The SAGE Handbook of
Grounded Theory
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The SAGE Handbook of Grounded Theory

Edited by Antony Bryant Kathy Charmaz
‘The mind is not a vessel to be filled, but a fire to be ignited.’ – Plutarch

This Handbook is dedicated to Barney G. Glaser and to the memory of Anselm L. Strauss
## Contents

<table>
<thead>
<tr>
<th>Notes on Contributors</th>
<th>xi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Editor’s Preface</td>
<td>xxviii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>xxxi</td>
</tr>
</tbody>
</table>

Introduction 1

Grounded Theory Research: Methods and Practices

*Antony Bryant & Kathy Charmaz*

**PART I  ORIGINS AND HISTORY** 29

1 Grounded Theory in Historical Perspective: An Epistemological Account

*Antony Bryant & Kathy Charmaz* 31

2 The Discovery of Grounded Theory in Practice: The Legacy of Multiple Mentors

*Eleanor Krassen Covan* 58

3 Living Grounded Theory: Cognitive and Emotional Forms of Pragmatism

*Susan Leigh Star* 75

**PART II  GROUNDED THEORY METHOD AND FORMAL GROUNDED THEORY** 95

4 Doing Formal Theory

*Barney G. Glaser* 97

5 On Solid Ground: Essential Properties for Growing Grounded Theory

*Phyllis Noerager Stern* 114

6 From the Sublime to the Meticulous: The Continuing Evolution of Grounded Formal Theory

*Margaret H. Kearney* 127
CONTENTS

7 Orthodoxy vs. Power: The Defining Traits of Grounded Theory  
   Jane C. Hood  

PART III GROUNDED THEORY IN PRACTICE  

8 Grounding Categories  
   Ian Dey  

9 The Development of Categories: Different Approaches in Grounded Theory  
   Udo Kelle  

10 Abduction: The Logic of Discovery of Grounded Theory  
   Jo Reichertz  

11 Sampling in Grounded Theory  
   Janice M. Morse  

12 Asking Questions of the Data: Memo Writing in the Grounded Theory Tradition  
   Lora Bex Lempert  

13 The Coding Process and Its Challenges  
   Judith A. Holton  

PART IV PRACTICALITIES  

14 Making Teams Work in Conducting Grounded Theory  
   Carolyn Wiener  

15 Teaching Grounded Theory  
   Sharlene Nagy Hesse-Biber  

16 The Evolving Nature of Grounded Theory Method: The Case of the Information Systems Discipline  
   Cathy Urquhart  

PART V GROUNDED THEORY IN THE RESEARCH METHODS CONTEXT  

17 Grounded Theorizing Using Situational Analysis  
   Adele E. Clarke & Carrie Friesen
CONTENTS ix

18 What Can Grounded Theorists and Action Researchers Learn from Each Other? 398
Bob Dick

19 Feminist Qualitative Research and Grounded Theory: Complexities, Criticisms, and Opportunities 417
Virginia L. Olesen

20 Accommodating Critical Theory 436
Barry Gibson

21 Grounded Theory and the Politics of Interpretation 454
Norman K. Denzin

22 Grounded Theory and Racial/Ethnic Diversity 472
Denise O’Neil Green, John W. Creswell, Ronald J. Shope & Vicki L. Plano Clark

23 Advancing Ethnographic Research through Grounded Theory Practice 493
Stefan Timmermans & Iddo Tavory

PART VI GROUNDED THEORY IN THE CONTEXT OF THE SOCIAL SCIENCES 513

24 Grounded Theory and Reflexivity 515
Katja Mruck & Günter Mey

25 Mediating Structure and Interaction in Grounded Theory 539
Bruno Hildenbrand

26 Rational Control and Irrational Free-play: Dual-thinking Modes as Necessary Tension in Grounded Theorizing 565
Karen Locke

27 Research as Pragmatic Problem-solving: The Pragmatist Roots of Empirically-grounded Theorizing 580
Jörg Strübing

Discursive Glossary of Terms 603

Index 613
Notes on Contributors

Antony Bryant is currently Professor of Informatics at Leeds Metropolitan University, Leeds, UK. As an undergraduate he studied Social & Political Sciences at Cambridge, and completed a PhD at The London School of Economics. He later completed a Masters in Computing, followed by several years working as a Systems Analyst for a commercial software developer. In 1985 he joined Leeds Polytechnic (which later became Leeds Metropolitan University) as a lecturer in the School of Mathematics & Computing; and in 1988 he became BT Reader in Software Engineering, which involved leading a research team developing mathematical verification methods for software. In 1994 he was appointed Professor of Informatics at LeedsMet.

Apart from work with BT, he has worked on government IT projects, and collaborated with major commercial companies on a variety of ventures. He has developed and taught a wide range of post-graduate courses in South Africa, Malaysia, and China. He is currently ASEM Professor at the University of Malaya, and Visiting Professor at the University of Amsterdam.

His current activities include a research project on the role of the chief information officer, and the ways in which alternative organizational models (such as that used in open-source software development) might be used in community contexts as a model for collaboration and social innovation.

His recent publications include Thinking Informatically: A New Understanding of Information, Communication & Technology (Edwin Mellen, 2006), and editor and co-author of a series of articles in Theory, Culture & Society focusing on the work of Zygmunt Bauman and Gustav Metzger: ‘Liquid Arts,’ TCS 2007.

He is in the process of establishing The Centre for Social Innovation at LeedsMet, which will involve several public sector projects and seek to find ways of encouraging collaboration between public, private, and voluntary sector organizations.

Kathy Charmaz is Professor of Sociology and Coordinator of the Faculty Writing Program at Sonoma State University. She teaches in the areas of sociological theory, social psychology, qualitative methods, health and illness, and gerontology. As Coordinator of the Faculty Writing Program, she assists faculty in writing for publication and leads three faculty seminars on professional writing. In addition to writing numerous chapters and articles, she has written or
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**Adele E. Clarke** did her undergraduate work at Barnard College, a master’s in sociology at New York University, her PhD at UC San Francisco with Anselm Strauss, and a postdoc in organizations at Stanford with Richard Scott. She is currently Professor of Sociology and History of Health Sciences at the University of California, San Francisco. She has taught the qualitative research methods sequence of courses there since 1990, and published on qualitative research in German and English. Her work on situational analysis includes an article in *Symbolic Interaction* (2003) and her book *Situational Analysis: Grounded Theory After the Postmodern Turn* (SAGE, 2005) which won the 2006 Charles Horton Cooley Award of the Society for the Study of Symbolic Interaction. Her paper on ‘Feminisms, Grounded Theory and Situational Analysis’ recently appeared in *The Handbook of Feminist Research: Theory and Praxis* (SAGE, 2006).

Dr. Clarke’s research has centered on studies of science, technology, and medicine with special emphasis on common medical technologies that affect most women’s health such as contraception, the Pap smear, and RU486. Her major work has been on the formation of the American reproductive sciences in biology, medicine, and agriculture including *Disciplining Reproduction: American Life Scientists and the ‘Problem of Sex’* (University of California Press, 1998) which won the Eileen Basker Memorial Prize given by the Society for Medical Anthropology, and the Ludwig Fleck Award of the Society for Social Studies of Science. She also co-edited a volume focused on scientific practice titled *The Right Tools for the Job: At Work in Twentieth Century Life Sciences* (Princeton University Press, 1992; Synthelabo Press in French/Paris, 1996). In women’s health, Clarke has co-edited *Women’s Health: Complexities and Diversities* (Ohio State University Press, 1997) and *Revisioning Women, Health and Healing: Cultural, Feminist and Technoscience Perspectives* (Routledge Press, 1999).

Clarke’s current project is focused on biomedicalization—the expansion of biomedicine into increasing areas of life (human and nonhuman) through implementing technoscientific innovations. With colleagues, she has published two papers, one in *Sciences Sociales et Sante* (2000, in French) and the other in the *American Sociological Review* (2003). Their edited volume of case studies,
Biomedicalization: Technoscience and Transformations of Health and Illness in the USA, is under contract with Duke University Press. Her next project will center around global health.

Eleanor Krassen Covan, PhD, is Director of Gerontology and Professor of Gerontology and Sociology in the Department of Health and Applied Human Sciences, University of North Carolina at Wilmington. Her areas of specialization include Gerontology, Applied research and qualitative evaluation methods, Life history review, Women’s health, and Impact of disaster on the elderly.

As Director of Gerontology Programs she has been responsible for extending the university agenda with regard to teaching, research, and service in gerontology, and she works to expand gerontology service-learning opportunities.

She is Editor-in-Chief for Health Care for Women International, the Journal of the International Council on Women’s Health Issues (ICOWHI). She has been a Fellow for The North Carolina Institute on Aging, University of North Carolina, Chapel Hill; NC Fellow, Association for Gerontology in Higher Education; and Board Member for the International Congress on Women’s Health Issues.


She has received awards from, among others, Sloan Foundation and Ford Foundation to support the development of Professional Master’s Degrees in Gerontology Implementation and Planning.

John W. Creswell, PhD, is the Clifton Institute Professor and has been Professor of Educational Psychology at the University of Nebraska–Lincoln since 1978. He specializes in research methods and writes, teaches, and conducts research on mixed methods research, qualitative research, and research designs. At the University of Nebraska, he co-directs the Office of Qualitative and Mixed Methods Research, a service and research unit that provides methodological support for proposal development and funded projects. In addition, he has been Adjunct Professor of Family Medicine at the University of Michigan Health System (2001–2005) and serves as a consultant on many family medicine and Department of Veterans Affairs large-scale funded projects.

He was recently appointed as Co-editor of the new SAGE Publications journal, the Journal of Mixed Methods Research. He has authored 10 books, and his bestselling books Research Design: Qualitative, Quantitative, and Mixed Methods (SAGE, 2003) and Qualitative Inquiry: Choosing Among Five Traditions (SAGE, 2007) have been translated into multiple languages and are widely used internationally.
**Norman K. Denzin**, Distinguished Professor of Communications, Research Professor of Communications, Cinema Studies, Sociology, Criticism and Interpretive Theory at the University of Chicago at Urbana-Champaign. He received his PhD from the University of Iowa in 1966. He is the author, co-author, or co-editor of over 50 books and 200 professional articles and chapters. He is the past President of The Midwest Sociological Society, and the Society for the Study of Symbolic Interaction. He is founding President of the International Association of Qualitative Inquiry (2005–), and Director of the International Center of Qualitative Inquiry (2005–). He is past editor of *The Sociological Quarterly*, founding co-editor of *Qualitative Inquiry*, and founding editor of *Cultural Studies—Critical Methodologies*, and *Studies in Symbolic Interaction: A Research Annual*.

His recent books include: co-editor: *Handbook of Qualitative Research, 3/e* (SAGE, 2005); *Flags in the Window: Politics and Identity in Post 9/11 America* (Lang, 2007); co-editor, *Globalizing Empire, Globalizing Dissent: Cultural Studies after 9/11* (Paradigm, 2007); co-editor, *Qualitative Inquiry and the Conservative Challenge* (Left Coast Press, 2006).

**Ian Dey** is an Honorary Fellow in the School of Social and Political Studies at the University of Edinburgh. His research has included work on young people and employment, development issues, family policy, and fertility. He has written several books, including *Qualitative Data Analysis: A User Friendly Guide* (Routledge) and *Grounding Grounded Theory: Guidelines for Qualitative Inquiry* (Academic Press). He is currently leading a research project sponsored by the Scottish Executive/ESRC into Fertility Variations in Scotland: Attitudes and Interactions.

**Bob Dick**, independent scholar and consultant. In the distant past Bob Dick was in turn shop assistant, electrician, draftsperson, recruitment officer, and industrial psychologist. He then accidentally stumbled first into a university course and then into an academic appointment. For most of the past 35 years he has been a practitioner and academic. He now divides his work time between independent scholarship, occasional academic work, and consultancy work in community and organizational change.

He has an adjunct appointment at Southern Cross University, where he maintains a substantial web site of action research resources. There, he also supervises action research PhDs and conducts an online course in action research.

In both his scholarship and his consultancy Bob uses concepts and processes from action research, action learning, and community and organization development to help people improve their work, learning, and life. As he does so, he uses action research to improve his own practice. In his consultancy work he is more a generalist than a specialist, though action learning and applications of complexity theory have been recent emphases.