Course Description:

All of us interview each other all of the time, whether we know it or not: “How was the movie?” or “Did you like that new restaurant?” Interviewing within the social sciences, however, has a different set of goals and procedures that in some ways mimic—— and in other ways radically depart from——the kinds of informal interviews most of us conduct on a daily basis.

Interviewing in the social sciences has a long pedigree, and over the last century social scientists of all stripes have tried to formalize and operationalize the techniques and philosophies involved. In recent years, however, post-modernism has problematized much of the process of interviewing, with the interview increasingly being seen as a “discursive” “performance” produced by the interviewer and the interviewee working together in a particular historical and social context.

What does this mean for social scientists who wish to study social life as something other than “text?” How do we build theory in the face of post-modern critiques? What does postmodernism do to day-to-day interviewing?

This course examines these issues both as epistemological and practical concerns, and seeks to teach students how to conduct research interviews in a reflexive and rigorous way.

Required Reading Materials:

There is a course reader available at Copy Central 2576 Bancroft Way

Additional materials may be added to the bCourse website as the course proceeds.
Reading Assignments

Week One: January 22nd  Introduction to the Issues of the Course


“Bloom’s Taxonomy”


Week Two: January 29th  Qualitative Research: History, Theory and Objectives


Week Three: February 5th  Dilemmas of Qualitative Research Design, and What Counts as a “Contribution?”


MEMO ONE DUE

Week Four: February 12th  Ethics of Interviewing and the IRB


Week Five: February 19th **Qualitative Research Design: Choosing a Question**


MEMO TWO DUE

Week Six: February 26th **Sampling, Operationalization, Generalization**


CITI Training: By this week, you must have completed the first two modules of Berkeley’s training in research ethics and best practices

MEMO THREE DUE

Week Seven: March 5th **Choosing a Site, Designing an Instrument**


Theda Skocpol and Vanessa Williamson, the Tea Party and the Remaking of Republican Conservatism, Chapter Two: “What They Believe.” Pp. 45-82
MEMO FOUR DUE

Week Eight: March 12th  **Gaining Entrée**


Karyn Lacy, *Blue-Chip Black: Race, Class, and Status in the New Black Middle Class* (George Gund Foundation Imprint in African American Studies), Appendix

Week Nine: March 19th  **Analyzing Interviews: Thematic Coding**


MEMO FIVE DUE

March 23-27  **Spring Recess; No Classes Meet.**

Week Ten: April 2nd  **Analyzing Interviews: CAQDAS, Boolean Analysis and Other Tools**

Ann Lewins and Christina Silver. (2009) Choosing a CAQDAS Package, 6th ed. Available online at:
http://www.surrey.ac.uk/sociology/research/researchcentres/caqdas/support/choosing/

Week Eleven: April 9th **Quantitative and other Supporting Data: Building Theory**


Bazeley, P. (2002) "Issues in Mixing Qualitative and Quantitative Approaches to Research," Presented at 1st International Conference - Qualitative Research in Marketing and Management, University of Economics and Business Administration, Vienna.

Week Twelve: April 16th **Trouble Shooting**


Week Thirteen: April 23rd **Writing and Publishing**


Week Fourteen b April 30th **Overview and Summary**

More readings may be assigned. Keep watching bCourses