

Sociology 108: In-depth Interviewing

Fall 2024

Professor Yan Long

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Mondays 10:00-11:59 am, 245 Hearst Gym

Office hours: Wednesdays, 4:00-6:00pm, Social Science Building 448

Sign-up: <https://www.wejoinin.com/sheets/xmzng>

COURSE OVERVIEW

This seminar is designed to provide students with focused and hands-on “how to” of interview research. To best take advantage of what this seminar has to offer, you are required to conduct at least SIX interviews based on which you can write a research paper. As you do your project, we will tackle how to develop a researchable question, how to identify and recruit people to interview regarding it, how to prepare a comprehensive set of interview questions, how to conduct the interviews themselves, issues that can arise while conducting interviews, how to code and analyze interviews, and how to present one's findings at the end of a project. This process will help you to learn through practicing new skills, receiving feedback, and improving.

COURSE MATERIALS:

- o Recommended Book: Weiss, Robert. 1995. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: Free Press.
- o All the other required texts will be made available on the bCourse site. They are listed in the section for “Readings.”

COMMUNICATION POLICY

bCOURSE will be used as the ONLY communication tool. If you are unable to meet a deadline due to a potentially “excusable” reason, you must contact Professor Long **72 hours** (3 full days) in advance of the due date and inquire as to the possibility of an extension or make-up.

ETHICAL CONSIDERATIONS IN SOCIAL SCIENCE RESEARCH:

All social scientists must be aware of their ethical and professional obligations. We will discuss research ethics throughout the semester. Students should become familiar with the American Sociological Association's Code of Ethics (<http://www.asanet.org/code-ethics>) and the rules of UC- Berkeley's Committee for Protection of Human Subjects (<http://cphs.berkeley.edu/about.html>).

COURSE REQUIREMENTS

Seminar Participation 10%

This course is organized as a seminar. Seminars depend on the engaged and active participation of their members. Please bear in mind that the quality of that participation will be more important than quantity, as we discuss the readings and the research of the students in the course. Missing more than two classes will affect your grade.

Interview Practicum 45%

Beginning in Week 3, you are to execute your research project on a weekly basis. The following assignments are designed to keep you on track and build you skill sets. Together these eight assignments would lead up to your final paper. All the instructions for assignments will be available on bCourse.

Assignments worth 5% are evaluated on a 'check,' 'check +,' or 'check -' system. Assignments worth 10% are assigned letter grades.

Most assignments are due **at 5:00 pm on bCourse on Sundays**. Since we will discuss your assignments in Monday's section, no late assignment will be accepted.

% of final grade	Due Date	
5%	Sep 22 (Sun)	Introduce your research questions and rationales
5%	Sep 29 (Sun)	Complete CITI modules
10%	Oct 6 (Sun)	Review existing literature
5%	Oct 15 (Mon)	Draft your own interview guide
5%	Nov 3 (Sun)	Transcribe the first interview
10%	Nov 10 (Sun)	Preliminary coding
5%	Dec 1 (Sun)	Analytical memo

Final Research Paper 45%

You shall submit a paper that utilizes your interview data at the end of the semester along with all the transcribed interviews. The paper should be between 9-11 pages (excluding references

and cover page). Further details will be provided in class. Submit your final paper on bCourse by Wednesday, December 18, 5pm.

CLASS SCHEDULE

This is a working document. Adjustments will be made based on how your projects evolve.

September 9| Week 1

Introduction

September 16| Week 2

Research Design: Why interview and how to use in-depth interview data?

- Hochschild, Arlie. 2012 (1989). *The Second Shift: Working Families and the Revolution at Home*. Read Chapters 1, 2 and 4. New York: Avon Books.
- Paul, Anju. 2017. *Multinational Maids, Stepwise Migration in a Global Labor Market*. Read Chapters 1 and 5. Cambridge University Press.

September 23| Week 3

Research Design: Literature review

- Weiss, Robert. Chapter 1.

*Hart, Chris. 2018. *Doing a Literature Review*. Chapter 1. London: Sage Publications.

Assignment: Research question due

September 30| Week 4

Doing Interviews: How do I recruit interviewees?

- Weiss, Robert. Chapter 2.
- Biernacki, Patrick, and Dan Waldorf, 1981. "Snowball Sampling: Problems and Techniques in Chain Referral." *Sociological Methods and Research* 10 (2): 141-63.

Assignment: CITI Training due

October 7| Week 5

Doing Interviews: Gaining entrée

- Morrill, Calvin, David B. Buller, Mary Klein Buller, and Linda L. Larkey. 1999. "Toward an Organizational Perspective on Identifying and Managing Formal Gatekeepers." *Qualitative Sociology* 22: 51-72.

Assignment: Literature review due

October 14| Week 6

Interview Guide: What questions to ask?

- Weiss, Robert. Chapter 3 and skim Chapter 4
- Rubin, Herbert J. and Irene S. Rubin. 2012. *Qualitative Interviewing: The Art of Hearing Data*. Chapters 9-10. Sage.

Assignment: Interview guide draft due in Class

October 21| Week 7

Doing Interviews: How to get people to talk?

- Hermanowicz, Joseph C. 2002. "The Great Interview: 25 Strategies for Studying People in Bed." *Qualitative Sociology* 25 (4): 479-99.
- Snow, David, Louis A. Zurcher, and Gideon Sjoberg. 1982. "Interviewing by Comment: An Adjunct to the Direct Question." *Qualitative Sociology* 5: 385-411.

October 28| Week 8

Doing Interviews: Dilemmas, Challenges and Decisions Intersubjectivities and Ethics

- Lillrank, Annika. 2012. "Managing the Interviewer Self." In *The Sage Handbook of Interview Research: The Complexity of the Craft*, edited by Gubrium, Holstein, Marvasti, and McKinney. Sage Publications.

Assignment: Complete one interview

November 4| Week 9

Data Processing: Fieldnotes and Transcription

- Wolfinger, Nicholas. 2002. "On Writing Fieldnotes: Collection Strategies and Background Expectancies." *Qualitative Research* 2(1): 85-93.

- Bird, Cindy. 2005. "How I Stopped Dreading and Learned to Love Transcription." *Qualitative Inquiry* 11(2): 226–48.

Assignment: One interview transcription due

November 11 | Week 10

Data Analysis: Coding and Analysis

- Auerbach, Carl F., and Louise B. Silverstein, 2003. *Qualitative Data: An Introduction to Coding and Analysis*. Chapters 4 and 5. New York: New York University Press.

Assignment: Preliminary coding due

November 18 | Week 11

Academic Holiday

November 25 | Week 12

Data Analysis: Coding and Analysis (2)

December 2 | Week 13

Data Analysis: Validity and Other Challenges

- Khan, Shamus, and Colin Jerolmack. 2013. "Saying Meritocracy and Doing Privilege." *The Sociological Quarterly* 54(1): 9-19.

Assignment: Analytical memo due

Final Paper Due (December 18th)

Some Resources That May Be Helpful

During this challenging time, there is a collection of useful information and tools to care for yourself.

- 1) Resource collection:

<https://recalibrate.berkeley.edu/one-click-mode/one-click-resources-undergraduate-students>

- 2) Cal Student Central

<http://studentcentral.berkeley.edu/>

If you need help with registration, financial aid, transcripts, etc., please visit Cal Student Central in 120 Sproul Hall.

3) Counseling and Psychological Services (CPS)

<https://uhs.berkeley.edu/counseling>

CPS offers counseling for academic, career and personal issues

4) UCB Basic Needs Center

<http://basicneeds.berkeley.edu/>

Offers support and information for housing and food resources. Focuses on providing economic, housing and food security to students.

5) Path to Care

<http://sa.berkeley.edu/dean/confidential-care-advocate/>

The PATH to Care Center provides affirming, empowering, and confidential support for survivors and those who have experienced gendered violence, including: sexual harassment, dating and intimate partner violence, sexual assault, stalking, and sexual exploitation. Confidential advocates bring a non-judgmental, caring approach to exploring all options, rights, and resources.

6) Multicultural Center

<https://campusclimate.berkeley.edu/students/ejce/mcc>

A student-won, student-led space, the Multicultural Community Center strives to integrate student-driven and community-oriented management, decision-making and visioning in everything that we do. In conjunction with our close partners, the MCC facilitates students' greater involvement in multicultural-related education, collaborations and cross/inter-cultural community building.

7) Gender Equity Resource Center (GenEq)

<https://campusclimate.berkeley.edu/students/ejce/geneq/about-geneq>

The Gender Equity Resource Center, fondly referred to as GenEq, is a UC Berkeley campus community center committed to fostering an inclusive Cal experience for all. GenEq is the campus location where students, faculty, staff and alumni connect for resources, services, education and leadership programs related to gender and sexuality.

8) UC Berkeley Food Pantry

<https://pantry.berkeley.edu/>

The UC Berkeley Food Pantry is a direct response to the need among the student and staff population for more resources to fight food insecurity—the lack of nutritious food. With rising fees, textbook costs, and living expenses, it has become increasingly difficult for students to juggle the costs of living with the costs of obtaining a university degree, and thus many students are finding themselves choosing between essentials such as food and the costs of college. The UC Berkeley Food Pantry was established to provide emergency relief to help

students and staff at the University of California. It is a part of the campus-wide food security efforts.