–4; as work, xi, 9–10, 305; working alone versus in team, 284–5

© Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-33806-6 - Qualitative Analysis for Social Scientists
Anselm L. Strauss
Index
More information

rules of thumb, 7–9: for case histories, 222–31; for case studies, 219–20; for central theoretical issue, 167; for coding, 81; for coding for structural and interactional relationships, 80, 164; for consultation, 288–91; for core category, 36; for dimensionalizing, 160; for formal theory, 241–2; and experiential data, 104; for filling in holes, 168; when flooded with data, 163; for integrative diagrams, 182–5; for memos and graphic representations, 150; for memo sequencing, 211–12; for neutralizing received theory, 282–3; for open coding, 30–2, 63; for teaching research seminars, 291–7; for writing as integrative mechanism, 213–14; in team research, 38; for who should code, 38

safety, clinical: team meeting session, 130–42; work (discovery and coding of), 14–17, 64–8
sampling: selective, 39; theoretical, 16–21, 38–9, 274–7; illustration of, 15–17
selective coding, 33, 69–75, 129; *see* codes, coding
seminars, research: illustrations of, 40–54, 82–108
social world: case history of, 230–40
sociologically constructed codes, 33–4; *see also* codes, coding
sociology of work, 9

teaching, 287, 291–304: graphic devices for, 149; integrative
teaching session, 170–83; seminar on open coding, 56–8, 82–108
team meetings, 130–50: discussion, 138–9; as memos, 130–42; working in, 284
theme analysis, 57
theoretical commentary and case history, 221–3
theoretical sampling; *see* samping theoretical
theoretical saturation, 21, 25–6, 31, 35
theoretical sensitivity, 21, 299–300
theoretical sorting, 22; *see also* memos and memoing
theory: complex, 6–7, 10, 264; discovering new from previous, 13, 306–11; discussional versus propositional form of, 264; formal (grounded), 241–8; presenting of, 285–6; substantive, 242; *see also* grounded theory, rules of thumb
trajectory, 189–212, 256–7

variation, 21, 36, 217; *see also* coding paradigm, theory complex
verification, 11–14, 17
verstehen; see interpretation of data
visual devices, 143–50: analytical logic and, 252–7; integrative, 150, 170–83, 184–5, 278–9; operational, 143–8; as teaching devices, 149; *see also* graphic representations

work processes, research as, 17–20
writing, 19–20; for audiences, 20, 261–3; confidence when, 259–60; clarity of, 258–9; as an integrative mechanism, 212–14; memo sequences and, 208–11; for publication, 213–14, 258–64; rules of thumb for, 213–14; utilizing codes in, 75–8; and theory, 263–4

© Cambridge University Press www.cambridge.org