



**LUND**  
UNIVERSITY

Department of Sociology

### **A. Reading course in Reflecting on Qualitative Analysis (PhD level)**

A third level (PhD) “reading course” does not involve any teaching and typically only has one or a few participants taking part in the course. A reading course for 7,5 credits should cover an ambitious and demanding reading material, which exact page number can vary depending on the nature of texts (i.e., heavy dominance of research articles). The Department of Sociology offer reading courses to its PhD students on areas that cover either a specific topic of high relevance for the PhD thesis, or a specific area of research expertise in the Department. This course belongs to the latter category.

This course has been reviewed by the Director of graduate studies on DAY-MONTH-2024.

### **B. Course Details, Assessment, Grades**

This course is offered by David Wästerfors upon demand as a reading course on the readings listed under D, below. There is no teaching. The course is examined on the basis of a written paper (in English or Swedish) of 10-15 pages and/or an oral examination.

The grades for the course are awarded as Pass or Fail. To receive a Pass, the student must fulfil the learning outcomes specified for the course and demonstrate an independent, reflective, well-informed and critical relationship to the issues presented in the course

### **C. Learning Outcomes**

By the end of the course the student should be able to:

- 1) Summarize the main outlines of the research field covered in the reading material
- 2) Critically examine contributions to the relevant research field
- 3) Apply some of the ideas in the literature to a research problem

### **D. Admission Requirements**

Applicants must be admitted to the Ph.D. program at the Department of Sociology, Lund University, or be accepted as a visiting student to that program.

### **H. Course Literature**

Brinkmann, Svend (2013), *Qualitative Interviewing*. New York: Oxford University Press. (188 p.)

Charmaz, K. (2002), *Qualitative interviewing and grounded theory analysis*. I J.F. Gubrium & J.A. Holstein (red.), *Handbook of interview research: Context & method* (s. 675-693). Thousand Oaks, CA: Sage. (18 p.)

Charmaz, K. (2006), *Constructing grounded theory: A practical guide through qualitative analysis*. London: Sage. (208 p.)

Clarke, Victoria & Braun, Virginia (2017), Thematic analysis, *The Journal of Positive Psychology*, 12:3, 297-298, DOI: 10.1080/17439760.2016.1262613. (2 p.)

Hammersley, Martyn & Atkinson, Paul (2007), *Ethnography: Principles in practice*. London & New York: Routledge. (275 p.)

Katz, Jack (2001), Analytic Induction. Smelser, N. J. & Baltes, P. B. *International Encyclopedia of the Social and Behavioral Sciences*. Amsterdam: Elsevier. (19 p.)

Louw, Stephen; Watson Todd, Richard & Jimarkonn, Pattamawan (2014), Picking the ripe cherry: Extract selection in qualitative research, King Mongkut's University of Technology Thonburi, conference paper. (14 p.)

Tavory, I. & Timmermans, S. (2014), *Abductive analysis: Theorizing qualitative research*. Chicago: Chicago University Press. (180 p.)

*In addition, method chapters in a selection of sociology dissertations will be used, about 100 pages.*

In total: 1004 pages.