Ex. Cohabitation, Marriage, and $

- Heidi, an assistant manager at a shoe store, lives with her boyfriend and her boyfriend’s parents. She implies that marriage, but not cohabitation, requires economic and residential independence, which boils down to having enough money:
- “Right now, we wouldn't be able to afford, you know, to be out on our own . . . . To have to pay rent . . . to pay bills . . . . I mean, I realize that you're going to have rent and I realize that you're going to have you know, utilities and groceries and furnishings and stuff like that. I don't think he realizes that half the time and he's like, ‘Hmmm, so let's go!’ You know, and. . . I think ahead and . . . I think that we need to have more income coming in so we can be able to do that.”

Ex. Cohabitation, Marriage, and $

- Here, one can see that perceptions of prerequisites for marriage also involve relations to others such as family members. Asked whether he’s considering marriage, Leroy answered:
- R: Well, it crossed my mind. Um . . . . I always said I just couldn’t afford it. If I could afford it I probably would be married by now . . . .You can't get married for free.
- I: Ok. But you could go down to the justice of the peace, you could have a simple church wedding, you could, I mean…
- R: But that's the poor people way.

Ex. Cohabitation, Marriage, and $

- Women also sometimes express views that men have more responsibility for providing in marriage than women. Kerry, a 25-year-old married homemaker, reflects on what had to be in place for her to marry her partner, illustrating the expectation the male needs to be a provider: “I don’t know if he was really thinking about what marriage meant. You know, he was gonna have to take care of us, and have a family now, and be a provider. He was just being kind of immature still…” Kerry also says that they were “trying to get him into a career that, you know, was gonna make enough money for us…And then worry about getting married …”
Ex. Cohabitation, Marriage, and $

Qualitative Data

• Can come in many forms
  – Field notes
  – Interview data
  – Focus group data
  – Text, other media
• Key feature is that it is non-numerical

Relationship with Theory

• Typically relationship is “looser” than in most quantitative analyses
• Often start with observations and move to theory rather than the reverse
• More interplay between data and theory
  – Grounded theory methods
• Extremely helpful for theory building/development
Analyzing qualitative data

- Initial coding
- Focused coding
- Memoing
- Many computer programs for this
- Can also do quantitative analysis of qualitative data.

Initial/Open Coding

- Assign broad headings to data – identify key concepts by which to classify data
- Headings typically derived from theory or past research and from a careful initial examination of the data
- No need to be mutually exclusive
- Facilitates more focused coding – creation of subcategories

Focused Coding

- Develop more detailed categories of classification
- Based on careful analysis of data within larger initial/open codes
- e.g., need to distinguish prohibited dietary behaviors from prohibited sexual behaviors in Leviticus example
Memoing

- Akin to daily write up of field notes
- Append memos to data describing
  - Rationale for coding
  - Initial theoretical interpretations
  - Operational notes – help to understand data
  - Questions for subsequent follow up
  - Any other relevant thoughts

Integration of Qualitative and Quantitative Data

- Quantitative data used to provide general picture
- Qualitative data used to provide deeper understanding
- Difficulty of choosing representative data to present

Quantitative Analysis of Qualitative and Data

- Presentation of distribution of data falling into given categories
- e.g., what proportion of people’s response to interviewers question can be considered racist?
- e.g., what proportion of magazine ads portrayed women in a submissive role?
- Helps reader to evaluate the data being presented