In-depth analysis of conceptual views

Great depth in a focused area - vs. breadth
An excellent technique for focused learning of another language/culture

- Categories of behavior
- Emic meanings to research population
  - eg: Eskimo snow - survival perceptions
  - Eskimo colors - tungortuk "bluegreen" and tunguyortuk "green"
  - Japanese amae, American love - components vs. packaging
  - Mexican querer vs. amar

Assumption: Cognitive views are reflected in verbal language structure
  - eg: Single word (blue), or descriptive phrase (royal blue)

Elicitation of standardized and shared symbols

Subconscious mindsets
Functions to facilitate cultural behavior/communication/interaction

Conceptual categories vary in specificity

- Some conceptual categories are clear
  - eg: Kinship terms

- Others are vague
  - eg: Social values, "good," "stress", "freedom"

Sometimes there are many overlaps in categories

- Multiple cross-cutting of attributes
  - eg: Kinship - blood/marriage, sex, generation, etc.

Sometimes concepts vary widely across individuals/subgroups

After about 10 interviews patterns usually are evident

Variations after that tend to be idiosyncratic

1. CLARIFICATION OF FOCUS CONCEPTUAL CLASS

Who we are: university, health services
Purpose/what we want to learn: how people know infants are ill

- Clinic staffs
- Health education

2. ASSESSMENT OF RANGE AND STRUCTURE OF CATEGORIES

3. DIRECTIONS IN ELICITATION

Categories to components
Also components to categories
Cycle - verification

Description - exact, "facts"/phenomena
4. SEGREGATES OF CATEGORIES

Segregates/classes - different kinds of a phenomenon
eg: Mexican types of infant illnesses
"What are the different kinds of illnesses that an infant can have?"
(Write in list format with space between items)
(Probe for more/other illnesses, add others as appropriate)

5. ELICITATION OF ATTRIBUTES

Attributes - characteristics for perceptual discrimination
DESCRIPTION/ATTRIBUTES
"Would you please explain what this illness is like?"
(Write description/signs/symptoms under each type illness)
(Repeat for each type)

6. HIERARCHICAL CONTRAST SETS

Hierarchial contrast sets - inclusion/exclusion
Taxonomy (Goodenough p. 335)
Attribute matrix (Goodenough p. 335-336)
COMPARE/CONTRAST HIERARCHICAL STRUCTURE
"Which other illnesses are like this one?"
"Is this one a kind of that one?"
"How are they alike?"
"How are they different?"
(Repeat for each item, then for each hierarchical category)

7. SUMMARY ANALYSIS (after interview completed)

Infant illnesses
Item list
Hierarchial taxonomy
Attributes/signs
List
Matrix
Comments
Interview
Research issues
Questions/notes
Summary

ASSETS

LIMITATIONS

OTHER QUALITATIVE TECHNIQUES:

TRAINING
A to B:
B to A:
A to C:
C to A:
A to practice Informants
  (First ones supervised)
  (At least one a day)
Selected References on Ethnomethodology/Ethnosemantics:

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