

## Interviewing Research\*

**Bulletin Description:** Conceptual framework for interviewing, approaches associated with various disciplines and schools of inquiry, forms and structures interviewing takes, the criteria developed to assess interviews, and interviewing practice across a variety of situations. Recording, analyzing, and reporting interview data, ethical and relationship issues, and research on interviewing methods.

This course builds on what students have learned in previous research courses, especially the prerequisite QUAL 8400 "Qualitative Research Traditions" (or its equivalent) and QUAL8410, "Designing Qualitative Research." It seeks a balance between methods and methodology (the study of methods), between practice and theory, and between action and reflection. This section of the course is designed for students to tailor major assignments to their own research agendas.

**Objectives:** By the end of the course students will have accomplished the following tasks as part of group discussion or written reports:

1. Identify and explain the range of research questions and problems addressed by interview research. What is a research interview and how does it compare and contrast with other kinds of interviewing and human verbal exchanges? What are the different ways it is conceptualized? What are the origins of the research interview? What are the strengths and limitations of interviews as a research method?
2. Reflect on your own presuppositions of and subjectivities on research interviewing processes. What ethical and moral issues and dilemmas are raised in research interviews?
3. What is the place of interviewing in social and professional research? How is it a design and a method?
4. Specify the units of analysis in interview research and the nature of the explanations and interpretations generated. What kinds of human phenomena does interview research examine? What goals does it attempt to achieve?
5. Identify the tasks and processes required to formulate appropriate research problems for interviews, to design relevant research strategies for examining such problems, to select pertinent data sources, varieties of interview methods, and data analysis methods, and to assess the results of such efforts.

### Topics addressed in this course:

Interviews and design: interview as survey, interview as integral to participant observation, interview as life history, interview as case study, ethnographic interviews, focus group

interviews, interview as oral history

Relationships between interviewers and respondents: the familiar and the unfamiliar in friendly, hostile, and neutral environments and open or closed groups

Selecting respondents

Kinds of respondents (age, gender, race and ethnicity, sexual orientation, socioeconomic class, nativity, disability, etc.) and their skills and predispositions

Interview contexts:

Groups and individuals

One shot and repeated

Single and multiple interviewers

Brief and long interviews

Metacommunicative contexts: verbal and nonverbal

Interviewer stances and roles: therapeutic, clinical, adversarial, detached, conversational

Settings: where and when interviews are scheduled

Interview content: events and experiences, interpretations, attitudes and values, cultural constructs and folklore, narratives and stories, think-aloud protocols

Interview structures (sequencing, pacing, probing, interpreting): scheduled and nonscheduled

Recording interview data: videotaping, audiotaping, fieldnotes, electronic records

Analyzing interview data: emic and etic coding; taxonomies; domains and structures; meanings; componential analysis; themes and patterns

Styles of reporting interview research

Ethical issues in interviewing

Evaluating interviews: strengths and limitations

Theory and research on interviewing

**Required textbooks:**

Belenky, Mary Field, Jill Mattuck Tarule, Nancy Rule Goldberger, Blythe Mcvicker Clinchy  
1997. *Women's ways of knowing: The development of self, voice, and mind*. 10th  
Anniversary Edition. Basic Books. ISBN: 9780465090990. (Note: 1986 edition ok too)

Gillham, Bill

2000. *The Research interview*. Continuum Press. ISBN: 9780826447975.

Kvale, Steinar, and Svend Brinkmann  
2008. *InterViews: Learning the craft of qualitative research interviewing*. 2<sup>nd</sup> ed. Sage.  
ISBN: 9780761925422.

Morgan, David  
1997. *Focus groups as qualitative research*. 2<sup>nd</sup> ed. Sage. ISBN: 9780761903437.

**Additional Readings (available through WebCT page):**

Briggs, C.L.  
2007 Anthropology, interviewing, and communicability in contemporary society. *Current Anthropology*, 48 (4), 551-580.

Hollway, Wendy, and Tony Jefferson  
1997 Eliciting narrative through the in-depth interview. *Qualitative Inquiry*, 3 (1), 53-70.

Hyman, Herbert H.  
1975 The definition of the interview situation. Chapter Two. *In Interviewing in social research*, 34-82. Chicago: University of Chicago Press.

Ives, Edward D.  
1995 How a tape recorder works. Chapter One. *In The tape-recorded interview: A manual for fieldworkers in folklore and oral history*, 1-24. 2<sup>nd</sup> ed. Knoxville: University of Tennessee Press.

James, Nalita, and Hugh Busher  
2006 Credibility, authenticity and voice: Dilemmas in online interviewing. *Qualitative Research*, 6 (3), 403-420.

Kahn, Robert L., and Charles F. Cannell  
1957 The psychological basis of the interview. Chapter Two. *In The dynamics of interviewing: Theory, technique, and cases*, 22-64. New York: John Wiley & Sons.

Knapik, M.  
2006 The qualitative research interview: Participants' responsive participation in knowledge making. *International Journal of Qualitative Methods*, 5 (3), 1-13

Lott, Eric  
1997 All the king's men: Elvis impersonators and white working-class masculinity. *In Race and the subject of masculinities*, eds. Harry Stecopoulos and Michael Uebel, 192-227. Durham, NC: Duke University Press.

McClellan, Eleanor, Kathleen M. MacQueen, and Judith L. Neidig  
2003 Beyond the qualitative interview: Data preparation and transcription. *Field Methods*, 15 (1), 63-84.

McCormack, Coralie  
2000a From interview transcript to interpretive story: Part 1—Viewing the transcript through multiple lenses. *Field Methods*, 12 (4), 282-297.

McCormack, Coralie  
2000b From interview transcript to interpretive story: Part 2—Developing an interpretive story. *Field Methods*, 12 (4), 298-315.

Poland, Blake, and Ann Pederson

1998 Reading between the lines: Interpreting silences in qualitative research. *Qualitative Inquiry*, 4 (2), 293-312.

Roulston, Kathryn J., Carolyn D. Baker, and Anna Liljestrom  
 2001 Analyzing the researcher's work in generating data: The case of complaints. *Qualitative Inquiry*, 7 (6), 745-772.

Stewart, Kate, and Matthew Williams  
 2005 Researching online populations: The use of online focus groups for social research. *Qualitative Research*, 5 (4), 395-416.

Tilley, Susan A.  
 2003 Transcription work: Learning through coparticipation in research practices. *International Journal of Qualitative Studies in Education*, 16 (6), 835-851.

Weis, Lois, and Michelle Fine  
 1996 Narrating the 1980s and 1990s: Voices of Poor and Working-Class White and African American Men. *Anthropology and Education Quarterly*, 27(4): 493-516.

**Course Requirements:**

1. I expect regular attendance and will take excessive, unexcused absences (missing more than 6 hours of a 3 credit-hour course) into account in the final course grade.
2. I expect people to come to class prepared and to contribute constructively to class discussions and activities. Frequent lack of preparation and either dominating or avoiding classroom contributions will also be taken into account in the final course grade.
3. All students are required to use the WebCT services that support this course. Some course material will be available only on the course WebCT site. We will be emailing one another for individual and group purposes using this site. Assignments are to be submitted on the WebCT site.
4. Assignments—see directions.
5. Grades will be based on the following activities:

Class Attendance and Participation	10
CITI training	5
Two-page plan for interview project	20
Two-page assessment of published interview report	25
Final research project	40
Total Points	100

6. Grading follows Qualitative Research Program policy:

100-93 = A	79-77 = C+
92-90 = A-	76-73 = C
89-87 = B+	72-70 = C-
86-83 = B	69-60% = D
82-80 = B-	below 59 = F

## Course Assignments:

1. Interview report or plan. Everyone has two choices for a class project in the interview research course. (a) You may write a 15-20 page interview report based on data collected prior to or during fall 2008, using the guidelines we develop together for planning, writing, and assessing interview research. Evidence of IRB clearance is required if relevant. The report may include appendices with data or other relevant information. (b) You may write a 15-20 page plan for an interview research project, again using the guidelines we develop together for planning, writing, and assessing interview research. The reports are due Thursday, December 11, by 5 pm. A 2-page plan for the report is due at midterm (October 16) when it will be presented to the class. Guidelines for the plan will be developed in class and available by October 2. Content for the course project is negotiable. It may include material on your dissertation research, other research, or literature relevant to your research interests. If it involves research on which someone else is the principal investigator, I must have an email message from that person, clearing you to use the research for this course and noting the IRB status of the research. By September 11 or earlier let me know by email what you are considering.
2. Everyone will write a focused review of a short published interview report, either a journal article or a book chapter, in your subject matter area. Modeling our reviews of Belenky et al., Lotte, and Weis and Fine, you will submit a 2-page assessment of the interview report using the guidelines we develop together in class. This is due Nov. 6.

## Course schedule:

8/21/08	Introduction
8/28/08	Belenky et al., Front matter and Chs. 1-2 Gillham, Front matter and Chs. 1-3
9/4/08	Belenky et al., Chs. 3-5 Ives An audio recorder manual for a machine you use <b>Bring an audio recorder and the manual to class</b>
9/11/08	Belenky et al., Chs. 6-7 Gillham, Chs. 4-7 Hyman <b>Email course project idea to Jude</b>
9/18/08	Belenky et al., Chs. 8-10 and end matter Gillham, Chs. 8-10 and end matter Tilley McClellan et al.

**Bring CITI certificate to class**

- 9/25/08 Guest instructor, Carla Buss, Education Librarian  
Meet in Aderhold 233 lab  
Roulston et al.  
Knapik  
Poland and Pedersen  
Hollway and Jefferson
- 10/2/09 Kvale and Brinkman, Front matter and Chs. 1-2  
Kahn and Cannell, Ch. 2
- 10/9/08 Kvale and Brinkman, Chs. 3-4  
Lott or Weis and Fine
- 10/16/08 Kvale and Brinkman, Ch.5-7  
James and Busher  
Stewart and Williams  
**Two-page plan for final project due**
- 10/23/08 Kvale and Brinkman, Ch. 8-10  
Morgan, Front matter and Chs. 1-3
- 10/30/08 Kvale and Brinkman, Chs. 11-12  
Morgan, Chs. 4-7
- 11/6/08 Guest instructor, Dr. Derrick Alridge  
Oral history interviewing  
Readings, TBA  
**Two-page review due**
- 11/13/08 Kvale and Brinkman, Chs. 13-14  
McCormack, 2000a, 2000b
- 11/20/08 Kvale and Brinkman, Chs. 15-17 and end matter  
Briggs
- 12/4/08 Conclusion
- 12/11/07 **Final research project due by 5 pm**  
(No class meeting)

## **Accommodations for Qualified Individuals with Disabilities**

University of Georgia policy is to make reasonable accommodations for qualified individuals with disabilities. Please let me know if you have a disability request.

## **University of Georgia Academic Honesty Policy**

All of us are expected to abide by the standards for academic honesty adopted by the university. Learning to appropriately quote and paraphrase and to cite and attribute sources is a skill that is key to honest and creative scholarship. I expect all students to review the guidelines at the website <http://www.uga.edu/honesty/>. If you have questions about what would be considered violations of the standards, please raise them in class or ask me.

*“All academic work must meet the standards contained in ‘A Culture of Honesty.’ All students are responsible to inform themselves about those standards before performing any academic work”* (from page 1, Course Syllabus Policy, Academic Affairs Policy Statement Number 13, University of Georgia).

## **Need for Editorial Assistance**

Requirements for the course depend on substantial writing. Students who need editorial assistance are encouraged to make such arrangements. A good place to start is the UGA Writing Center: <http://www.english.uga.edu/writingcenter/>.

## **Nature of This Course**

Qualitative research on human experience often involves controversial topics. People have strong feelings, values, and beliefs that affect how they interpret scientific and other scholarly information. Although diversity of opinions is central to the scholarly inquiry encouraged in this course, everyone is expected to accurately represent the variety of views discussed. We may agree to disagree, but we must be able to express the viewpoint with which we disagree. Sound scholarship depends, then, on respectful listening and sometimes respectful disagreement. It depends on what the philosopher Hannah Arendt called “visiting”; visiting is listening carefully to what others have to say, engaging in interactive dialogue with others, and respecting differences in perspectives.

## **Instructor**

I can be reached by telephone at 542-6489, by e-mail *preferably* through the WEBCT site, but also at [jude@uga.edu](mailto:jude@uga.edu), and in my office, River’s Crossing, Thursdays 2-4:45 pm, and by appointment. Preissle is pronounced price-lee with the accent on the first syllable. I work in the qualitative research program here at the University of Georgia as well as in the College of Education's social foundations of education program. My degrees are an A.B. in history from Grinnell College in 1964 and an M.A. (University of Minnesota) in 1971 and an Ed.D. (Indiana

University) in 1975, both concentrating in anthropology and education. My scholarly interests and publications focus on sociocultural theory, gender studies, classroom social life, immigration and education, ethics, and qualitative research design. My personal interests include books, music, gardening, birding, dog fostering, and ballroom dancing. I live with a cat, a pug, two schnauzers, and a very tolerant spouse.

*\*“The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary”* (from page 1, Course Syllabus Policy, Academic Affairs Policy Statement Number 13, University of Georgia).