

## **SurvMeth 651 Qualitative Methods: Overview and Semi Structured Interviewing (Summer Institute in Survey Research Techniques)**

Instructor: Nancy E. Riley

### ***(Tentative Syllabus)***

Substance: This class begin with a brief overview of qualitative methodology and its assumptions, and discuss strategies for arriving at the appropriate mix of techniques in light of research goals. We will then focus on in-depth (semi-structured) interviewing. We will go over preparations for interviewing, the interview itself, and post-interview issues. We will use time at the end of the course discussing critiques of these types of methods, and ways to strengthen the weaknesses inherent in this methodology, including combining methods.

Organization: This course will consist of both synchronous and asynchronous portions. Lectures will be posted before each class meeting, and we will be discussing issues from those lectures. In addition, students will be expected to do some hands-on exercises outside of class meetings, in order to gain familiarity with some of the techniques. (Please see explanations of class/university rules at end of syllabus.)

### **Texts:**

Weiss, Robert. 1994. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. Free Press.

Articles will be available on ctools

I will distribute a longer set of readings on relevant topics that you can read during the week or afterward, when you have more time.

RECOMMENDED (we will *not* be using this in class, but it provides a good discussion of theoretical and practical issues involved in in-depth interviewing:

Kvale, Steinar and Svend Brinkmann. 2009. *InterViews: Learning the Craft of Qualitative Research Interviewing*. 2nd Edition. Sage. ISBN: 9780761925422.

### **SCHEDULE AND READING ASSIGNMENTS**

***Class 1: Introduction, Overview; Decisions about Methodology and Method***

***Class 2: Observation (virtual visit to the University of Michigan Museum of Art)***

Reading: TBD

***Class 3: Designing Qualitative Research***

Reading: Maxwell, Joseph. 1998. "Designing a qualitative study," in L. Bickman and D. Rogs, eds. *Handbook of Applied Social Research Methods*. Thousand Oaks: Sage, pp. 69-100.

***Class 4: Interviewing, I: Designing Good Interviews***

Reading: Weiss, Chaps 1,2

Mason, Jennifer. 2002. "Qualitative interviewing: asking, listening, and

interpreting." in Tim May, ed. *Qualitative Research in Action*. London: Sage Publications, pp. 224-241.

### **Class 5: Interviewing, 2: Eliciting Good Responses in Interviews**

Reading: Weiss, chapt 3.

Hermanowicz, Joseph. 2002. "The great interview: 25 strategies for studying people in bed." *Qualitative Sociology* 25 (4): 479-499.

Recommended: Werner, Oswald. 1989. "Short takes: Keeping track of your interviews I, II" *CAM Newsletter*, p 6-8.

Werner, Oswald. 1991. "Short takes: Keeping track of your interviews (revisted)" *CAM Newsletter*, p 10-12.

### **Class 6: Interviewing, III: Issues of Sampling, Validity and Generalizing**

Reading: Kuzel, Anton. 1999. "Sampling in qualitative inquiry," in B. Crabtree and W. Miller, eds. *Doing Qualitative Research, 2<sup>nd</sup> Ed.* Sage, pp. 33-45.

Luborsky, Mark and Robert Rubinstein. 1995. "Sampling in qualitative research: Rationale, issues, and methods." *Research on Aging*. 17 (1): 89-113 (March).

Recommended: Kvale, Steinar. 2006. "Dominance through interviews and dialogues." *Qualitative Inquiry* 12 (3): 480-500.

### **Class 7: Post-interview Issues: Assessing Quality, Critiquing Interviews**

Reading: Tracy, Sarah. 2010. "Qualitative quality: Eight "big-tent" criteria for excellent qualitative research." *Qualitative Inquiry* 16 (1): 837-851.

Seale, Clive. 1999. "Quality in qualitative research," *Qualitative Inquiry* 5 (4): 465-478.

Recommended: Miller, Jody and Barry Glassner. "The 'inside' and the 'outside': finding realities in interviews." in D. Silverman, ed. *Qualitative Research: Theory, Method, Practice*. Sage, pp. 125-139.

### **Class and University Rules**

1. Class attendance: Participants are expected to attend all classes. If taking the class for a grade, a participant must complete all assignments. Others may choose to do the assignments as well.

2. Accommodations for Students with Disabilities at the University of Michigan: If you think you need an accommodation for a disability, please contact Services for Students with Disabilities (SSD) office to help us determine appropriate academic accommodations. SSD (734-763-3000; <http://ssd.umich.edu>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

3. Academic Conduct: Clear definitions of the forms of academic misconduct, including cheating and plagiarism, as well as information about disciplinary sanctions for academic misconduct may be found at the Rackham web site for the University of Michigan:

[http://www.rackham.umich.edu/policies/academic\\_policies/section10/](http://www.rackham.umich.edu/policies/academic_policies/section10/)

Knowledge of these rules is the responsibility of the student and ignorance of them does not excuse misconduct. The student is expected to be familiar with these guidelines before submitting any written work in this course. Lack of familiarity with these rules in no way constitutes an excuse for acts of misconduct. Charges of plagiarism and other forms of academic misconduct will be dealt with very seriously and may result in oral or written reprimands, a lower or failing grade on the assignment, a lower or failing grade for the course, suspension, and/or, in some cases, expulsion from the university.