

Interviewing Methods

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Types of Social Science Data

	Self-report data	Observation	'Artifacts'
Action/ behavior		<ul style="list-style-type: none">- cell activity- Martian rock	<ul style="list-style-type: none">- fossils- tidal waves
Interpretation/ beliefs		"hard" science data	

Types of Social Science Data

Newspaper articles,
Twitter tweets,
medical records,
police report

Self-report data

Observation

‘Artifacts’


Action/
behavior

Indirect; or,
“still-life”
moment in
time

Interpretation/
beliefs

Types of Social Science Data

Ethnography,
experiments



	Self-report data	Observation	'Artifacts'
Action/ behavior		Direct, at that moment in time	Indirect; or, "still-life" moment in time
Interpretation/ beliefs			



Types of Social Science Data

Interviews

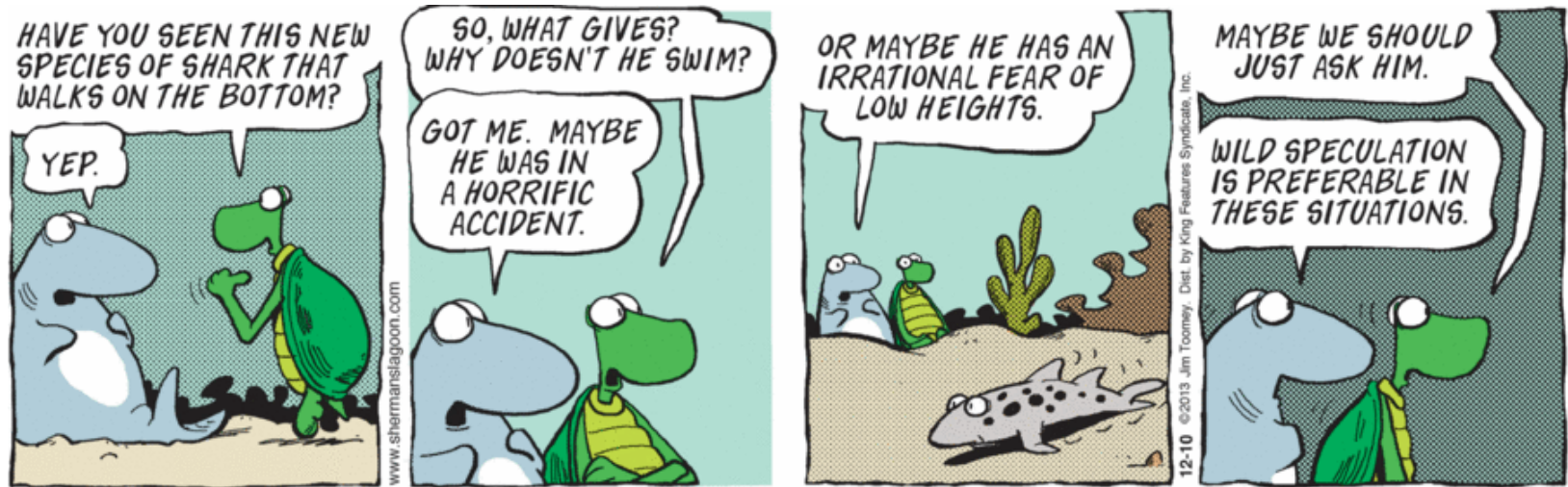


	Self-report data	Observation	'Artifacts'
Action/ behavior	Indirect report of past, inaccessible contexts, multiple viewpoints.	Direct, at that moment in time	Indirect; or, "still-life" moment in time
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Types of Social Science Data

	Self-report data	Observation	'Artifacts'
Action/ behavior 	Indirect report of past. Inaccessible contexts, multiple viewpoints.	Direct, at that moment in time	Indirect; or, “still-life” moment in time
Interpretation/ beliefs 	Direct, with possibility to probe for depth and nuance. Somewhat out of context.	In-context, but observer interpretation	Direct or indirect, but moderated by production of the “artifact.”

Interviews, or Self-Report Data



- **Interviewing** - asking research subjects to provide information about their thoughts, activities, and experiences. We rely on **others' self-reports** of feelings, behaviors, reactions and interpretations to better understand the social world.

Activity Interlude

- **Construct your own survey questions:**

Write out (legibly!) **six** survey-style questions that you think an instructor could use to get to know participants in a training program.

Interviewing: a continuum



**Field
interviews**



**In-depth
interviews**



**Survey-based
interviews**



Interviewing: a continuum



- degree of researcher control
- standardization
- artificiality



**Field
interviews**

**In-depth
interviews**

**Survey-based
interviews**



Types of Interviewing

- **Field/ ethnographic interviewing**
 - During participant observation, steering a conversation to topics of research interest.



Shortly after this conversation, a nurse escorted the police officers to a bed where they would sit with the man for the next few hours. As soon as they left, I walked over to the back room charge nurse to ask him about the admission, “So do the cops ever have to like wait around a bunch? It’s kind of surprising a bed was open so quickly . . . right?” The nurse replied,

Look, there is a reason they have a charge nurse back here in the ambulance entrance and one in the front . . . these cops are coming in all the time with drug guys, sometimes the alcoholics, but mainly the drugs. I have a relationship with those guys, a working relationship. I know what they go through. It’s hard out there. It’s a courtesy to them. . . . I

Types of Interviewing

■ In-depth interviewing -

Researcher identifies topics in advance & interviewee knows s/he is doing an interview. Interviews often follow an open-ended, semi-structured format. Respondents can raise unanticipated topics.



I: What does it mean to be an American, for you?

M: I don't know...

I: What is the first thing that comes to your mind when I say "American"?

M: Mostly, I see that Americans are— (pause) They live in quiet areas. Most of them have bought their homes, they live peacefully, not in places where there are shootings at every hour... Where they live, nothing like that happens.

- **Survey-based interviewing** - All or almost all questions are pre-determined, including order and question wording. Respondents are given limited, pre-determined answers from which to choose. Answers tend to be simple. Surveys are usually planned for statistical analysis.

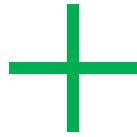
The following questions ask about alcohol use. Please remember that we will keep your answers completely confidential. Your teachers and parents will not know how you answer these questions. Please take your time and be honest as you answer.

- [illegible]

Open vs. Closed-Ended Questions:

- **closed-ended question** – Researcher provides pre-established answers from which respondents choose. Mostly used in survey interviewing.
- **open-ended question** – Respondents provide own answer. Researcher does not pre-judge possible answers and allows a response in the respondent's own words.

Trade-offs to Interview Data



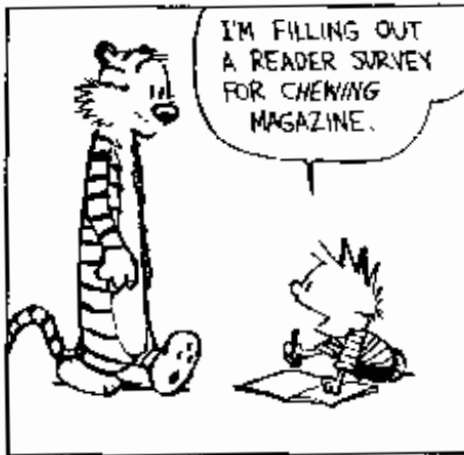
- Gather multiple, at times very different viewpoints from our own.
- Probe motivations, interpretations, beliefs.
- Access past events or experiences we can't directly access.
- Can be efficient data collection.



- accuracy of reports?
 - recall problems
 - socially desirable responses
 - lying
 - limited knowledge
 - misunderstanding Qs
 - interviewer effects
- Sometimes time-intensive, costly.

Challenges: Data quality?

CALVIN and HOBBS



■ Challenges



- ❑ Lying
- ❑ Recall problems
- ❑ Social desirability biases...
- These challenges affect ALL types of interviewing.

Challenges:

Do respondents understand our questions?

- The power of suggestion.

What I Say Vs. What My Kids Hear

What I Say		What My Kids Hear
Get in the car! We're late!	➡	 Quick! Where's that paddle-ball toy you got at that party last summer?
Pick up your room!	➡	Stuff everything into your laundry basket! 
Chew with your mouth closed!	➡	 Pretend you're a starving alien eating someone's brain!
Don't interrupt, please.	➡	Your question about popcorn is critical. Keep asking it. 
Shut down the electronics — NOW.	➡	 Finish building that world in Minecraft, THEN show your brother, THEN shut down.

Answers ~ Open or Closed Ended?

A. Open Question	B. Closed Question
"What do you think is the most important problem facing this country today [1986]?"	"Which of the following do you think is the most important problem facing this country today [1986] – the energy shortage, the quality of public schools, legalized abortion, or pollution – or, if you prefer, you may name a different problem as most important." 1. Energy shortage. 2. Quality of public schools. 3. Legalized abortion. 4. Pollution.

Adapted from: H. Schuman and J. Scott, "Problems in the Use of Survey Questions to Measure Public Opinion," *Science* v. 236, pp. 957-959, May 22, 1987.





In a survey experiment, less than 3% of the 171 respondents asked the question on the left volunteered one of the four problems listed on the right. Yet, 60% of the 178 respondents asked the question on the right picked one of those four answers.

Challenges:

Do respondents understand our questions?

- The power of suggestion.
- Pre-existing understandings.

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Pre-tests, pilots and check-ins

Pre-existing schemas

- Even with survey experiments, which manipulate wording, information, or scenarios, results can be sensitive to pre-existing schemas or assumptions.

Food Insecurity Vignette: [**Name** {French/Haitian}] is a [**Status** {Canadian citizen/is a Canadian citizen, originally from Haiti/ came to Canada from Haiti on a temporary visa that has expired, leaving her without valid immigration papers/ came from France on a temporary visa that has expired, leaving her without valid immigration papers.}]. {**Name**} has a very low income. She must often skip meals and eats smaller portions than is healthy. Sometimes a whole day or longer goes by without her eating anything.

Q: “Should [NAME] receive extra benefits from the government to ensure she has enough to eat?”

Pre-tests, pilots and check-ins

Pre-existing schemas

- Even with survey experiments, which manipulate wording, information, or scenarios, results can be sensitive to pre-existing schemas or assumptions.

Imagine a person has a very low income. She must often skip meals and eats smaller portions than is healthy. Sometimes a whole day or longer goes by without her eating anything.

Q: When you read the above scenario, if you had to guess, what would you think the person's background or characteristics are? Who comes to mind when you think about such a situation?

Pre-tests, pilots and check-ins

a young white woman on welfare who smokes and has lots of tattoos with lots of different colours of hair i just think they could do better for themselves to get ahead

an asian a member of [a] visible minority group an immigrant from asia it might be "he" too English and/or french is not 1st language; a man with disability

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Imagine a person has a very low income. She must often skip meals and eats smaller portions than is healthy. Sometimes a whole day or longer goes by without her eating anything.

average 20 year old trying to get by in today's world full time employed went to university still can't make enough money

black canadian black first nation hispanic heterosexual indigenous

Using probe, or follow-ups:

- use **probes** – a technique to solicit a more complete answer to a question; a non-directional phrase encouraging elaboration
 - Use questions such as “Anything more?” or “In what way?” “Can you walk me through that?”
 - Use verbal signs of listening, e.g., “Umm!” “Okay...”
 - Use body language - nod head, smile, lean forward
 - Silence - wait for the person to add more information.

Activity Interlude, part 2

- **Construct a semi-structured questionnaire for an interview:**

Write out **four** broad, open-ended questions that you think would be helpful to get to know participants in a migration training program. Add in some probes, as follow-ups to your questions.

In-depth vs. Survey Interviewing

In-depth Interviews

- more detail, individual
- process-tracing, mechanisms

Survey Interviewing

- simpler data, comparison
 - precise facts (but correlation vs. causation)
-

Collecting information in the past: comparable data | differential process-tracing

In-depth Interviews

I: So you became a citizen in about '74 or '76?

T: Yes, yes.

I: Can I ask why? Why did --? [Tilla cuts in.]

T: Oh, I want to vote. Yeah, I want to vote. That time, I start to be happy here...

It was very difficult because my English [was] not much and my husband's [was] not much. My husband's friend, he wanted to teach us. He applied for a supplement from the government to pay him to teach us to become a citizen.

I: So, your husband's friend got money from the government to teach you English?

T: [Nods.] Lots of Portuguese. Not just me.

I: Oh, it was a citizenship class...?

T: Yes.

Survey Interviewing

12 Where was this person born?

☐ In the United States — *Print name of state.*

☐ Outside the United States — *Print name of foreign country, or Puerto Rico, Guam, etc.*

13 Is this person a **CITIZEN** of the United States?

☐ Yes, born in the United States → *Skip to 15a*

☐ Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas

☐ Yes, born abroad of American parent or parents

☐ Yes, a U.S. citizen by naturalization

☐ No, not a citizen of the United States

14 When did this person come to live in the United States? *Print numbers in boxes.*

Year

In-depth vs. Survey Interviewing

In-depth Interviews

- more detail, individual
- process-tracing, mechanisms
- interpretations, especially in context

Survey Interviewing

- simpler data, comparison
 - precise facts (but correlation vs. causation)
 - must assume similar understandings
-

Collecting data on internal worlds: meaning & interpretation

In-depth Interviews

- I: “When forms or surveys ask about race, what do you usually put down?”
- “I still put black because in America you are either black, Spanish, or you’re white.”
 - “I always think of myself as Jamaican. I really never think of color.”
 - “I always want to know why they want to know that.”

Waters (1999)

Survey Interviewing

6 What is this person's race? Mark ☒ one or more races to indicate what this person considers himself/herself to be.

☐ White

☐ Black, African Am., or Negro

☐ American Indian or Alaska Native — Print name of enrolled or principal tribe. ↘

☐ Asian Indian ☐ Native Hawaiian

☐ Chinese ☐ Guamanian or Chamorro

☐ Filipino ☐ Samoan

☐ Japanese ☐ Other Pacific Islander — Print race. ↘

☐ Korean

☐ Vietnamese

☐ Other Asian — Print race. ↘

☐ Some other race — Print race. ↘

US Census 2000 long form

In-depth vs. Survey Interviewing

In-depth Interviews

- more detail, individual
- process-tracing, mechanisms
- interpretations, especially in context
- labor-intensive coding
- analysis less straightforward

Survey Interviewing

- simpler data, comparison
- precise facts, but correlation vs. causation
- must assume similar understandings
- easy to code
- amenable to replicable statistical analysis

Activity Interlude, #3

Write a pro / con list to justify using (1) self-report data, and (2) the type of interviewing you are or plan to do.

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DATA MANAGEMENT & TRANSCRIPTION

Key points:

Organize from data from Day 1 – quantitative and qualitative

- Spreadsheet of interviews with key interview data & demographics
- Qualitative coding program/ process

Transcription

Backups!

- Of audio, of transcript, of coding, of spreadsheet, of writing...
-

Data Management

■ **Organize!** – do this from Day 1

- Spreadsheet for interview details
 - who contacted, referral, response, interview date & time, location, language, audio (Y/N), ID #, demographics...
- Cover sheet right after interview
 - field notes: about person, location, main themes
- Collect quantitative data on respondents
- Filename labels – # on audio, summary, transcript
- Qualitative computer program

Cover sheet and narrative

Respondent Code: **GS06P**

Place of birth: China

Age: 58

Gender: M

Marital status: Married

Legal status: Naturalized citizen

Income: below \$20,000

Interviewer: [REDACTED]

Language of interview: Cantonese

Date of interview: 11/7/2008

Background

This interview took place at the ISSC conference room in Berkeley. The family was initially contacted through the telephone list provided by our source at Oakland Military Institute. Both parents were present during the interview, but the father answered the majority of the question and the mother supplemented on some of the answers. The two were reluctant to have the interview recorded but slowly warmed up. For the most part the mother was observing and occasionally would add supplements her husband's answers; therefore the father is considered as GS06P. Overall, this interview is relatively short because the respondent kept his answers short. Lucia observed the parental interview while Jany conducted to teen interview with GS06T.

Cover sheet and narrative

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GS06P's wife arrived in the US first to reunite with her mother. The two parents initially met in Hong Kong and GS06P followed his wife to the states a year and a half later. The two were naturalized together and have been living in Oakland for over a

Cover sheet and narrative

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Interviewer: [REDACTED]
Language of interview: English
Date of interview: 11/1/2011

Community and Political Involvement

The parents dedicate most of their time to their jobs, so they do not participate in any community organizations. They have never participated in any of the political activities in China or the U.S. either.

Turning the attention to their political opinions, GS06P openly stated he will not be voting for Obama due to the candidate's race. He will not be voting for McCain due to the candidate's affiliated party. GS06P did vote for Hilary Clinton during the primaries and considers her to have the qualifications for presidency. Unlike other respondents in this study, GS06P considers both the Washington and state government to hardly ever do the right thing.

GS06P's wife and he initially met in Hong Kong and GS06P followed his wife to the states a year and a half later. The two were naturalized together and have been living in Oakland for over a decade.

Basic Demographics & Some Key Variables

B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	A
Database of demographic variables and survey style responses for Vietnamese American Respondents in Political Socialization STUDY 2 -- PAR																									
Atlas	Parent ID	income	P Ge	P sta	P hoi	Age	Year of	P Ed	Spou	P bi	P yrs	P yrs	C BF	C to	Curr	Marit	Pare	Spou	Fami	Num	Siblr	Lang	Primi	Recr	r
87	AF02	4	1	2	0	45	1963	2		5	17	28	1	0	5	3	3		4	4		4	8		
88	KH01	5	2	2	0	44	1964	5		5	16	28	1	0	6	3	4		6	5		1	6		
90	KH02	1	2	2	0	53	1955	1		5	38	15	5	2	7	3	2		1	4		4	6		
92	KH03	2	2	2	0	43	1965	5		5	23	20	1	0	2	1	3		2	4		4	6		
94	KH04	1	2	2	0	56	1952	1		5	43	13	5	2	2	3	2		1	4		4	6		
97	KH06	2	1	2	0	38	1970	3		5	22	16	1	0	2	3	5		3	5		4	6		
99	KH07	5	2	2	0	55	1953	5		5	22	25	1	0	8	3	3		6	4		1	6		
105	KH08	5	1	2	0	60	1948	5		5	31	28	1	0	7	3	3		6	4		4	6		
102	KH09	1	2	2	0	47	1961	1		5	34	13	5	2	2	3	3		1	4		4	6		
103	KH10	1	1	2	0	51	1957	5		5	20	28	1	0	2	3	3		4	7		4	6		
106	VL01	2	2	2	0	39	1969	3		5	11	28	1	0	7	3	2		2	8		4	7		
108	VL02	2	2	2	0	49	1959	1		5	37	12	5	3	7	3	1		1	4		4	7		
110	VL03	5	1	2	0	47	1961	6		5	19	27	1	0	7	3	3		6	4		1	7		
112	VL04	4	2	2	0	55	1953	6		5	31	24	1	0	7	3	3		4	4		4	7		
114	VL05	1	1	3		58	1950	2		5	45	13	5	4	7	3	3		1	5		4	7		
116	VL06	1	2	2		38	1970			5	20	18	1	0	2	3	3		1	5		4	7		

Transcription

■ Self-transcribe or hire help?

- always transcribe some interviews yourself, early on
- helps improve questionnaire, identify early themes
- transcribe highly sensitive interviews yourself

□ Hiring help

- a good use of research funds, if many interviews
 - if amateur transcriber (e.g., undergrad) – train person
 - explain confidentiality, research ethics
 - always examine initial transcriptions for quality
-

Transcription

- ❑ Short summary of interview at top
 - Interview location, respondent recruitment, general feel of interview (rapport, any problems), demographics, observations of person/ place, salient themes
- ❑ Include everything said
 - Write in audio cues (laughter, R trails off [...], cuts in [--])
 - Include partial sentences, grammatical mistakes, short digressions, non-verbal gestures (e.g., shoulder shrug)
 - Only cut long, inconsequential digressions
- ❑ Confidentiality
 - Change or drop proper names of people, localized places

Data Management

■ **Back-ups** – do it!!

- ❑ Audio, written transcripts, interview summary file, quantitative spreadsheet, coding, writing
- ❑ Remember CPHS guidelines
- ❑ In the field – to cloud?
- ❑ Writing up results



CODING & ANALYSIS

Key points:

Codes and coding

- Assigning labels/ concepts to quotes; sorting & organizing

Theory & data

- Deductive, closed coding from theory
 - Inductive, open coding from data
-

Coding and Codes

- **coding** - labeling, categorizing and sorting quotes to organize and see patterns in data
- **a code** - a short word (or set of words) that identify a concept, a process or some other phenomenon of analytical interest
 - **closed (-ended) coding** - codes established *before* analysis
 - **open (-ended) coding** - codes developed as you go through the data



Coding Practice



<https://docs.google.com/presentation/d/1LHH1iem1BZ96bqEDstUNeMHSTWILs4Yj/edit?usp=sharing&oid=112649768966576401709&rtpof=true&sd=true>

GOAL: Practice coding in-depth interview data

The interview quotes will appear here.

Use the **highlighter**, underline function
or change the **text color** to identify
parts of quote that you would code.

Link your codes
to quotes here.

code

Another code

A 3rd code.

GROUP 1: Practice coding in-depth interview data

Interview quotes (“American”):

To be American is to be privileged, lack a global consciousness, and to create false realities around perceived freedom, diversity, and equality.

To be an American means to have the freedom of expression, be able to determine one’s course of life without interference from society as long as that person does not harm others, can achieve most tangible dreams they wish for their futures, and improve the socio-economic stage that one is in from one generation to the next.

To be American is bound up in history and thus inextricable from it. I think to self-identify as American in a patriotic sense implies pride, whereas categorically to be American implies no obligation of pride but is merely to live here and/or have cultural or legal ties to this country.

I think that being an American comes down to whether or not a person chooses to identify as an American. Someone can be living in the US or not, but they are the one who chooses whether or not they are American. Since there is no real advantage to just being “American,” there’s no incentive to try to include or exclude anyone specifically.

Codes

[list here]

[and here]

GROUP 2: Practice coding in-depth interview data

Interview quotes (“American”):

For me, being American means living in a democracy, where we strive towards goals like freedom and justice (although not necessarily equality). It means speaking English as a main language, it means having a chance to build your own life as you want it, and also means having a voice in your government and the power to change how things are. Being American comes with a reputation: since our country’s market is based on consumerism, to other countries we are stereotyped as tourists, wealthy enough but mostly annoying.

Americans are stereotyped as obese white men, with an obese family trailing behind, all in gaudy clothing (implying no taste). But for others, we are a force of military power that has impacted many other countries and should be wary of. We are also known for our dramatic politics and even for our corruption. This brings up a strange mix of feelings when claiming the title of American, a mix of pride and shame.

To be American is to understand the culture, regardless of your personal views, and to be actively engaged in the political system.

To be an American is to be able to vote, participate in society socially or economically, and have access to all the rights enshrined in the constitution.

Codes

[list here]

[and here]

GROUP 3: Practice coding in-depth interview data

Interview quotes (“American”):

To agree with and be embedded with major cultures in America, have multiple close social relationships with American citizens, care about the interest of the country.

To be "American" is to be part of the diverse patchwork quilt of people. Being my "ethnicity" is the same as being "American" to me. I've never seen the two as separate.

American= To feel like you belong in the community that you are involved in within the US, someone who tries to positively contribute to their communities economically, socially

To be “American” would mean to: participate in the election, Know English, Fitting into society culturally and following the norms of the society, Sometimes people say that to be considered “American” you have to have a lighter complexion, People have to give back to the government through businesses or participate in the military

I think that being American is more complex and identifying with being American you have to incorporate your “Race” and social class.

Codes

[list here]

[and here]

GROUP 4: Practice coding in-depth interview data

Interview quotes (“American”):

- ★ Being an American means understanding the cultures and accepting the political diversity allowed and promoted in America.
 - Part of understanding the cultures include understanding the different holidays that are exclusive to the United States and the diversity allowed in the United States
 - Part of understanding the political diversity is understanding the value of citizenship, education, and the system of government that entitles you to rights as an American

To be American is to understand the culture, regardless of your personal views, and to be actively engaged in the political system.

I think that being an American comes down to whether or not a person chooses to identify as an American. Someone can be living in the US or not, but they are the one who chooses whether or not they are American. Since there is no real advantage to just being “American,” there’s no incentive to try to include or exclude anyone specifically.

Codes

[list here]

[and here]

GROUP 5: Practice coding in-depth interview data

Interview quotes (“good citizen”):

A good citizen is someone who engages in the community (socially, culturally, politically, economically) to the extent that they can given barriers that may exist to participation.

A good citizen helps the community (the way they can/with the resources they have) and strives towards respect and inclusion of all people regardless of their status

A good Citizen aims to serve his community, or nation (whether in service of of his immediate friend group/community or larger nation as a whole)

A good citizen is someone who contributes to the community i

A good citizen in this country is actively engaged in the community and is contributing economically to the country, hard-working.

Contributes economically, adheres to the law/ doesn't flout legal rules and good moral behavior, remains engaged politically and in the community

Codes

[list here]

[and here]

GROUP 6: Practice coding in-depth interview data

Interview quotes (“good citizen”):

A good citizen respects and practices tolerance for others in the community, tries to maintain peace, whether that is by following the law, traffic laws. A good citizen is productive in the way they are able to. They contribute within their means. A good citizen is active socially.

A good Citizen is someone who participates in their community and nation, to see change for the better, and cares for the people around them.

A good citizen is someone who doesn't only engage in the economy and civic life, but also someone who would exercise their first amendment rights to protest and stand up for their rights, community, and stand up against the injustices of the government

A good citizen is an individual fulfills their civic obligations, contributes to the economy, and is in “good moral standing”

A good citizen is one who politically participates, civically obliges, and contributes positively to society.

Codes

[list here]

[and here]

GROUP 7: Practice coding in-depth interview data

Interview quotes (“good citizen”):

A good citizen is somebody who engages in public life in order to secure better futures for everybody in the nation.

A good citizen is someone who pays their taxes and actively participates in society.

A good citizen would be someone who thoroughly enjoys their freedom and rights without infringing on the rights and freedoms of others

A good citizen is someone who is aware of their rights/obligations as such, and operates to the best of their ability within this framework--a framework which they take an active role in shaping

A good citizen participates in their civic duties (voting, etc.), engages in their community, and contributes positively to the economy

A good citizen is someone who cares about their community and tries to contribute in any way shape or form that they can.

Codes

[list here]

[and here]

GROUP 8: Practice coding in-depth interview data

Interview quotes (“good citizen”):

I think an intuitive answer might be that a good citizen is one who economically, socially, and/or politically contributes to her community, but I am skeptical of such requirements because it seems as though non-citizens are held to higher standards than citizens.

A good citizen is someone who is law abiding, patriotic and contributes to the economic growth of the country. This is also someone who is active in their civic commitments.

A good citizen is a person who lives in the country and contributes to society for its benefit, whether it be through economic contributions or social contributions like community service.

A good citizen engages in their political and social community, as well as build genuine connections with their surroundings.

A good citizen in this country is actively engaged in the community and is contributing economically to the country, hard-working.

Contributes economically, adheres to the law/ doesn't flout legal rules and good moral behavior, remains engaged politically and in the community

Codes

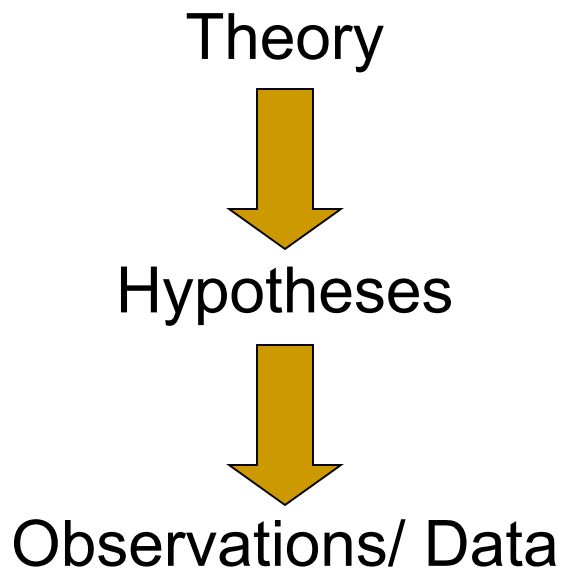
[list here]

[and here]

Moving between Theory and Data

Deduction

From general to specific:



Deductive Logic:

- deductive reasoning derives from theory or general principals – it is *theory-testing*.
 - a **hypothesis** is an empirical expectation derived from theory in which you state an expected relationship between two (or more) variables.
 - deductive reasoning only **confirms or disconfirms** implications of existing theory (offers support or undermines a theory); it does not, by itself, create new theories.
-

Coding – pre-existing concepts

Theoretical Ideas

- “civic” identity
 - Actions – law-abiding, volunteering
 - Feelings – loyalty, attachment
- “ascriptive” identity
 - Birthplace
 - Religious background
 - Ancestry, race
- Ambiguous markers
 - English language ability

Survey Questions (GSS)

Some people say that the following things are important for being truly American. Others say they are not important. How important do you think each of the following is...

- To respect American laws
- To feel American
- Hold American citizenship
- Born in the United States
- To have American ancestry
- To be Christian
- To speak English

Coding and Codes: pre-existing codes

I: Do you think of yourself as “American”?

R: Asian American, yeah. ...I guess, I just tell people I was born here, that’s about it. I don’t really think there’s a benefit of saying I’m Asian American. I’m just Asian, you know, but I was born in America.

I: So in your mind what does it mean to be “American”?

R: Um to be an American, I guess is like-- Well, what I would see if I was to think of American right [now], what would they look like, what would they do? Is that what you’re saying? [Interviewer: Uh-huh] Um, I guess, just, if they have like a job, a house, a family, I guess they are American.

I: Are they born here?

R: I mean, yeah, if you’re born here, of course you’re gonna be an American.

I: And if you were a naturalized citizen, then are you American?

R: Um I guess you’re only American if you were born here. And if you are a naturalized citizen, then you’re just a person who came here.

I: Do you think of your parents as American?

R: (laughs) Not really.

I: Why not?

R: Because I don’t know they don’t do anything American, they are just Asian. I mean American is like anything a white person does basically you know have dinner with the whole family at the dinner table. Yeah just anything a white person does and my parents don’t do any of that.

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**- born in US, but not naturalization
- not civic acts**

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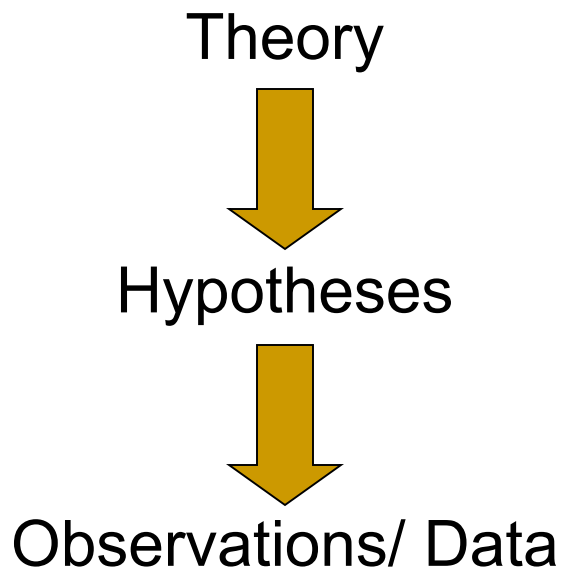
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- **race/ phenotype/ physical look**
- **not religion**

Moving between Theory and Data

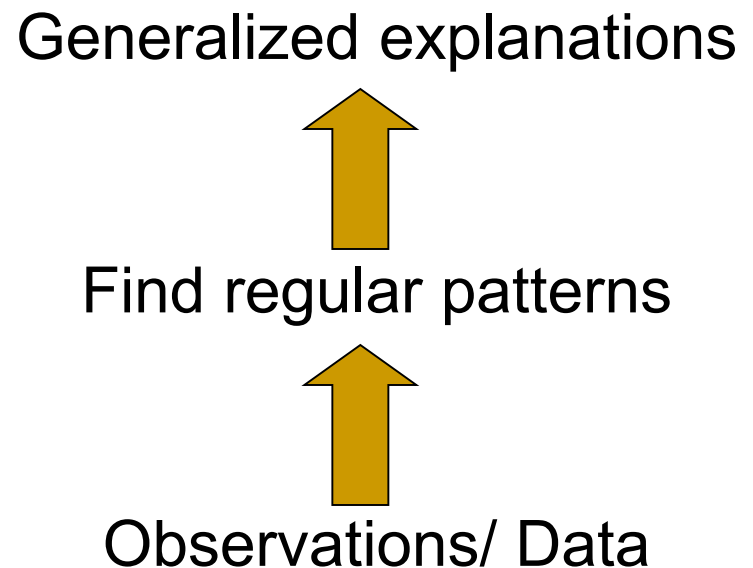
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From general to specific:



Induction

From specific to general:



Coding and Codes: emerging codes

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- **(non-civic) behaviors as markers**

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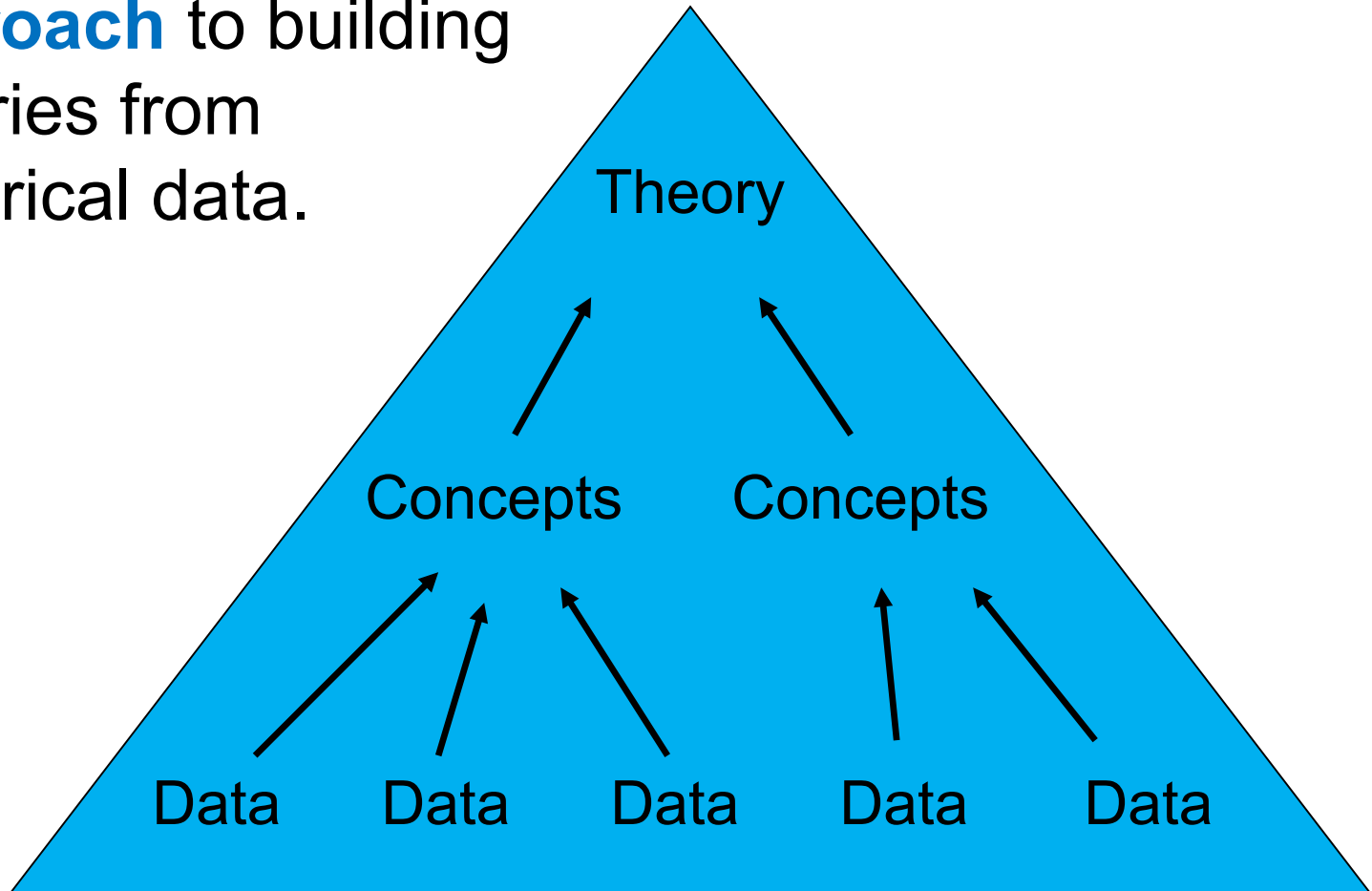
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- **“culture”?** – family, family dinner
- **“economic”** – a job, a house

grounded theory:

A type of **inductive approach** to building theories from empirical data.



Steps in Grounded Theory (Dey)

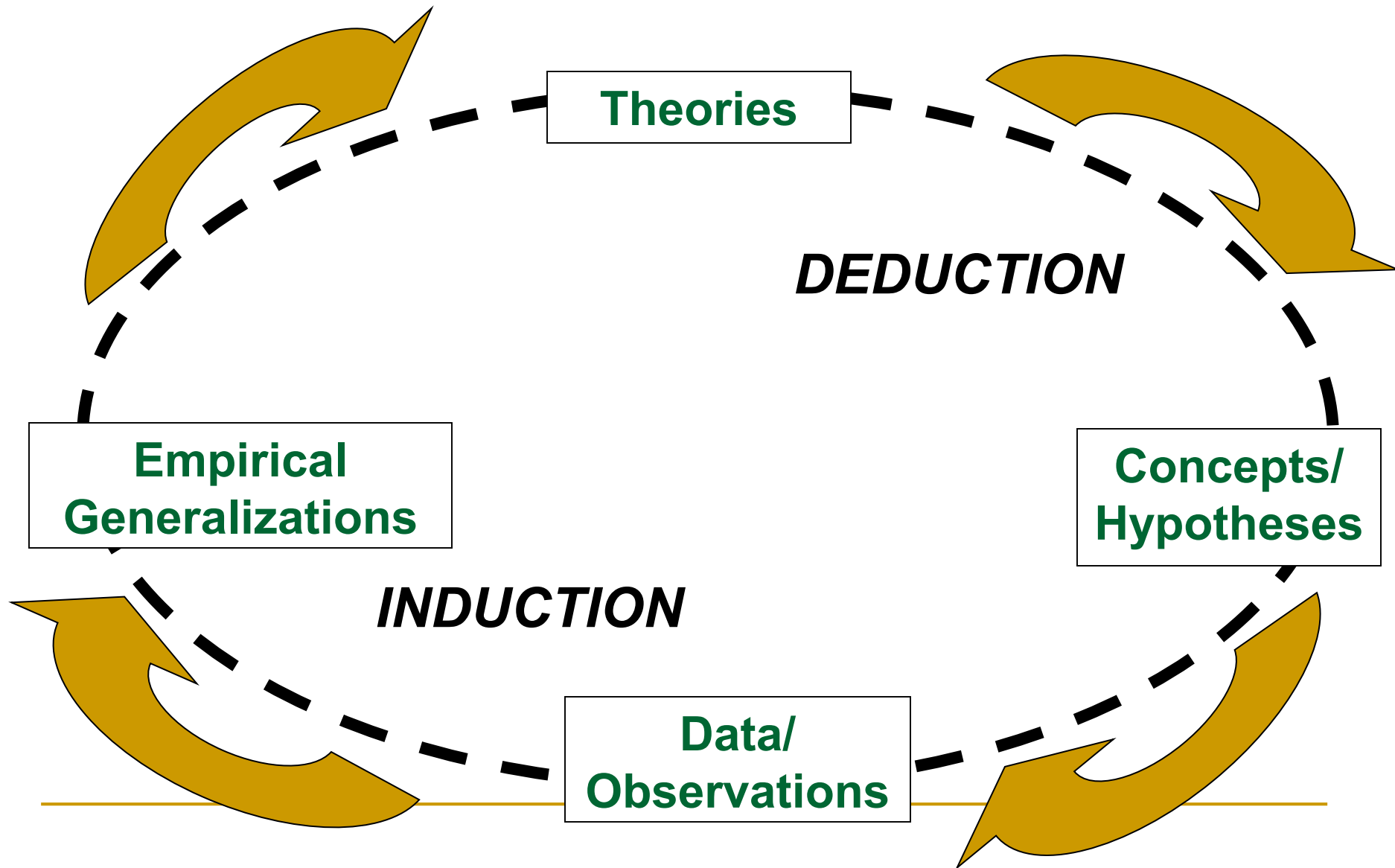
- 1) Begin data collection without theoretical pre-dispositions. (*data before theory*)
 - 2) Create codes and concepts from the data using constant comparison.
 - 3) Generate theory through memo writing.
 - 4) Do “theoretical sampling” of data to refine concepts and emerging theories.
 - 5) Integrate findings and emergent theory into existing literature.
-

Is grounded theory realistic?

“Its central prescriptions—theoretical sampling toward saturation, strongly inductive analysis, and full immersion in the research field—bear little resemblance to the actual methods used by many large-scale interview researchers.”

Deterding & Waters 2018: 2

Moving between Theory and Data:



“Flexible Coding” (Deterding & Waters)

- **“index” coding** – assign broad codes reflecting key questions/ concepts; data reduction
 - Write **analytical memos** during this process
 - Write **respondent memos** – over whole project
- **“analytical” coding** – fine-grained coding within one or a few index codes
- **model building/ validation** – link codes with R attributes; use software to examine intersections
 - **Attributes**: demographic; structural (e.g. place); typology or conceptual (from data or literature)

ANALYSIS & WRITE-UP

Key points:

Computer-assisted coding packages

- Various products; be clear on needs – mostly efficient organizing

Writing up results

- Illustrative individuals – narrative, case-based style of writing
 - Issue-based write-up – numerous concepts, examples across people
-

Qualitative analysis software

- MAXQDA

- Atlas.ti

- NVivo

- Dedoose

- QDA Miner

- And others...!

- Features to consider

- Mixed methods/
quantitative capacity
- File management
(local, network, cloud)
- Media/ doc types
- Team-work &
intercoder reliability
- Cost, user-group...

Coding software – Atlas.ti

The screenshot displays the Atlas.ti software interface. The title bar reads "RSF2007_all_Aug-28-2013 - ATLAS.ti". The menu bar includes Project, Edit, Documents, Quotations, Codes, Memos, Networks, Analysis, Tools, Views, Windows, and Help. The toolbar contains various icons for document management and analysis. The main window shows a document titled "P110: VL03-P_VL.doc" with a list of interview transcripts on the left and a large text area on the right. The transcripts are numbered 0874 through 0899. The text area on the right shows a coding pane with a list of codes: "c citizen~", "c american", and "c Vietnamese". The status bar at the bottom indicates "P110: VL03-P_VL.doc -> My Library" and "Size: 100% Rich Text Default".

RSF2007_all_Aug-28-2013 - ATLAS.ti

Project Edit Documents Quotations Codes Memos Networks Analysis Tools Views Windows Help

P-Docs P110: VL03-P_VL.doc Quotes 110:4 I: Ok so peop Codes B {119-0}~ Memos contradiction in participation {0-Me-F} - Super

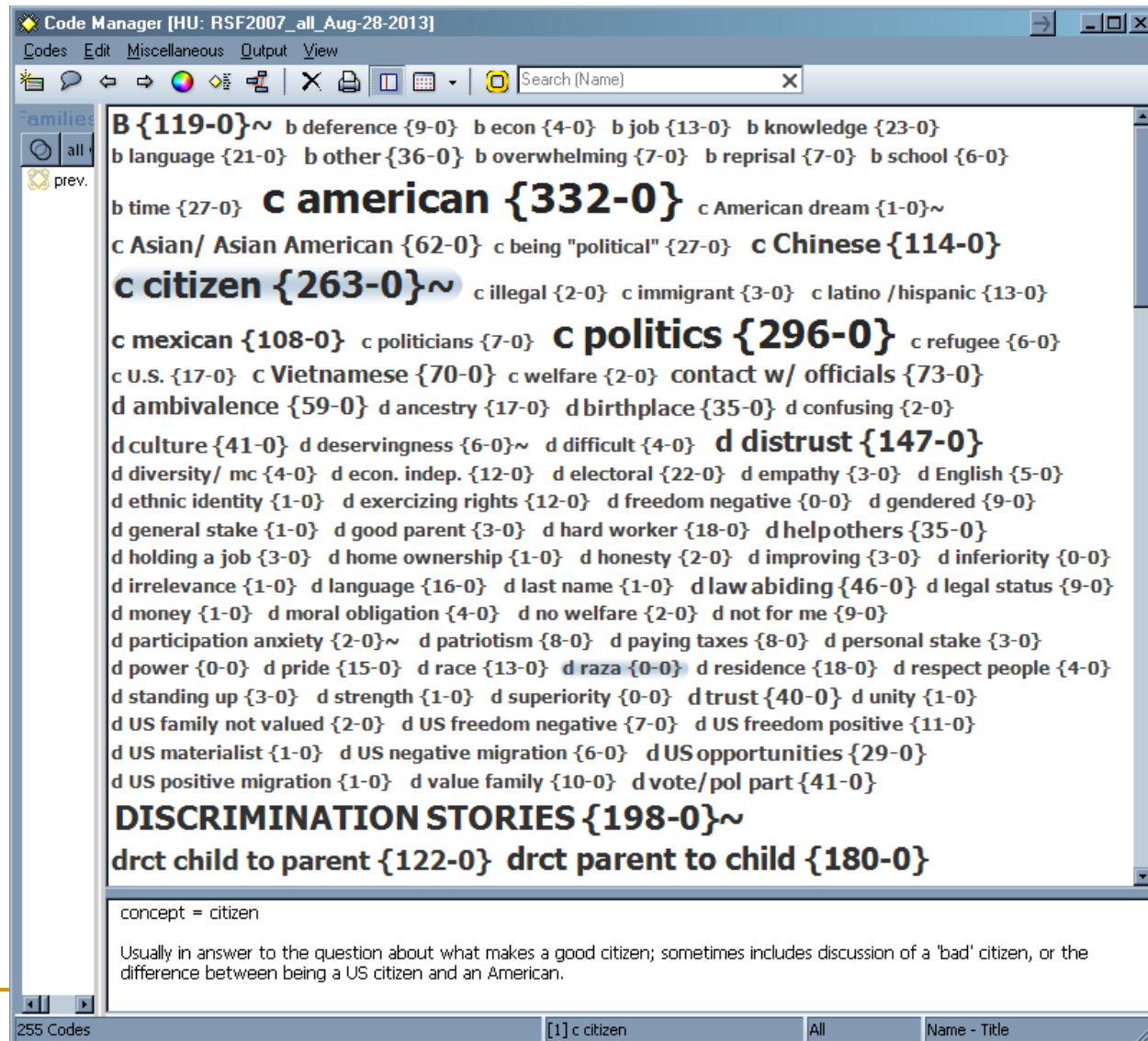
P110: VL03-P_VL.doc

0874
0875 I: Ok so people have different ideas about being what a good citizen means, so I want to ask you about that. So can you tell me how would you describe a good citizen in this country?
0876
0877 R: A good citizen is doing what you are supposed to do, uh from both politically and the economy standpoint, like you help being a good neighbor, being a good worker to your company, and help involve by doing what you believe is right. Like if you know that there are certain proposition that help the system or um electing an official into the office than you have to commit to that and vote for it. Just being passive and ignoring and saying that oh my vote doesn't count it doesn't mean anything, that is not the right mentality. Do your share, if you don't think that the system is working, do something to change it instead of sitting there and complain about it
0878
0879 I: Ok um do you think of yourself as American?
0880
0881 R: Uh Vietnamese American yes, yes I'm an American yes
0882
0883 I: Why?
0884
0885 R: Well because this country gave me my life and I owe that to the system, to the country. It is my first country the way I consider it now
0886
0887 I: You feel like you're a part of it better-
0888
0889 R: Yeah
0890
0891 I: Um do you see a difference between having a passport of a U.S. citizen and being an American?
0892
0893 R: Yes being an American is different than just having a passport, it means you are part of this country, you have um the right, at the same time you have the responsibility to make this place a better place
0894
0895 I: And passport is just the legal aspect?
0896
0897 R: Yeah it's just a piece of paper that doesn't carry a lot of weight
0898
0899 I: Um in your mind, what does it mean to be an American?

c citizen~
c american c Vietnamese
c american

P110: VL03-P_VL.doc -> My Library Size: 100% Rich Text Default

Coding software – Atlas.ti



Coding software – Dedoose

The screenshot displays the Dedoose software interface for document analysis. The top navigation bar includes icons for Home, Analyze, Excerpts, Descriptors, Codes, Documents, Projects, Security, and Select Data. The main window is divided into three panels:

- Document Panel (Left):** Displays the document "3.27_post" with a search bar and a list of excerpts. The selected excerpt (5260-7543) discusses TC's reading and writing activities, mentioning PC's assistance and the challenges TC faces with writing.
- Selection Info Panel (Middle):** Shows the document's metadata (Added: 05/19/2010, Creator: NA, Size: 11512 Chars, Excerpts: 10, Descriptors: 2) and a list of selected excerpts with their corresponding codes.
- Code Applications Panel (Right):** Displays a list of codes applied to the document, including "Parent Education History", "Reading by PC", "Reading Frequency", "Reading Routine", "Bedtime Reading Routine", "Other reading routine", "Morning reading routine", "Reading Duration", "Goals and Values", and "Talking with Child".

The bottom of the interface shows a "Selection: (5260-7543)" and a "Create Excerpt" button.

Case- vs. Issue-based Analysis (Weiss)

- **case-based** – analyze respondent as a “whole,” in the context of their life
 - can build to typologies of types of individuals
- **issue-based** – look for specific events, processes, mean-making across respondents
 - **coding** – apply within each transcript
 - **sorting** – grouping same codes across transcripts
 - **“local integration”** – mini-theories for (set of) codes
 - **“inclusive integration”** – key argument, across codes

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- memoing while coding
- diagramming b/w codes

Writing up results (& analysis)

- **case-based** – more narrative, people's stories
 - **authenticity** – give voice to ordinary or silenced people
 - **illustration** – of archetype (of quantitative pattern?)
 - **theory?** – implicit life-course view (past affects present)
 - **challenges** – who to pick, and why?
-

Writing up interview data - examples

Narrative, case-based

“Forty-two weeks after losing the only steady job he had ever held, Anthony Redmond, a thirty-six-year-old high school dropout and convicted felon, remained jobless and became increasingly frustrated. He had gone to great lengths to find work, submitting numerous applications daily in the hopes of securing at least one interview in which he would tell the employer, “I’m a hard worker. I do whatever you want me to do the way you want me to do it. I can start now if you want me to.” These pronouncements, he thought, would allay employers’ concerns about his competence, pliability, and work ethic and increase the likelihood that he would be offered a job. However, his efforts were to no avail. No matter how many applications he submitted, no matter the form or content of his entreaties, he could not convince employers to hire him.”

Writing up results (& analysis)

- **case-based** – more narrative, people's stories
 - **authenticity** – give voice to ordinary or silenced people
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 - **theory?** – implicit life-course view (past affects present)
 - **challenges** – who to pick, and why?
- **issue-based** – more analytical, more examples
 - **idea-centered** – concepts/ theory structure argument
 - **data range** – more voices; variation & prevalence
 - **theory?** – more sensitive to context-specific processes
 - **challenges** – “floating” quotes, quantification?

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Source: Smith 2007

Analytical, idea-based

“In some ways, teen respondents sounded similar to the elite university students. Asked, “In your mind, what does it mean to be American?” half of those interviewed made some mention of civic traits. Sabrina, a Mexican American, listed, “Getting into problems that are going on in the state. Voting. Helping people out.” Another teen answered, “It means you vote in America. And you get certain things, like you get rights.” A teen with Chinese-born parents, Jenny, said, “It’s being patriotic, being proud of being a citizen of the United States of America, being proud of living here. Being proud of, um, our beliefs, like the pursuit of happiness, equality, like our founding fathers have said, the framers.” The most common civic responses focused on freedoms, including the ability to speak out, civic engagement or voting, and patriotism.”

Source: Warikoo & Bloemraad 2014