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POPULATION-BASED RESEARCH
Appendix 3: **ETHNOMETHODOLOGY/ETHNOSCIENCE**

In-depth analysis of conceptual views

Great depth in a focussed area - vs. breadth

An excellent technique for focussed 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. HIERARCHIAL CONTRAST SETS

Hierarchical contrast sets - inclusion/exclusion

Taxonomy (Goodenough p. 335)

Attribute matrix (Goodenough p. 335-336)

COMPARE/CONTRAST HIERARCHIAL 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

Hierarchical 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)

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