

DAS

DETROIT AREA STUDY

3528 LS & A Building
University of Michigan
Ann Arbor, MI 48109

313-764-4435

COLLECTIVE MEMORIES

Spring-Summer 1991
Project # 468294

2. INTERVIEWER LABEL

1. LOG #:

3. FORM TYPE:

 X Y

4. YOUR INTERVIEW #:

5. DATE OF INTERVIEW:

/ 1991



SECTION A: RESIDENTIAL HISTORY

*EXACT TIME NOW: _____

First, I'd like to note that this interview is completely voluntary and confidential. If I should come to any question you do not want to answer, just let me know and we'll go on to the next question.

A1. INTERVIEWER CHECKPOINT

1. RESPONDENT WAS ALSO INFORMANT-->GO TO A3

2. ALL OTHERS



A2. Do you remember receiving a letter from the University of Michigan about this study?

1. YES

5. NO

---->GO TO A3



A2a. Do you recall reading it?

1. YES

5. NO

A3. ENTER R'S CITY/TOWN HERE: _____

A4. We are interested in how long people have lived in their present town or city. About how many years have you lived in (CITY/TOWN)?

_____ YEARS

98. ALL MY LIFE

A5. (ASK EVERYONE) Have you ever lived in a different town or city within the tri-county area -- that is, within Wayne, Macomb or Oakland counties, including the city of Detroit?

1. YES

5. NO -->GO TO A7



A6. What other towns or cities in the tri-county area have you lived in, and how old were you when you moved out of each one? Please start with the town or city in the tricounty area you lived in first.

(START WITH EARLIEST AGE, INCLUDING TOWN WHERE R WAS BORN, AND GO IN ORDER FROM YOUNG TO OLD.)

<u>CITY/TOWN IN TRI-COUNTY AREA</u>	<u>AGE R LEFT</u>
a. _____	aa. _____
b. _____	bb. _____
c. _____	cc. _____
d. _____	dd. _____
e. _____	ee. _____
f. _____	ff. _____

A7. Altogether, about how many different towns and cities have you lived in for a year or more outside the tri-county area, including time away in school or in military service?

NUMBER

SAMPLE ID #: _____

LOG #: _____

A8. In what town or city did your mother live at the time of your birth?

_____ CITY/TOWN STATE/COUNTRY _____

A9. INTERVIEWER CHECKPOINT:

- 1. TOWN IN A8 IS IN TRICOUNTY AREA-->GO TO A10
- 2. TOWN IN A8 IS NOT IN TRICOUNTY AREA-->GO TO A9b
- 3. NOT SURE WHETHER TOWN IN A8 IS IN TRICOUNTY AREA

A9a. Was that in the tricounty area?

- 1. YES
- 5. NO

GO TO A10

A9b. About how old were you when you first moved to the tricounty area?

_____ YEARS OF AGE

A10. What was the month, day, and year of your birth?

_____ MONTH DAY YEAR _____

(IF R REFUSES, ESTIMATE R'S AGE (_____) AND ASK AGAIN IN SECTION H) ESTIMATE

A11. Have you ever served in the armed forces on active duty?

- 1. YES
- 5. NO -->GO TO SECTION B

A11a. How long, altogether, were you in the armed forces?

_____ YEARS

A8. In what town or city did your mother live at the time of your birth?

CITY/TOWN STATE/COUNTRY

A9. (IF UNSURE WHETHER IN TRICOUNTY AREA:) Was that in the tricounty area?

1. YES

5. NO

0. INAP., IWER SURE

GO TO A10

A9a. (IF R BORN OUTSIDE TRICOUNTY AREA:) About how old were you when you first moved to the tricounty area?

_____ YEARS OF AGE

0. INAP, R BORN IN TRICOUNTY AREA

A10. What was the month, day, and year of your birth?

MONTH DAY YEAR

(IF R REFUSES, ESTIMATE R'S AGE (_____) AND ASK AGAIN IN SECTION H)
ESTIMATE

A11. Have you ever served in the armed forces on active duty?

1. YES

5. NO -->GO TO SECTION B



A11a. How long, altogether, were you in the armed forces?

_____ YEARS

SECTION B: LOCAL EVENTS

The next questions have to do with your thoughts and feelings about the past. There are no right or wrong answers -- we are interested in whatever thoughts and feelings you have.

B1. There have been a lot of events and changes over the past half century in the tri-county area of Wayne, Macomb and Oakland counties, including the city of Detroit -- say, from about 1930 right up until today. Would you mention one or two events or changes in the tri-county area that seem to you to have been especially important over the past 50 or so years.

(IF ONLY ONE MENTION, ASK:) Can you mention one other event or change in the tri-county area over the past half century that seems to you to have been important?

1st EVENT: _____

2nd EVENT: _____

(IF NONE, GO TO SECTION C)

B2. What was it about (1st EVENT) that makes it seem to you especially important? (PROBE TO CLARIFY.)

B3. (IF NOT ALREADY GIVEN:) About when did (1st EVENT) (happen/start to happen)?

ENTER YEAR _____ OR _____ YEARS AGO

B4. (IF NOT CLEAR:) Would you say (1st EVENT) was mostly good or mostly bad?

1. MOSTLY GOOD

2. MOSTLY BAD

3. IF VOL: MIXTURE
OF GOOD AND BAD

0. INAP: CLEAR
FROM B2

B5. What was it about (2nd EVENT) that makes it seem to you especially important? (PROBE TO CLARIFY.)

B6. (IF NOT ALREADY GIVEN:) About when did that (happen/start to happen)?

ENTER YEAR _____ OR _____ YEARS AGO

B7. (IF NOT CLEAR:) Would you say (2nd EVENT) was mostly good or mostly bad?

1. MOSTLY GOOD	2. MOSTLY BAD	3. IF VOL: MIXTURE OF GOOD AND BAD	0. INAP: CLEAR FROM B5
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SECTION C: NATIONAL HISTORY QUESTIONS

C1. (READ SLOWLY) There have also been a lot of national and world events and changes over the past half century -- from about 1930 right up until today. Would you mention one or two national or world events or changes that seem to you to have been especially important.

(IF ONLY ONE MENTION, ASK:) Was there any other national or world event or change over the past 50 years that seems to you to have been important?

1st EVENT: _____

2nd EVENT: _____

IF NONE, GO TO C4

C2. What was it about (1st EVENT) that makes it seem to you especially important? (PROBE TO CLARIFY.)

C3. What (other) important effect did (1st EVENT) have on your own life or that of your family -- I mean on how you have lived or how you have looked at things? (PROBE TO CLARIFY)

96. VOL: NONE

C4. (On another issue,) What do you think are the most important (other) lessons we can learn from the war with Iraq? (IF NECESSARY, RQ TO EMPHASIZE "lessons.")

SECTION D: ATTITUDES

D1. The next few questions deal with some other issues facing the country today.

(READ SLOWLY) With regard to improving and protecting the environment, do you feel that our country is spending too much money, too little money, or about the right amount of money (to improve and protect the environment)?

1. TOO MUCH

2. TOO LITTLE

3. RIGHT AMOUNT

D2. Have you yourself had any personal experiences that affected your opinion about the need to protect the environment? (PROBE FOR PERSONAL EXPERIENCES IF NEEDED -- NOT GENERAL BELIEFS AND ATTITUDES.)

96. VOL: NO PERSONAL EXPERIENCES

D3. (RB, P. 1) For this question, we'll be using the blue booklet. I'd like to know how much you agree or disagree with the following statements. First: "It is much better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family." Do you agree strongly, agree somewhat, disagree somewhat, or disagree strongly?

1. AGREE STRONGLY

2. AGREE SOMEWHAT

3. DISAGREE SOMEWHAT

4. DISAGREE STRONGLY

- D4. (RB, STILL ON P. 1) Here is the second statement: "A preschool child is likely to suffer if his or her mother works." (Do you agree strongly with that, agree somewhat, disagree somewhat, or disagree strongly?)

1. AGREE
STRONGLY

2. AGREE
SOMEWHAT

3. DISAGREE
SOMEWHAT

4. DISAGREE
STRONGLY

- D5. (RB, P. 2) In your own case, how many years, if any, did your mother work for pay outside the home when you were growing up -- that is, between the time you were born and the time you reached age 15? (READ)

- ___ 1. Not at all
- ___ 2. One or two years
- ___ 3. Three to five years
- ___ 4. Six to ten years
- ___ 5. Eleven to fifteen years

- D6. (RB, P. 3) If you were advising a couple who were considering whether to live together or to marry, which of the following would you recommend? (READ)

- ___ 1. To live with a steady partner without marrying,
- ___ 2. To live with a steady partner for a while and then to marry if it works out well, or
- ___ 3. To marry without living together beforehand.

- D7. Have you yourself had any personal experiences that affected your opinion on this issue? (PROBE FOR PERSONAL EXPERIENCES IF NEEDED -- NOT GENERAL BELIEFS AND ATTITUDES.)

96. VOL: NONE

- D8. This next question is on a different issue. Do you approve or disapprove of marriage between whites and nonwhites?

1. APPROVE

2. DISAPPROVE

5. IF VOL: NEITHER APPROVE NOR DISAPPROVE; UP TO THEM

- D9. (ASK BLACK RESPONDENTS ONLY:) On the whole, do you think most white people in the tri-county area want to see Blacks get a better break, or do they want to keep Blacks down, or don't they care one way or the other?

1. BETTER BREAK

2. KEEP DOWN

3. DON'T CARE

0. INAP; R IS WHITE

D10. There is a lot of talk about how much education a person needs today. What do you think is the least amount of education a young person needs today in order to earn an adequate income?

(DO NOT READ CATEGORIES, BUT CODE RESPONSE INTO ONE CATEGORY. PROBE TO CLARIFY IF NEEDED)

- ___ 1. LESS THAN HIGH SCHOOL
- ___ 2. HIGH SCHOOL DIPLOMA OR GED
- ___ 3. HIGH SCHOOL PLUS TECHNICAL OR VOCATIONAL TRAINING
- ___ 4. SOME COLLEGE; ASSOCIATE'S DEGREE
- ___ 5. COLLEGE DEGREE
- ___ 6. GRADUATE STUDY, GRADUATE DEGREE
- ___ 7. OTHER (SPECIFY): _____

D11. Some Americans have been more affected than others by past downturns in the American economy: Have you ever been seriously affected when economic conditions were bad?

1. YES

5. NO -->GO TO D14



D12. How old were you the first time you were seriously affected by bad economic conditions?

_____ YEARS

D13. Please describe how you were personally affected by the bad economic conditions at that time.

D14. (RB, P. 4) We are also interested in what you think is a fair price today for an ordinary item. Here is one simple example: A candy bar now costs about 50 cents in many stores. Do you think that 50 cents is a fair price for a candy bar, that the price is somewhat too high, that it is much too high, or that it is far too high?

1. FAIR PRICE

2. SOMEWHAT
TOO HIGH

3. MUCH TOO
HIGH

4. FAR TOO
HIGH

D15. INTERVIEWER CHECKPOINT -- FROM COVERSHEET, THIS INTERVIEW IS:

_____ FORM X -- NEXT PAGE, CARDS IN A TO Q ORDER.

_____ FORM Y -- GO TO PAGE 16, CARDS IN Q TO A ORDER.

FORM X

SECTION E: CLOSED HISTORY QUESTIONS

- E1. (HAND CARDS TO R IN A TO Q ORDER.) Here is a set of cards showing a number of events and changes over the last half century that some people have said seemed to them important. I'd like to read through the cards with you and have you separate them into two piles: those events or changes that you have heard something about, and those that you have not heard of at all.

READ THE CARDS ALOUD IF NECESSARY. CIRCLE YES OR NO UNDER "HEARD ABOUT" ON NEXT PAGE, COL. a.

PUT ASIDE CARDS R HAS NOT HEARD ABOUT.

- E2. (INDICATE CARDS R HAS HEARD ABOUT)
(RB, P. 5) Now, please look at the scale in the booklet. I'd like you to rate how important each of these events or changes seems to you on a scale from 1 to 10, where 1 means the event seems to you of little importance, and 10 means it seems to you of very great importance. You can choose any number between 1 and 10 depending on how important the event or change seems to you.

The first event is _____. How would you rate the importance of _____ using the scale of 1 to 10.

The next event is _____. (How would you rate the importance of _____?) (PROCEED THROUGH EACH EVENT R HAD HEARD ABOUT.)

INTERVIEWER:

IF R ASKS YOU TO DEFINE "importance," SAY: We are interested in your own views of what is important, so you can think of it in whatever way seems meaningful to you.

IF R ASKS FOR A TIME FRAME, SAY: Whatever seems to you important over the past half century.

FORM X

	<u>a. HEARD ABOUT</u>		<u>b. IMPORTANCE</u> <u>(1 TO 10)</u>
A. ASSASSINATION OF JOHN F. KENNEDY	YES	NO	_____
B. DEVELOPMENT OF THE COMPUTER	YES	NO	_____
C. WORLD WAR II	YES	NO	_____
D. THE CIVIL RIGHTS MOVEMENT	YES	NO	_____
E. SPACE EXPLORATION	YES	NO	_____
F. CHANGES IN THE ROLE OF WOMEN	YES	NO	_____
G. ENVIRONMENTAL ISSUES	YES	NO	_____
H. GREAT DEPRESSION OF THE 1930'S	YES	NO	_____
I. VIETNAM WAR	YES	NO	_____
J. TERRORISM AND HOSTAGE TAKING	YES	NO	_____
K. INCREASES IN CRIME AND DRUGS	YES	NO	_____
L. KOREAN WAR	YES	NO	_____
M. THREAT OF NUCLEAR WAR	YES	NO	_____
N. THE WAR WITH IRAQ	YES	NO	_____
O. DECLINE OF COMMUNISM IN EASTERN EUROPE	YES	NO	_____
P. THE 1987 STOCK MARKET CRASH	YES	NO	_____
Q. INVENTIONS LIKE TV AND JET PLANES	YES	NO	_____

TURN TO P. 18, E3

FORM Y

SECTION E: CLOSED HISTORY QUESTIONS

- E1. (HAND CARDS TO R IN Q TO A ORDER.) Here is a set of cards showing a number of events and changes over the last half century that some people have said seemed to them important. I'd like to read through the cards with you and have you separate them into two piles: those events or changes that you have heard something about, and those that you have not heard of at all.

READ THE CARDS ALOUD IF NECESSARY. CIRCLE YES OR NO UNDER "HEARD ABOUT" ON NEXT PAGE, COL. a.

PUT ASIDE CARDS R HAS NOT HEARD ABOUT.

- E2. (INDICATE CARDS R HAS HEARD ABOUT)
(RB, P. 5) Now, please look at the scale in the booklet. I'd like you to rate how important each of these events or changes seems to you on a scale from 1 to 10, where 1 means the event seems to you of little importance, and 10 means it seems to you of very great importance. You can choose any number between 1 and 10 depending on how important the event or change seems to you.

The first event is _____. How would you rate the importance of _____ using the scale of 1 to 10.

The next event is _____. (How would you rate the importance of _____?) (PROCEED THROUGH EACH EVENT R HAD HEARD ABOUT.)

INTERVIEWER:

IF R ASKS YOU TO DEFINE "importance," SAY: We are interested in your own views of what is important, so you can think of it in whatever way seems meaningful to you.

IF R ASKS FOR A TIME FRAME, SAY: Whatever seems to you important over the past half century.

FORM Y

	<u>a. HEARD ABOUT</u>		<u>b. IMPORTANCE</u> <u>(1 TO 10)</u>
Q. INVENTIONS LIKE TV AND JET PLANES	YES	NO	_____
P. THE 1987 STOCK MARKET CRASH	YES	NO	_____
O. DECLINE OF COMMUNISM IN EASTERN EUROPE	YES	NO	_____
N. THE WAR WITH IRAQ	YES	NO	_____
M. THREAT OF NUCLEAR WAR	YES	NO	_____
L. KOREAN WAR	YES	NO	_____
K. INCREASES IN CRIME AND DRUGS	YES	NO	_____
J. TERRORISM AND HOSTAGE TAKING	YES	NO	_____
I. VIETNAM WAR	YES	NO	_____
H. GREAT DEPRESSION OF THE 1930'S	YES	NO	_____
G. ENVIRONMENTAL ISSUES	YES	NO	_____
F. CHANGES IN THE ROLE OF WOMEN	YES	NO	_____
E. SPACE EXPLORATION	YES	NO	_____
D. THE CIVIL RIGHTS MOVEMENT	YES	NO	_____
C. WORLD WAR II	YES	NO	_____
B. DEVELOPMENT OF THE COMPUTER	YES	NO	_____
A. ASSASSINATION OF JOHN F. KENNEDY	YES	NO	_____

E3. ENTER R'S HIGHEST RATED EVENT BELOW.

(IF TWO OR MORE EVENTS ARE TIED FOR R'S HIGHEST RATING, CIRCLE EACH TIED RATING AND SAY:) You gave the same high rating to (NAME EVENTS). Although they (both/all) seem to you important, which would you say seems to you most important?

SEEMS MOST IMPORTANT: _____

E4. What was it about (MOST IMPORTANT EVENT) that makes it seem to you the most important event? (PROBE FOR CLARIFICATION)

E5. Would you say that (MOST IMPORTANT EVENT) has had any (other) important effects on your own life or that of your family -- I mean on how you have lived or how you have looked at things?

E6. Considering again all the events and changes on the cards that you had heard of, was there one that someone in your family especially told you about, based on their own experiences?

1. YES

5. NO

-->GO TO E10, TAKE BACK CARDS



E7. Which event or change was that?

EVENT: _____

E8. What was it they told you about (EVENT/CHANGE IN E7)? (PROBE FOR CLARIFICATION)

E9. (IF NOT CLEAR IN E8:) Who told you about those experiences?

0. INAP, CLEAR FROM E8

INTERVIEWER: TAKE BACK CARDS AT THIS POINT.

Sometimes we remember or learn about events of the past in different ways.

E10. What about World War II -- have you ever kept pictures or some other object in your home, gone to a reunion, made a special visit to a memorial, or done anything else like that to help you remember World War II? (PROBE FOR CLARIFICATION IF NECESSARY)

E11. What about Vietnam? (Have you ever kept pictures or some other object in your home, gone to a reunion, made a special visit to a memorial, or done anything else like that to help you remember Vietnam?) (PROBE FOR CLARIFICATION IF NECESSARY)

E12. INTERVIEWER CHECKPOINT

1. R HAD NOT HEARD OF WORLD WAR II AT E1-->GO TO E14

2. ALL OTHERS



E13. Suppose a nephew or niece about 15 years old had just heard World War II mentioned for the first time and asked you to explain what World War II was about. What would you say in just a few sentences? (PROBE TO CLARIFY AND ALSO PROBE AO)

E14. (RB, P. 6) In World War II our main enemies were the Germans and the Japanese. How likely do you think it is that the Germans will again become a military threat to the United States over the next 20 or 30 years: Do you think it is very likely, somewhat likely, somewhat unlikely, or very unlikely that the Germans will become a military threat again?

1. VERY
LIKELY

2. SOMEWHAT
LIKELY

3. SOMEWHAT
UNLIKELY

4. VERY
UNLIKELY

5. IF VOL: NOT
A MILITARY
THREAT, BUT
AN ECONOMIC
THREAT

E15. (RB, STILL ON P. 6) What about the Japanese: How likely do you think it is that the Japanese will again become a military threat to the United States over the next 20 or 30 years? (Do you think it is very likely, somewhat likely, somewhat unlikely, or very unlikely?)

1. VERY
LIKELY

2. SOMEWHAT
LIKELY

3. SOMEWHAT
UNLIKELY

4. VERY
UNLIKELY

5. IF VOL: NOT A
MILITARY, BUT
AN ECONOMIC
THREAT

SECTION F: SPECIALIZED HISTORY QUESTIONS

F1. (RB, P. 7) We have been talking about mainly political and social events and changes, but most people have other kinds of interests as well. Of the five topics on this page, which one interests you the most?

_____ 1. RELIGION

_____ 2. SPORTS

_____ 3. MUSIC

_____ 4. TV OR FILMS

_____ 5. SCIENCE OR MEDICINE

_____ 8. (VOLUNTEERED:) NONE INTEREST R->NEXT PAGE, SECTION G

F2. If you think back over what has happened in (R's TOPIC) over the past half century right up until today, can you think of any event or change or happening that seems to you to have been especially important? (PROBE TO CLARIFY IF NECESSARY)

IF NONE, GO TO SECTION G

F3. What was it about (EVENT FROM F2) that makes it seem to you especially important? (PROBE FOR CLARIFICATION)

F4. (IF NOT ALREADY GIVEN:) About when did (EVENT FROM F2)
(happen/start to happen)?

ENTER YEAR: _____ OR _____ YEARS AGO . 00. INAP; GIVEN IN F3

F5. (IF NOT CLEAR FROM F3:) Would you say (EVENT IN F2) was mostly
good or mostly bad?

1. MOSTLY
GOOD

2. MOSTLY
BAD

3. IF VOL: MIXTURE
OF GOOD AND BAD

0. INAP, CLEAR
FROM F3

SECTION G: GENERATIONS

G1. Now I have a few questions about generations.

(READ SLOWLY:) By a "generation" we mean people who grew up in the same time period. Do you think of yourself as belonging to a particular generation?

1. YES

5. NO -->GO TO G6



G2. What generation is that? (How would you name it or refer to it?)

G3. How would you describe your own generation--that is, what makes it different from other generations? (PROBE TO CLARIFY, AND THEN A0)

G4. How strongly do you feel a part of your generation: very strongly, somewhat strongly, or not very strongly?

1. VERY STRONGLY

2. SOMEWHAT STRONGLY

3. NOT VERY STRONGLY

G5. INTERVIEWER CHECKPOINT

1. R CLASSIFIED SELF INTO "SIXTIES GENERATION" TO G2->GO TO G7
(IF IN DOUBT, ASK G6)

2. ALL OTHERS
↓

G6. This next question is about what is sometimes called the "Sixties Generation" -- meaning those people who grew up during the 1960s. What comes to mind when you think about the "Sixties generation"? (PROBE FOR CLARIFICATION AND THEN AO)

VOLUNTEERED: NOTHING COMES TO MIND/DK WHAT MEANS

G7. Overall, do you think that the effects of the Sixties generation were mostly good or mostly bad?

1. MOSTLY GOOD

2. MOSTLY BAD

3. IF VOL: MIXTURE

G8. Thinking about your parents' generation, in what way was it different from your own generation in terms of beliefs and values?

96. VOL: NO DIFFERENCE

SECTION H: BACKGROUND QUESTIONS

H1. This next set of questions is about your own background. From what other countries or parts of the world did your ancestors come? (IF R RESPONDS "American," SAY "What was it before coming to America?")

FIRST MENTION: _____

SECOND MENTION: _____

THIRD MENTION: _____

H2. (IF MORE THAN ONE COUNTRY NAMED:) Which one of those countries do you feel closer to?

H3. (RB, P. 8) Please choose from this page the number that best describes your race or ethnic group.

___ 1. WHITE

___ 2. BLACK

___ 3. AFRICAN-AMERICAN

___ 4. HISPANIC

___ 5. ASIAN

___ 6. OTHER, PLEASE SPECIFY: _____

H4. Are you Protestant, Catholic, Jewish, some other religion, or do you not have a preference?

1. PROTESTANT

2. CATHOLIC

3. JEWISH

7. OTHER,
SPECIFY:

5. ATHEIST;
AGNOSTIC;
NO PREFERENCE

H4a. What specific denomination is that? (PROBE FOR EXACT DENOMINATION)

H4b. Was your parents' religious preference Protestant, Catholic, Jewish, or something else?

H5. Do you attend religious services every week, almost every week, once or twice a month, a few times a year, or never?

1. EVERY WEEK

2. ALMOST EVERY WEEK

3. ONCE OR TWICE A MONTH

4. A FEW TIMES A YEAR

5. NEVER

H6. Are you currently married, widowed, divorced, separated, or have you never been married?

1. MARRIED AND LIVING WITH SPOUSE (OR IN SERVICE)

2. WIDOWED

3. DIVORCED

4. SEPARATED

5. NEVER MARRIED

6. IF VOL: OTHER, SPECIFY:

H7. Do you have any children?

1. YES

5. NO -->GO TO H9

H8. Please give me the present ages of each of your children.

1

2

3

4

5

6

7

8

9

10

H9. What is the highest grade of school or year of college you have completed?

GRADES OF SCHOOL												
00	01	02	03	04	05	06	07	08	09	10	11	12

COLLEGE				
13	14	15	16	17+



H9a. Did you get a high school diploma or pass a high school equivalency test?

1. YES 5. NO -->GO TO H10

↓

H9c. Did you go to a separate trade school after high school?

1. YES 5. NO

H9b. What is the highest degree that you have earned?

NONE

H10. (ASK IF R HAD TEN OR MORE YEARS OF SCHOOL:) Was your high school almost all white, mostly white, about half white and half black, mostly black, or almost all black?

1. ALMOST ALL WHITE

2. MOSTLY WHITE

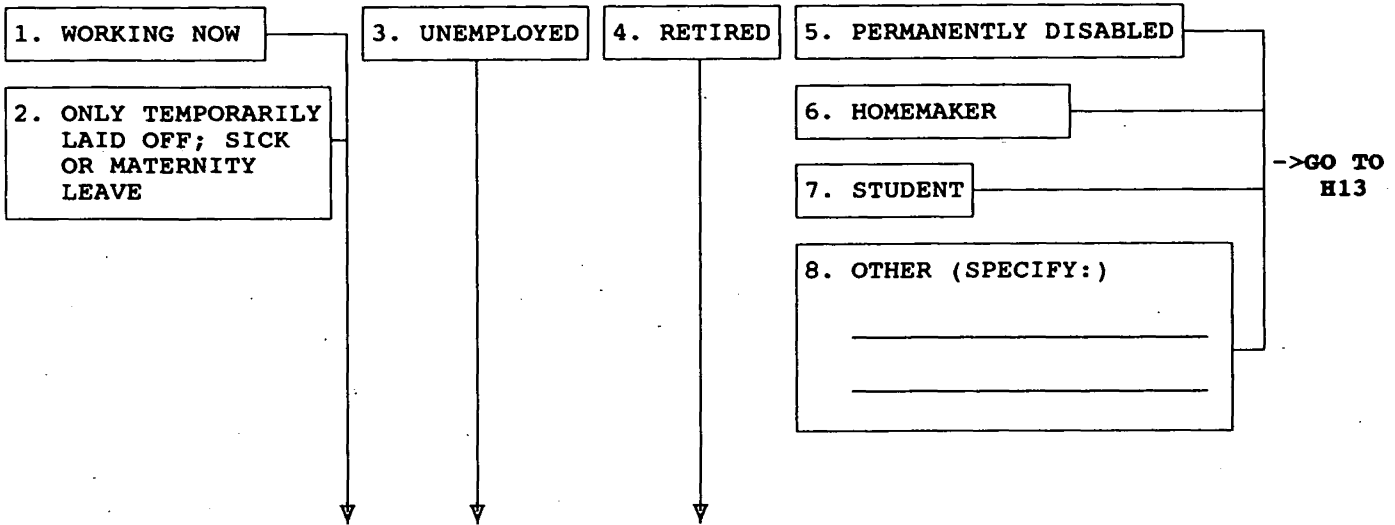
3. HALF WHITE/
HALF BLACK

4. MOSTLY BLACK

5. ALMOST ALL BLACK

0. INAP, LESS THAN 10 YEARS OF SCHOOL

H11. (RB, P. 9) Please tell me which of the choices on this page best describes your present work status.



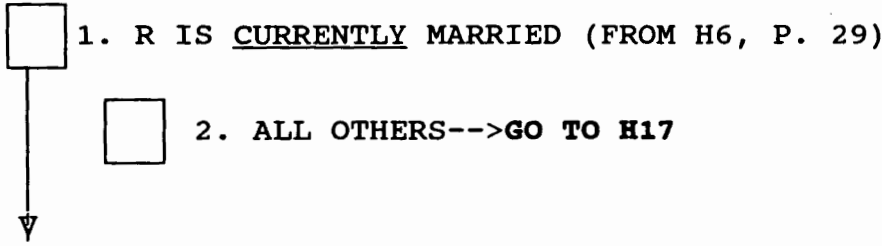
H12. What (is/was) your occupation or your main job (before you (became unemployed/retired))? (OBTAIN CLEAR JOB TITLE OR CLEAR DESCRIPTION OF MAIN DUTIES OR ACTIVITIES) *TOWN?*

H13. Have you ever been unemployed and looking for work for six months or more?

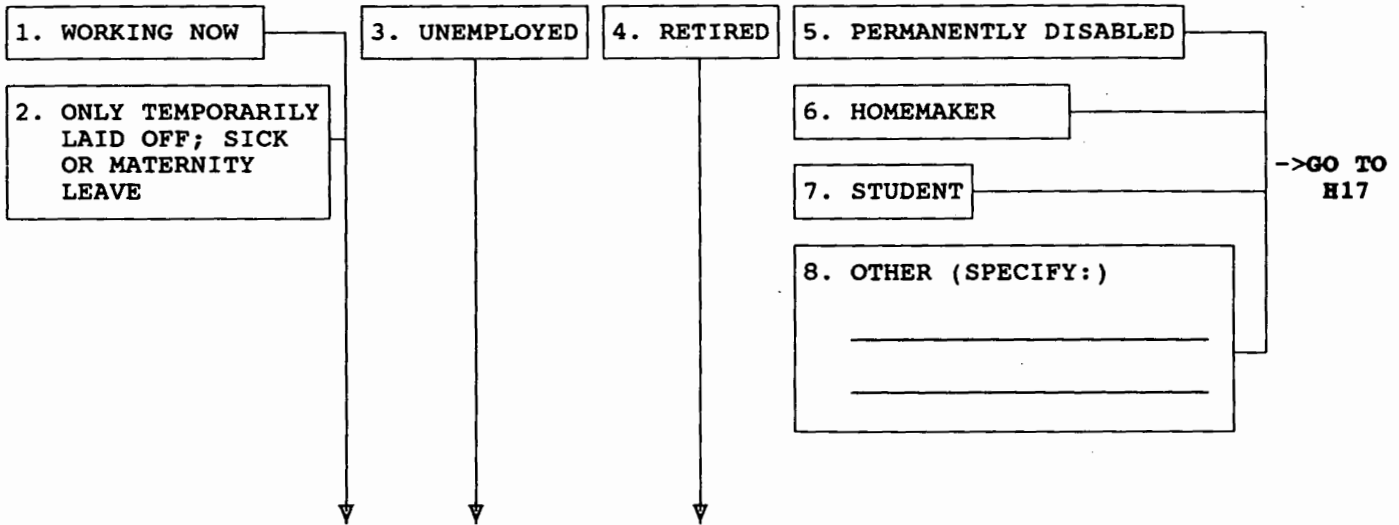
1. YES

5. NO

H14. INTERVIEWER CHECKPOINT



H15. (RB, STILL ON P. 9) Please tell me which of the choices on the page best describes your (wife's/husband's) present work status.



H16. What (is/was) (his/her) occupation or (his/her) main job? (OBTAIN CLEAR JOB TITLE OR CLEAR DESCRIPTION OF MAIN DUTIES OR ACTIVITIES)

H17. (ASK ONLY IF R DID NOT GIVE DATE OF BIRTH TO A10:) Earlier you preferred not to give your exact date of birth. Our study is partly about how peoples' ages relate to how they think about the past, so it is very important for me to obtain your date of birth or age. I would really appreciate it if you could give me just the year of your birth.

_____ YEAR OF BIRTH 0. INAP, R GAVE DATE AT A10

H18. Generally speaking, do you usually think of yourself as a Republican, Democrat, Independent, or something else?

1. REPUBLICAN

2. DEMOCRAT

3. INDEPENDENT

7. OTHER, SPECIFY:

5. NO PREFERENCE

H18a. Would you call yourself a strong (Republican/Democrat) or not a very strong (Republican/Democrat)?

H18b. Do you think of yourself as closer to the Republican or Democratic party?

1. REPUBLICAN

2. DEMOCRAT

3. NEITHER

1. STRONG

2. NOT VERY STRONG

H19. (RB, P. 10) Please look at this page and tell me the letter of the income group that includes your total family income from all sources for 1990 -- before taxes. Just tell me the letter. (IF R IS UNCERTAIN: What would be your best guess?)

98. DON'T KNOW

99. REFUSED TO ANSWER

GO TO SECTION J

A. NONE OR LESS THAN \$2,999 01

M. \$25,000 - \$26,999 13

B. \$3,000 - \$4,999 02

N. \$27,000 - \$28,999 14

C. \$5,000 - \$6,999 03

O. \$29,000 - \$30,999 15

D. \$7,000 - \$8,999 04

P. \$31,000 - \$34,999 16

E. \$9,000 - \$10,999 05

Q. \$35,000 - \$39,999 17

F. \$11,000 - \$12,999 06

R. \$40,000 - \$44,999 18

G. \$13,000 - \$14,999 07

S. \$45,000 - \$49,999 19

H. \$15,000 - \$16,999 08

T. \$50,000 - \$59,999 20

I. \$17,000 - \$18,999 09

U. \$60,000 - \$69,999 21

J. \$19,000 - \$20,999 10

V. \$70,000 - \$79,999 22

K. \$21,000 - \$22,999 11

W. \$80,000 - \$89,999 23

L. \$23,000 - \$24,999 12

X. \$90,000 AND ABOVE 24

SECTION J: WORDS FROM THE PAST

(RB, P. 11) This next section concerns a few words and names from the past that come up now and then, but that many people have forgotten. Could you tell me which ones you have heard of at all, and, if you have, what they refer to in just a few words? You don't need to be specific or go into a lot of detail.

(CIRCLE YES OR NO BELOW AND RECORD EXPLANATION. DO NOT PROBE EACH ANSWER, BUT WHEN ALL ARE GIVEN, CLARIFY ANY THAT ARE VERY AMBIGUOUS.)

a. FAMILIARb. EXPLANATION

J1. Watergate

YES NO

J2. Rosa Parks

YES NO

J3. Joe McCarthy

YES NO

a. FAMILIAR

b. EXPLANATION

J4. Christa McAuliffe YES NO

J5. The W.P.A. YES NO

J6. The Marshall Plan YES NO

a. FAMILIAR

b. EXPLANATION

J7. Woodstock

YES NO

J8. The Tet Offensive

YES NO

J9. The Holocaust

YES NO

SECTION K: EDUCATION AND SCHOOL QUESTIONS

*EXACT TIME NOW: _____

- K1. Our last set of questions concerns schools. Many states, including Michigan, are considering funding different types of choice programs for schools. These programs would allow parents to choose any school -- public or private -- for their children to attend from kindergarten through high school. Would you favor or oppose these types of choice programs, or haven't you thought much about it?

1. FAVOR

2. OPPOSE

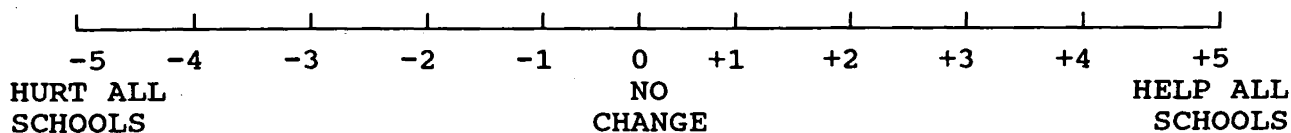
3. HAVEN'T THOUGHT ABOUT IT -->GO TO K4



- K2. (RB, P. 12) If parents were allowed to choose any school for their children to attend, either public or private, many people think that all schools would be hurt. Other people think that all schools would be helped.

Here is a scale that runs from -5 to +5, with -5 meaning "hurt all schools," +5 meaning "help all schools," and zero meaning "no change." Where on this scale would you place your overall opinion about how choice programs would affect schools?

_____ RATING



- K3. Many people also wonder how choice programs would affect the public schools. If parents were allowed to choose their children's schools, do you think student test scores in the public schools would, on the average, be higher, lower, or not much different than now?

1. HIGHER

2. LOWER

3. NOT MUCH DIFFERENT

- K4. (RB, P. 13) People consider a number of different things when they choose a school for their children. (Even if you do not have school age children,) please tell me the three qualities on the list that you would consider important in choosing a child's school.

(SHOW LIST AND THEN ASK:) Which quality would you rank as most important? Which second? Which third?

(ENTER 1 BELOW FOR MOST IMPORTANT, 2 FOR SECOND, AND 3 FOR THIRD.)

- ___ a. THE SCHOOL IS CLOSE TO THE PARENTS' HOME OR WORKPLACE.
- ___ b. THE SCHOOL IS SAFE.
- ___ c. THE SCHOOL SUPPORTS THE MORAL AND ETHICAL VALUES I WANT CHILDREN TO LEARN.
- ___ d. SCHOOL DISCIPLINE IS STRICT.
- ___ e. THE SCHOOL OFFERS A WIDE VARIETY OF COURSES.
- ___ f. THE CHILDRENS' PARENTS HAVE EDUCATIONAL AND OCCUPATIONAL BACKGROUNDS SIMILAR TO MINE.
- ___ g. THE SCHOOL REQUIRES STUDENTS TO TAKE A LOT OF CLASSES IN BASIC SUBJECTS LIKE MATH, ENGLISH, AND SCIENCE.

- K5. (RB, STILL ON P. 13) Which quality would you rank as the least important?

- ___ a. THE SCHOOL IS CLOSE TO THE PARENTS' HOME OR WORKPLACE.
- ___ b. THE SCHOOL IS SAFE.
- ___ c. THE SCHOOL SUPPORTS THE MORAL AND ETHICAL VALUES I WANT CHILDREN TO LEARN.
- ___ d. SCHOOL DISCIPLINE IS STRICT.
- ___ e. THE SCHOOL OFFERS A WIDE VARIETY OF COURSES.
- ___ f. THE CHILDRENS' PARENTS HAVE EDUCATIONAL AND OCCUPATIONAL BACKGROUNDS SIMILAR TO MINE.
- ___ g. THE SCHOOL REQUIRES STUDENTS TO TAKE A LOT OF CLASSES IN BASIC SUBJECTS LIKE MATH, ENGLISH, AND SCIENCE.

K6. Students are given grades for their work, often A as the highest grade, B, C, D, and F for fail. Suppose the public schools in your community were graded in the same way. What grade would you give to your public schools: A, B, C, D, or F? (Use + or - if you wish.)

K7. That ends the interview. Is there anything you would like to add to any of your answers or say about any of the questions?

*EXACT TIME NOW: _____

Thank you very much for your time and help.

****TURN TO PAGE 3 OF THE COVERSHEET AND OBTAIN RECONTACT INFORMATION**

SECTION L: INTERVIEWER OBSERVATIONS

L1. LENGTH OF INTERVIEW: _____ MINUTES

L2. DATE OF INTERVIEW: _____
MONTH DAY

L3. R'S RACE (BY OBSERVATION:)

_____ 1. BLACK, AFRICAN AMERICAN

_____ 2. WHITE

_____ 3. OTHER, SPECIFY: _____

L4. R's SEX (BY OBSERVATION):

1. MALE

2. FEMALE

L5. IN GENERAL, WHAT WAS THE RESPONDENT'S ATTITUDE TOWARD THE INTERVIEW:

_____ 1. FRIENDLY AND INTERESTED

_____ 2. COOPERATIVE BUT NOT PARTICULARLY INTERESTED

_____ 3. IMPATIENT AND RESTLESS

_____ 4. HOSTILE

L6. WAS RESPONDENT'S UNDERSTANDING OF THE QUESTIONS...

_____ 1. EXCELLENT

_____ 2. GOOD

_____ 3. FAIR

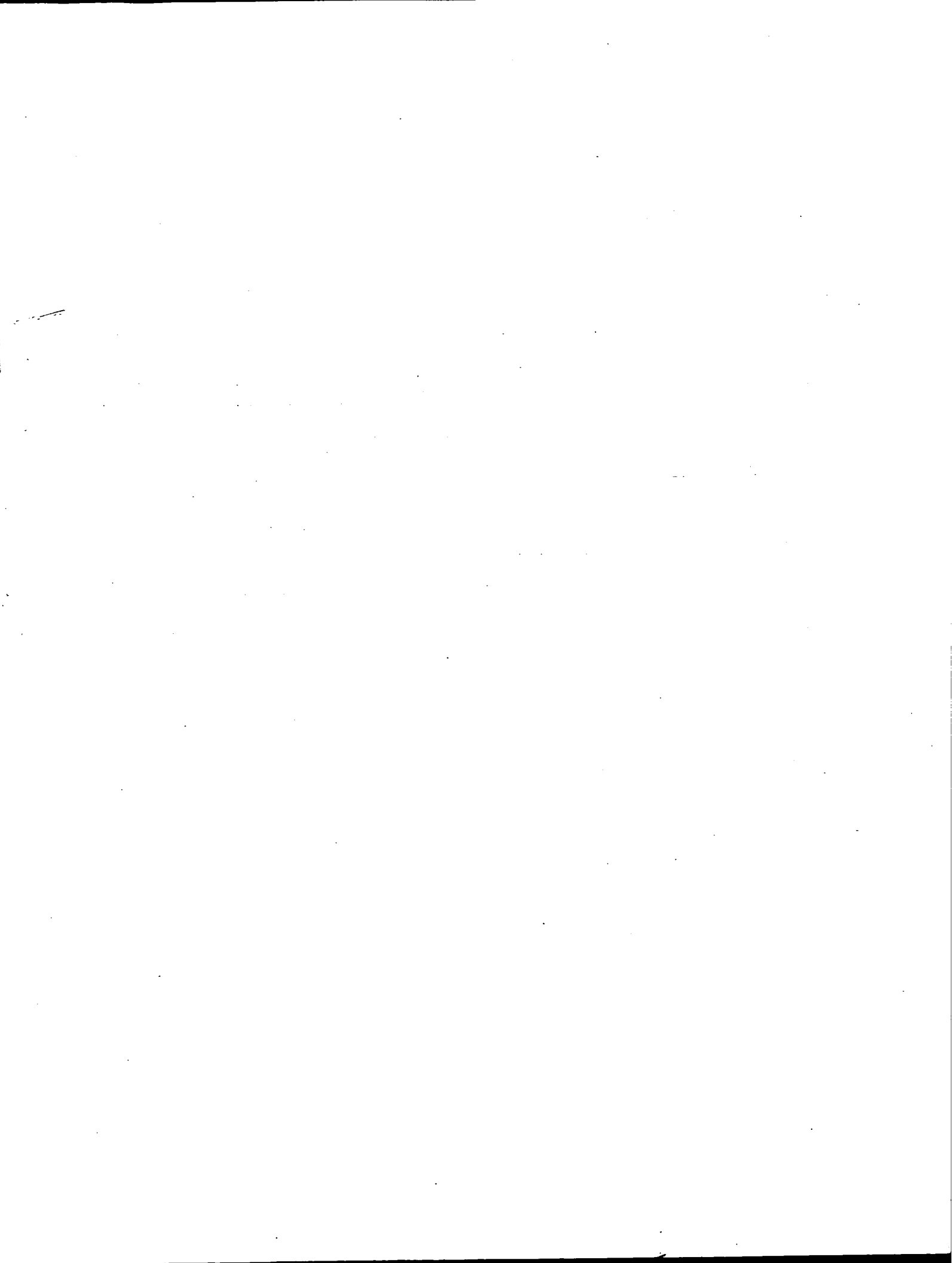
_____ 4. POOR

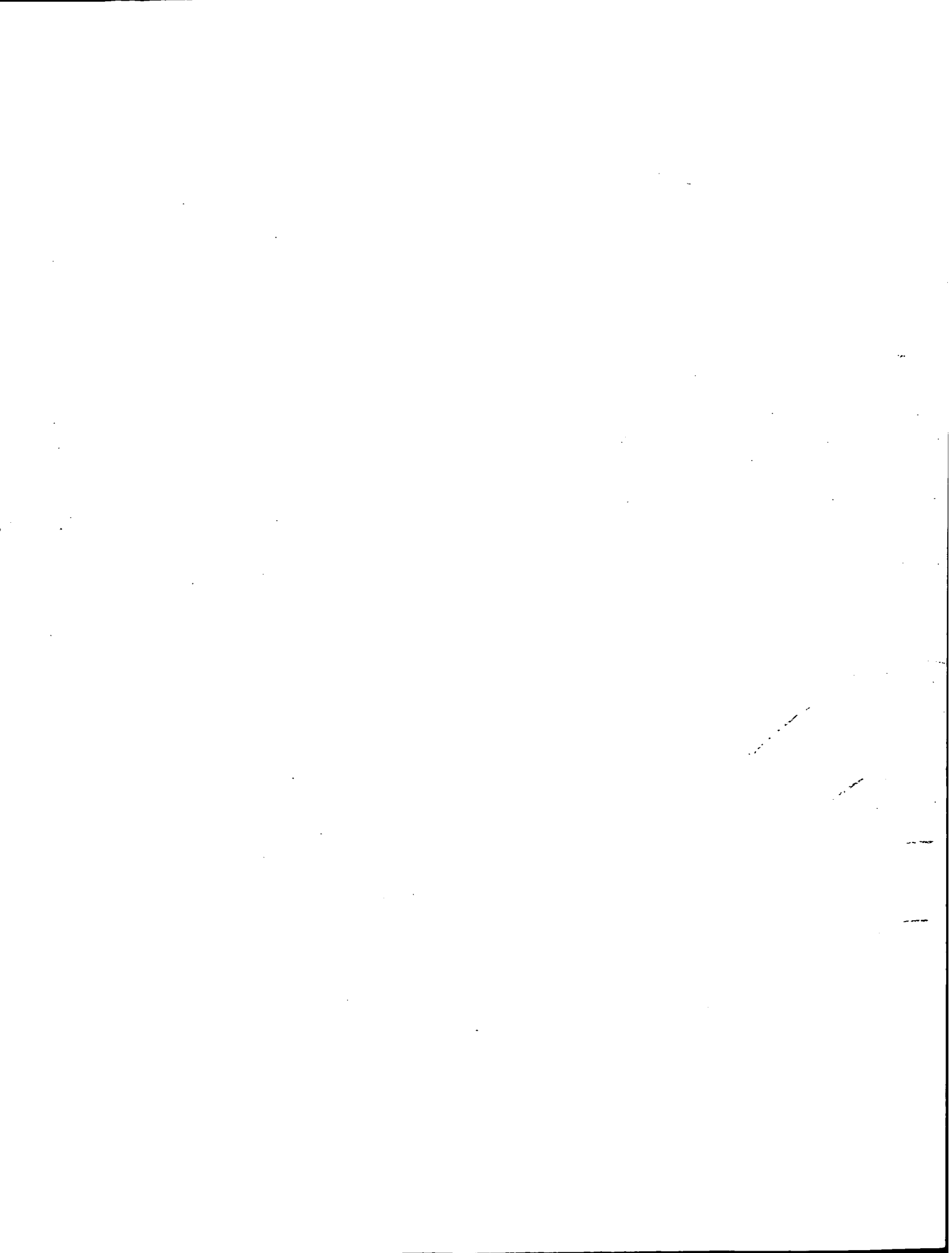
L7. WAS ANYONE ELSE PRESENT AND LISTENING FOR MORE THAN A FEW MINUTES DURING THE INTERVIEW?

1. NO

2. YES

-->L7a. WHO? _____





CODEBOOKUNIVERSITY OF MICHIGAN SURVEY: FALL 1991

- Coding conventions: Code DK, NA, and INAP as 0 unless otherwise instructed.
(Code 00 for DK, NA, and INAP for 2-column variables.)
- Variable and column: For multi-column codes, the variable number is the first digit (signified by underlining) except where otherwise noted.
- Multi-Column Codes: Be sure to code leading zeroes where needed, e.g., 4 for Columns 9-10 is coded as 04.
- Rounding Rule: In general, round a .5 down (e.g., code 2.5 hours as 2 for a one column variable).

The 1991 Final Sample Size is: _____.

<u>Var/Column</u>	<u>Variable</u>
<u>1-3</u>	Sample #
<u>4-6</u>	Log #
<u>7-8</u>	<u>Interviewer's Name</u>
	01 Karen Alexander 23 Stacy Leatherwood
	02 Jennifer Bacon 24 David Long
	03 Sunnie Bae 25 John Malik
	04 Valarie Burton 26 Tom Martin
	05 Jon Carlson 27 Greg Nalbandian
	06 Lisa Cohen 28 Terra Nolan
	07 Danny Croll 29 Arnold Park
	08 Allison Dark 30 Eric Phillips
	09 Kori Davis 31 Heidi Robins
	10 Deanna Dedes 32 Tracy Schauer
	11 Meg Denniston 33 Daphne Schlick
	12 Shabbaz Freeman 34 Amy Steckel
	13 Eileen Hamm 35 Colleen Sullivan
	14 Iltefat Hamzavi 36 Steve Tyszka
	15 Kyle Harder 37 Michael Weisberg
	16 Vicki Hill
	17 Frederick Hunter 38 Kathy Bischooping
	18 Junna Kim 39 Jennifer Callans
	19 Laura Klearman 40 Brenda Ferrell
	20 Mitchell Klein 41 Janet Stamatel
	21 Maria Kupillas
	22 Diane Laurin
<u>9-10</u>	Interviewer's Interview No.

- 11 Q11 First, are you a student in the LS&A College at present?
1. YES
 2. NO

- 12 Q12 In terms of credits completed are you now a (READ):
1. FIRST YEAR STUDENT
 2. A SOPHOMORE
 3. A JUNIOR, OR
 4. A SENIOR.

13-14. Q13-14 What is (or will be) your concentration?

(Var. 13 Q13-14b. (IF DON'T KNOW, OR "BGS," or "NONE" to Q. 16:) What is broad subject do you think of now as your major interest? area,

Var. 14 is CODE EXACT CONCENTRATION (2 digits) FROM LIST BELOW (If R mentions specific two concentrations, code the first one given if not otherwise described field) below.)

1. ARTS AND HUMANITIES

10. THEATER AND DRAMA
11. CLASSICAL STUDIES (LATIN, GREEK, ETC.)
12. ENGLISH LANGUAGE AND LITERATURE
13. FAR EASTERN, NEAR EASTERN, SLAVIC, GERMAN AND OTHER AREA STUDY LANGUAGE AND LITERATURE, EXCEPT ROMANCE
14. HISTORY OF ART
15. LIBERAL STUDIES AND OTHER HUMANITIES COMBINATIONS
16. MUSIC, MEDIEVAL AND RENAISSANCE
17. PHILOSOPHY
18. ROMANCE LANGUAGE AND LITERATURE
19. STUDIES IN RELIGION

2. SOCIAL SCIENCES

20. AFRO-AMERICAN AND AFRICAN STUDIES
21. ANTHROPOLOGY, LINGUISTICS
22. ECONOMICS
23. GEOGRAPHY
24. HISTORY, AMERICAN STUDIES
25. COMMUNICATIONS, JOURNALISM (NOT COMM. SCIENCE)
26. POLITICAL SCIENCE
27. PSYCHOLOGY
28. SOCIOLOGY
29. AREA STUDIES (ASIAN, RUSSIAN, NEAR EASTERN, LATIN AMERICAN)

3. NATURAL SCIENCES AND MATH

30. ANTHRO-ZOO, BOTANY, BIOLOGY, PHYSIOLOGY, ZOOLOGY
31. BIOCHEMISTRY, MICROBIOLOGY, BIOPHYSICS, CELLULAR BIOLOGY
32. CHEMISTRY, CHEMICAL ENGINEERING
33. MATH, COMPUTER SCIENCES, STATISTICS
34. GEOLOGY AND MINERALOGY
35. PHYSICS, ASTRONOMY
36. SPEECH AND HEARING SCIENCE
37. SCIENCE, UNSPECIFIED

4. PREPROFESSIONAL PROGRAMS IN NATURAL SCIENCES

3

41. HUMAN NUTRITION
42. LIBERAL ARTS & DENTISTRY
43. LIBERAL ARTS & ENGINEERING
44. LIBERAL ARTS & MEDICINE (PRE-MED)
45. LIBERAL ARTS & ARCHITECTURE
46. MEDICAL TECHNOLOGY
47. OTHER (E.G., PHARMACY)

5. PREPROFESSIONAL PROGRAMS IN SOCIAL SCIENCES

51. PRE-LAW
 52. PRE-SOCIAL WORK
 53. TEACHERS' CERTIFICATE IN EDUCATION
 54. OTHER
 55. BUSINESS ADMINISTRATION
70. OTHER AREAS OF CONCENTRATION (SEE SUPERVISOR);
DENTAL HYGIENE, PHYSICAL THERAPY
71. WOMEN'S STUDIES
80. DON'T KNOW
99. NOT ASCERTAINED

15 Q15. Within a year or so after you finish undergraduate college, what do you think you will be doing?
(IF R SAYS "GRADUATE SCHOOL," "WORK," OR OTHER VAGUE ANSWER, PROBE TO OBTAIN A SPECIFIC PROGRAM OF STUDY OR TYPE OF WORK. IF R SAYS "DK" RECORD AND ASK "What's your best guess?" IF R PLANS TO TAKE OFF FOR AWHILE, ASK "What do you plan to do after that?")

0. DK (even after probe); no work planned
1. WORK: blue collar, unspecified work, Military (non-commissioned)
2. WORK: white collar, business, Military Officer
3. MARRIAGE: include housewife
4. FREELANCE professional or semi-professional (e.g., journalism, art, radio and TV, photography)
5. PROFESSIONAL REQUIRING SEVERAL YEARS POST-GRADUATE STUDY (e.g., medicine, law, dentistry)
6. ADVANCED ACADEMIC STUDY REQUIRING PH.D.
7. OTHER ADVANCED STUDY NOT REQUIRING PH.D. (e.g., social work, architecture, business administration, physical therapy)
8. PUBLIC SCHOOL TEACHING of any kind
9. OTHER, INAP

16 Q16. How definite are your plans at this point: very, somewhat, or not at all?

1. VERY
2. SOMEWHAT
3. NOT AT ALL

- 17 Q17. (ASK FIRST YEAR STUDENTS:) Are you now rooming with a friend you knew before entering college?
(ASK ALL OTHERS:) In your first year at the University of Michigan, did you room with a friend you knew before entering college?
(CODE TRANSFER STUDENTS IN THEIR FIRST YEAR AS THOUGH THEY WERE FIRST YEAR STUDENTS)
1. YES
 2. NO
 3. (IF VOLUNTEERED:) LIVED IN A SINGLE
- 18 Q18. Are you a (pledge to/member of) a Greek (fraternity/sorority), a service fraternity, or neither? (EXCLUDE HONORARY FRATERNITIES/SORORITIES.)
1. YES, IN GREEK SYSTEM
 2. YES, IN SERVICE FRATERNITY
 3. IN BOTH GREEK SYSTEM AND SERVICE FRATERNITY
 4. NEITHER
- 19 Q19. Do you belong to any other clubs, committees, social groups, or other organizations at the U of M or in Ann Arbor?
1. YES
 2. NO
- 20 Q20. How many such organizations do you belong to?
- CODE EXACT NUMBER OF ORGANIZATIONS. IF >10, CODE 9. IF NONE, CODE 0.
- 21 Q21. Are any of the organizations you belong to related to your ethnic or racial background?
1. YES
 2. NO

22-25
 (1st org
 is Var.22,
 2nd is
 Var 24)

Q22-23. (IF NOT VOLUNTEERED:) What (is/are) the names of those organizations?

CODE FIRST TWO ORGANIZATIONS MENTIONED.

- 01 American Indian Law Students Assoc.
- 02 Armenian Students Cultural Assoc.
- 03 Asian American Assoc.
- 04 Assoc. of Iranian Students
- 05 Black Business Students Assoc.
- 06 Black Greek Assoc.
- 07 Black Org. for Student Services
- 08 Black Student Media Coalition
- 09 Black Student Psych. Assoc.
- 10 Black Student Union
- 11 Black Theatre Workshop
- 12 Chinese Student Assoc.
- 13 English Minority Student Workers
- 14 Free China Student Assoc.
- 15 Free South Africa Coord.
- 16 Gulf & Arab Peninsula Students
- 17 Hellenic Students on Campus
- 18 Hillel
- 19 Indian American Student Assoc.
- 20 Israeli Student Assoc.
- 21 Japan Club
- 22 Korean Student Assoc.
- 23 Latin American Solidarity Committee
- 24 Malaysian Students Assoc. (UMIMSA)
- 25 NAACP (National Assoc. for the Advancement of Colored People)
- 26 Native American Student Assoc.
- 27 New Jewish Agenda
- 28 Pakistani Students' Assoc.
- 29 Palestine Solidarity Committee
- 30 PERMIAS (Indonesian Student Assoc.)
- 31 Phillipine Michigan Club
- 32 Polish American Student Assoc.
- 33 Puerto Rican Assoc.
- 34 Rumanian Student Assoc.
- 35 Singapore Students' Assoc.
- 36 Socially Active Latino Student Assoc. (SALSA)
- 37 Student Cultural Awareness Group
- 38 Students for Humanistic Judaism
- 39 Tagar (Jewish Youth Group)
- 40 The Flip Club (Philippine-American)
- 41 Turkish Students Assoc.
- 42 United Coalition Against Racism (UCAR)
- 43 UMASC (U-M Asian Student Coalition)
- 44 Ukrainian Students Assoc.
- 45 Union of Students for Israel
- 46 Women of Color Group
- 47 Vietnamese Student Assoc.

- 98 Other ethnic organization
- 99 Other non-ethnic organization

- 00 INAP/No organization named

- 26 Q24. In general, how many days a week do you read the news section of the Michigan Daily? (IF R ASKS, NEWS INCLUDES NATIONAL AND/OR U OF M.)
- CODE EXACT NUMBER OF DAYS GIVEN.
9. INAP
- 27 Q25. There has been a lot of discussion about whether campus police should carry guns on campus. Do you think campus police should be armed or not?
1. YES, ARMED
 2. NO, NOT ARMED
- 28 Q26. All things considered, how satisfied are you with academics at the University of Michigan? Please rate yourself on this seven point scale (SHOW CARD A), with "1" being "very low satisfaction" and "7" being "very high satisfaction".
1. VERY LOW SATISFACTION
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 7. VERY LOW SATISFACTION
- 29 Q27. This term, do you think most of your classes are (READ:)
1. VERY EASY,
 2. FAIRLY EASY,
 3. IN BETWEEN,
 4. FAIRLY HARD, OR
 5. VERY HARD
- 30 Q28. During weeknights--that is, Sunday through Thursday-- do you generally get what you consider to be your ideal amount of sleep?
1. YES
 2. NO

31-38

Q29-32. What is your family's ethnic background? (IF R ASKS, "Jewish" CAN BE GIVEN HERE.)

(IF "Indian" PROBE FURTHER): Is that American Indian, or Indian from India?)

(IF "white/WASP/Caucasian" OR OTHER UNSPECIFIC WHITE, PROBE FURTHER:) Could you give a more specific ethnic or nationality group? (ACCEPT DK IF GIVEN AT THIS POINT)

(IF "Asian American," "Hispanic," "Latino," PROBE FURTHER:) Could you give me a specific country your family is from?

LOOK AT THE FINAL GROUPS R HAS MENTIONED AFTER ALL THE PROBING. E.G., IF R SAYS "white and Indian" INITIALLY, AND WHEN PROBED, SAYS "Indian from India" AND "English and Irish" THEN THERE ARE THREE FINAL GROUPS: "Indian from India", "English" AND "Irish".

CODE THE FIRST FOUR FINAL GROUPS MENTIONED.

01	African	29	Indian (from India)
02	African-American/Afro-American	30	Indonesian
03	American	31	Iranian
04	American Indian/ Native American	32	Irish
05	Arab	33	Israeli
06	Armenian	34	Italian
07	Asian	35	Japanese
08	Austrian	36	Jewish
09	Belgian	37	Korean
10	Black	38	Latino
11	British	39	Lebanese
12	Caldean	40	Lithuanian
13	Canadian (French)	41	Luxemburg
14	Canadian (all other)	42	Mexican
15	Caucasian	43	Norwegian
16	Chinese	44	Pakistani
17	Czechoslovakian/Czech/ Slovak	45	Philippino
18	Danish	46	Polish
19	Dutch/Netherlands/ Holland	47	Puerto Rican
20	East Indian	48	Portuguese
21	Eastern European	49	Romanian
11	English	50	Russian
22	European	51	Scandinavian
23	Finnish	52	Scots/Scottish
24	French	53	Singaporeanca
25	German	54	South American (e.g., Col- umbian, Argentinian, etc.)
26	Greek	55	Spanish/Spaniard
27	Hispanic	56	Swedish
28	Hungarian	57	Swiss
		58	Ukrainian
		59	Vietnamese
		60	Welsh
	61	West Indian	
	62	White	
	63	Yugoslavian	
80	Other		
98	Refused to answer/ human race/none		

- 39 Q29-32. ARE THERE MORE THAN 4 FINAL GROUPS?
1. YES
 2. NO
- 40 Q33. How important is your ethnic background to you--would you say it is very important, somewhat important, or not important?
1. VERY IMPORTANT
 2. SOMEWHAT IMPORTANT
 3. NOT IMPORTANT
- 41 Q34. Now I'd like you to think of your friends at the University of Michigan. How many of them do you consider close friends?
- CODE ACTUAL NUMBER OF CLOSE FRIENDS, WITH 0=NONE TO 8=8 OR MORE.
IF INAP OR NA, CODE 9.
- 42 Q35. (IF R IS AFRICAN AMERICAN/BLACK OR HAS AFRICAN/AMERICAN/BLACK AS PART OF ETHNIC BACKGROUND:) Of your close friends at the U of M, are any of them white?
(ASK ALL OTHERS:) Of your close friends at the U of M, are any of them black?
1. YES
 2. NO

***** SKIP TO Q45 *****

- 43 Q45. Now I'm going to read a list of events and situations that have been compared to the Holocaust. Please tell me how good or bad a comparison you think each one is to the Holocaust, using the numbers on this card. (SHOW CARD B) And please tell me too if you're not familiar with the event. How good or bad a comparison is the bombing of Hiroshima?
1. VERY GOOD
 - 2.
 - 3.
 - 4.
 5. VERY BAD
 6. DK EVENT
 7. DK ENOUGH
- 44 Q46. Saddam Hussein's attacking the Kurds?
1. VERY GOOD
 - 2.
 - 3.
 - 4.
 5. VERY BAD
 6. DK EVENT
 7. DK ENOUGH

- 45 Q47. Race relations in America today?
1. VERY GOOD
 - 2.
 - 3.
 - 4.
 5. VERY BAD
 6. DK EVENT
 7. DK ENOUGH
- 46 Q48. The use of abortion?
1. VERY GOOD
 - 2.
 - 3.
 - 4.
 5. VERY BAD
 6. DK EVENT
 7. DK ENOUGH
- 47 Q49. Nazi youth groups in Germany today?
1. VERY GOOD
 - 2.
 - 3.
 - 4.
 5. VERY BAD
 6. DK EVENT
 7. DK ENOUGH
- 48 Q50. How good or bad a comparison are Saddam Hussein's threats to bomb Israel with chemical weapons?
1. VERY GOOD
 - 2.
 - 3.
 - 4.
 5. VERY BAD
 6. DK EVENT
 7. DK ENOUGH
- 49 Q51. A possible nuclear power plant explosion in the future?
1. VERY GOOD
 - 2.
 - 3.
 - 4.
 5. VERY BAD
 6. DK EVENT
 7. DK ENOUGH

50 Q52. The time of slavery in the United States?

1. VERY GOOD
- 2.
- 3.
- 4.
5. VERY BAD
6. DK EVENT
7. DK ENOUGH

51 Q53. The situation of the Palestinians in the West Bank?

1. VERY GOOD
- 2.
- 3.
- 4.
5. VERY BAD
6. DK EVENT
7. DK ENOUGH

***** SKIP TO Q59 *****

52 Q59. IS BOX CHECKED?

1. YES
2. NO

53 Q60. A major event that has occurred recently is the unification of East and West Germany. How much did you favor or oppose it (SHOW CARD F TOWARD BACK OF BOOKLET)?

0. INAP, BOX CHECKED
1. STRONGLY FAVOR
- 2.
- 3.
- 4.
5. STRONGLY OPPOSE
6. NO OPINION

54 Q61. (READ TO ALL R'S:) The next section of the questionnaire is about your views of various social and political issues.

IS BOX CHECKED?

1. YES
2. NO

- 55 Q62. In general, which of the numbers on this card best describes your political views (SHOW CARD G TOWARD BACK OF BOOKLET)?
0. INAP, BOX CHECKED
 7. (IF VOLUNTEERED:) RADICAL
 1. VERY LIBERAL
 2. FAIRLY LIBERAL
 3. SLIGHTLY LIBERAL
 4. SLIGHTLY CONSERVATIVE
 5. FAIRLY CONSERVATIVE
 6. VERY CONSERVATIVE
 8. TERMS ARE POOR/DON'T DESCRIBE ME
 9. DON'T KNOW
- 56 Q63. Do you think that labor unions in this country have (READ):
1. TOO MUCH POWER,
 2. ABOUT THE RIGHT AMOUNT OF POWER, OR
 3. NOT ENOUGH POWER
 4. (IF R VOLUNTEERS:) DON'T KNOW
- 57 Q64. Moving to another topic, please tell me your attitude toward gay and lesbian relations, using the numbers on this card (SHOW CARD D) where "1" means "completely acceptable" and "5" means "completely unacceptable"?
1. COMPLETELY ACCEPTABLE
 - 2.
 - 3.
 - 4.
 5. COMPLETELY UNACCEPTABLE
- 58 Q65. Using the numbers on the same card (CARD D), please tell me your attitude toward premarital sex.
1. COMPLETELY ACCEPTABLE
 - 2.
 - 3.
 - 4.
 5. COMPLETELY UNACCEPTABLE
- 59 Q66. Suppose you had to choose between two government programs, both costing the same amount. In program A, the government would pay the costs of daycare for women working outside the home. In program B, the government would pay women who were staying home, taking care of their children. Which of the programs would you vote for?
1. A, PAY FOR DAYCARE
 2. B, PAY WOMEN STAYING HOME
 3. (IF VOLUNTEERED:) A AND B EQUALLY GOOD
 4. (IF VOLUNTEERED:) NEITHER A NOR B

60 Q67. As you see it now, do you think Clarence Thomas should have become a member of the Supreme Court?

1. YES
2. (IF R VOLUNTEERS:) MIXED FEELINGS
3. NO
4. DON'T KNOW

61-66 Q68-69. Why do you feel that way?

CODE FIRST THREE REASONS MENTIONED.

	FAVOR IT	OPPOSE IT
<u>Qualifications</u>		
10	Qualified (e.g., good contributor, good thinker)	50 Unqualified
		51 Presented views ambiguously (e.g., DK where he stands)
<u>Beliefs</u>		
20	Agree with his views/with a specific view not listed below (<u>LOWEST PRIORITY</u>)	60 Disagree with his views/with a specific view not listed below (<u>LOWEST PRIORITY</u>)
21	Conservative (<u>LOW PRIORITY</u>)	61 Too conservative (<u>LOW PRIORITY</u>)
22	Agree with Civil Rights/Affirmative Action views	62 Disagree with Civil Rights/Affirmative Action views
23	Agree with abortion views	63 Disagree with views on women's issues (e.g., abortion, harassment cases)
24	Agree with views on Civil Liberties	64 Disagree with views on Civil Liberties
25	Trust the nomination process (e.g., Bush nominated him)	65 Need a balanced court (e.g., Court should have spectrum of views)
<u>Sexual Harassment</u>		
30	Sexual harassment unrelated to performance (e.g., what happened in the past doesn't matter)	70 Because of Anita Hill/harassment charges (<u>LOW PRIORITY</u>)
31	He's innocent till proven guilty (e.g., right to a free trial)	71 A reasonable doubt remains, "innocent till proven guilty" is not the way to look at it
32	I believe him/Anita Hill lied	72 I believe Anita Hill/he's guilty
33	It was a plot against him	
34	Why did she wait so long? (e.g., it's too late to be true)	
<u>Other</u>		
49	Other reason in favor	89 Other reason against
<u>Don't Know</u>		
98	Don't know	
<u>No 2nd or 3rd Reason Given</u>		
00	INAP	

- 67 Q70. Choosing a number from this card (SHOW CARD E), how much racial tension do you think there is between black and white students at the University of Michigan?
1. GREAT DEAL
 - 2.
 - 3.
 - 4.
 5. VERY LITTLE
- 68 Q71. Which of the following describes how you personally feel about interracial dating (READ):
1. APPROVE STRONGLY
 2. APPROVE SOMEWHAT
 3. APPROVE A LITTLE, OR
 4. DO NOT APPROVE
- 69 Q72. Have you ever gone on a date with anyone of another race?
1. YES
 2. NO
- 70 Q73. In general, do you favor or oppose "Affirmative Action"? Would you say you (READ):
1. STRONGLY FAVOR IT,
 2. SOMEWHAT FAVOR IT,
 3. SOMEWHAT OPPOSE IT, OR
 4. STRONGLY OPPOSE IT
 5. (IF R VOLUNTEERS:) DON'T KNOW MEANING OF "AFFIRMATIVE ACTION"

71-72

Q74-75. Many people hold different ideas about "Affirmative Action." What does the term "Affirmative Action" mean to you? (IF R SAYS DK, ASK FOR BEST GUESS.)

CODE FIRST CODABLE MENTION.

EQUAL OPPORTUNITY (E.G., GIVE MINORITIES EQUAL CHANCE AT JOBS)

11. MENTION BOTH RACE AND SEX (E.G., RESPONSIBILITY TO PURSUE EQUALITY ALONG RACIAL, SEXUAL LINES)
12. MENTION RACE ONLY
13. MENTION SEX ONLY
14. EQUAL OPPORTUNITY: UNSPECIFIED/OTHER

MAKE UP FOR PAST INEQUALITY (E.G., OPPORTUNITY TO ADVANCE IN MAINSTREAM SOCIETY; BALANCE INEQUALITY)

21. MENTION BOTH RACE AND SEX
22. MENTION RACE ONLY
23. MENTION SEX ONLY
24. UNSPECIFIED/OTHER
25. OTHER

REVERSE DISCRIMINATION

30. REVERSE DISCRIMINATION
31. PEOPLE OF COLOR, WOMEN GIVEN PREFERENCE
32. PEOPLE OF COLOR GIVEN PREFERENCE
33. WOMEN GIVEN PREFERENCE
34. UNSPECIFIED GROUP GIVEN PREFERENCE

QUOTA SYSTEM

40. SETS UP QUOTA

OTHER

50. OTHER (E.G., ATTEMPT TO CONTROL RACIAL TENSION; TAKING A STRONG STAND; TRYING TO SOLVE A PROBLEM)

OPINION (GIVES OPINION WITHOUT DESCRIPTION OF A.A.)

61. OPINION IN SUPPORT OF A.A.
62. OPINION OPPOSING A.A.
63. OPINION NOT CLEARLY SUPPORTING OR OPPOSING A.A.--AMBIVALENT
64. OPINION, NOT CLEAR

70. NOT SURE/DK

73

Q76. WHICH LETTER IS CIRCLED?

1. X
2. Y

74

Q77. On another issue, please tell me whether or not you think it should be possible for a pregnant woman to obtain a legal abortion if there is a strong chance of a serious defect in the baby?

1. YES
2. NO
3. INAP, FORM Y CIRCLED

75 Q78. (IN X FORM:) If she is married and does not want any more children?
(IN Y FORM:) On another issue, please tell me whether or not you
think it should be possible for a pregnant woman to obtain a legal
abortion if she is married and does not want any more children?

1. YES
2. NO

76. Q79. (IN X FORM:) Can you tell me why you say (yes/no) about the married
woman who does not want any more children?
(IN Y FORM:) Can you tell me why you say (yes/no)?

CODE FIRST CODABLE MENTION, UNLESS PRIORITY NOTED:

<u>OPPOSES LEGALIZED ABORTION</u>	<u>FAVORS LEGALIZED ABORTION</u>
1. NOT A GOOD REASON COMPARED TO DEFECT/NOT A GOOD ENOUGH REASON (<u>HIGH PRIORITY</u>)	1. IT'S THE WOMAN'S CHOICE
2. ABORTION IS KILLING/MURDER	2. IT'S THE PERSON'S CHOICE
3. ABORTION SHOULDN'T BE USED FOR BIRTH CONTROL/SHE SHOULD HAVE USED BIRTH CONTROL	3. IT'S NOT UP TO ME
4. IF SHE'S MARRIED, SHE CAN/ SHOULD TAKE CARE OF CHILD	4. HAVING BABY IS WORSE OUTCOME FOR BABY (WHETHER MOTHER MENTIONED OR NOT)
5. CAN PUT CHILD UP FOR ADOPTION	5. I'M PRO-CHOICE (<u>LOW PRIORITY</u>)
6. UNBORN BABY IS A PERSON	
8. REPEATS OPPOSITION IN Q.78	8. REPEATS OPPOSITION IN Q.78
9. OTHER	9. OTHER
0. N.A.	0. NA

77 Q80. IS BOX CHECKED?

1. YES
2. NO

78 Q81. A major event that has occurred recently is the unification of East and West Germany. How much did you favor or oppose it (SHOW CARD F)?

0. INAP, BOX CHECKED
1. STRONGLY FAVOR
- 2.
- 3.
- 4.
5. STRONGLY OPPOSE
6. NO OPINION

79 Q82. IS BOX CHECKED?

1. YES
2. NO

- 80 Q83. In general, which of the numbers on this card best describes your political views (SHOW CARD G:)
0. INAP, BOX CHECKED
 7. (IF VOLUNTEERED:) RADICAL
 1. VERY LIBERAL
 2. FAIRLY LIBERAL
 3. SLIGHTLY LIBERAL
 4. SLIGHTLY CONSERVATIVE
 5. FAIRLY CONSERVATIVE
 6. VERY CONSERVATIVE
 8. TERMS ARE POOR/DON'T DESCRIBE ME
 9. DON'T KNOW
- 81 Q84. These next questions are about your background, like census questions. Please choose a number from this card to indicate how much education your father completed (SHOW CARD H).
1. LESS THAN HIGH SCHOOL EDUCATION
 2. HIGH SCHOOL EDUCATION OR EQUIVALENCY
 3. SOME COLLEGE
 4. COLLEGE GRADUATE
 5. MASTER'S DEGREE, OR SOME GRADUATE/PROFESSIONAL STUDY
 6. MEDICAL, LAW, PH.D., OR OTHER DOCTORAL DEGREE
- 82 Q85. What number on the card shows how much education your mother completed (SHOW CARD H)?
1. LESS THAN HIGH SCHOOL EDUCATION
 2. HIGH SCHOOL EDUCATION OR EQUIVALENCY
 3. SOME COLLEGE
 4. COLLEGE GRADUATE
 5. MASTER'S DEGREE, OR SOME GRADUATE/PROFESSIONAL STUDY
 6. MEDICAL, LAW, PH.D., OR OTHER DOCTORAL DEGREE
- 83 Q86. WHICH LETTER IS CIRCLED?
1. X
 2. Y
- 84-85 Q87-88. (IF R IS NOT FIRST YEAR:) What is your grade point average at the University of Michigan?
 (ASK FIRST YEAR R'S:) What do you think your grade point average at the University of Michigan will be at the end of this term?
 (IN THE X FORM, ADD:) This is important to our research so please answer as accurately as you can.
- CODE GPA TO ONE DECIMAL PLACE, BUT OMIT THE DECIMAL POINT. ROUND OFF ADDITIONAL DIGITS, ROUNDING A "5" DOWN. (E.G., 3.05 BECOMES 3.0, AND FINALLY 30 BECAUSE WE ALSO OMIT THE DECIMAL POINT).
- 86 Q87-88. HOW MANY DIGITS DID R GIVE AFTER DECIMAL PLACE?
- CODE EXACT NUMBER. E.G., 3.0 HAS ONE DIGIT, 3.25 HAS 2, ETC.

87-88

Q89. What do you consider to be your current religious preference? Is it Protestant, Catholic, Jewish, some other religion, or none at all?

10. PROTESTANT (UNSPECIFIED/NOT ONE LISTED BELOW)
 11. BAPTIST
 12. METHODIST
 13. LUTHERAN
 14. PRESBYTERIAN
 15. EPISCOPAL
 16. CHRISTIAN
20. CATHOLIC (INCLUDE GREEK AND RUSSIAN ORTHODOX)
30. JEWISH
40. SOME OTHER RELIGION (UNSPECIFIED)
 41. ISLAM/MOSLEM
 42. HINDU
 43. BUDDHIST
 44. CONFUCIAN
 45. TAOIST
 46. MY OWN PERSONAL RELIGION
 47. OTHER
50. NONE AT ALL (UNSPECIFIED)
 52. ATHEIST
 53. AGNOSTIC

89

Q90. Regardless of whether or not you are involved in any religious organizations, would you consider yourself (READ:)

1. A VERY RELIGIOUS PERSON,
2. A SOMEWHAT RELIGIOUS PERSON, OR
3. NOT A RELIGIOUS PERSON AT ALL

90

Q91. Some people believe that there is only one true religion out of all the religions in the world. Other people believe that most religions have some degree of truth. And, still others believe there's not much truth in any religion. Which of these views is closest to your own? (SHOW CARD I)

1. ONLY ONE TRUE RELIGION
2. MOST HAVE SOME DEGREE OF TRUTH
3. THERE'S NOT MUCH TRUTH IN ANY RELIGION

91

Q92. Regardless of your own current religious preference, what is the religious background of your parents?

1. PROTESTANT
2. CATHOLIC
3. JEWISH
4. PROTESTANT + CATHOLIC
5. PROTESTANT + JEWISH
6. CATHOLIC + JEWISH
7. OTHER
8. NONE

- 92 Q93. For (your parents/the parent) with "none", what is the religious background of their family?
0. INAP/Q NOT ASKED
 1. PROTESTANT
 2. CATHOLIC
 3. JEWISH
 4. PROTESTANT + CATHOLIC
 5. PROTESTANT + JEWISH
 6. CATHOLIC + JEWISH
 7. OTHER
 8. NONE
- 93 Q94. What was the largest racial group in your high school?
1. AFRICAN-AMERICAN/BLACK
 2. EQUAL NUMBERS BLACK AND WHITE
 3. WHITE
 4. OTHER
- 94 Q95. Using the numbers on this card (SHOW CARD J), about what percentage of the students in your high school were (GROUP MENTIONED IN Q.96)?
1. UP TO 69%
 2. 70 TO 89%
 3. 90 TO 95%
 4. 96 TO 100%

95

Q96-97. Could you tell me where you mainly grew up--that is, the town or city and the state where you spent most of your life before age 18?

- | | |
|------------------------------------------|-----------------------------|
| 1. PLACE IN MICHIGAN WITH UNDER 100,000 | 5. DETROIT |
| 2. MICHIGAN CITY OVER 100,000 | 6. U.S.A., OUTSIDE MICHIGAN |
| Ann Arbor | 7. OUTSIDE U.S.A. |
| Flint | |
| Grand Rapids | |
| Lansing | |
| 3. DETROIT SUBURB OVER 100,000 | |
| Livonia | |
| Sterling Heights | |
| Warren | |
| 4. OTHER DETROIT SUBURB (ON LIST BELOW:) | |

Addison Township	Grosse Pointe (Woods/Park/Farms/ Shores/Township)	Orion Township
Allen Park	Hamtramck	Ortonville
Armada Township	Harper Woods	Oxford Village/Township
Armada Village	Harrison Township	Pleasant Ridge
Auburn Hills	Hazel Park	Plymouth (Township)
Avon Township	Highland Township/Park	Pontiac Township/City
Belleville	Holly Village/Township	Ray Township
Berkeley	Huntington Woods	Redford Township
Beverly Hills	Huron Township	Richmond Township
Bingham Farms	Independence Township	Richmond City
Birmingham	Inkster	River Rouge
Bloomfield Hills/Township	Keego Harbor	Riverview
Brandon Townshiip	Lake Angelus	Rochester/Rochester Hills
Brownstown Township	Lake Orion (Heights)	Rockwood
Bruce Township	Lake Township	Romeo Village
Bunny Run	Lathrup Village	Romulus
Canton Township	Lenox Township	Rose Township
Center Line	Leonard	Roseville
Chesterfield Township	Lincoln Park	Royal Oak (Township)
Clarkston	Lyon Township	Shelby Township
Clawson	Macomb Township	South Lyon
Clinton Township	Madison Heights	Southfield (Township)
Commerce Township	Melvindale	Southgate
Dearborn Heights	Memphis	Springfield Township
Dearborn	Milford Township/Village	Sumpter Township
Ecorse	Mount Clemens	Sylvan Lake
East Detroit	New Baltimore	St. Clair Shores
Farmington (Hills)	New Boston	Taylor
Ferndale	New Haven	Trenton
Flat Rock	New Hudson	Troy
Franklin	Northville (Township)	Utica
Fraser	Novi Township/City	Walled Lake
Garden City	Oak Park	Washington Township
Gibraltar	Oakland County/Township	Waterford (Township)
Groveland	Orchard Lake	Wayne (County)
Grosse Ille (Township)		West Bloomfield (Township)
		Westland
		White-Lake--Seven Harbors
		Wixom
		Wolverine Lake
		Woodhaven
		Wyandotte
		Van Buren Township

- 96 Q98. DOES R WANT REPORT?
1. YES
 2. NO
- 97-98 Q99. TOTAL TIME
- CODE EXACT NUMBER OF MINUTES
- 99 Q100. GENDER
1. MAN
 2. WOMAN
- 100 Q101. (IF A MAN:) Did R have a beard or moustache?
(IF A WOMAN:) Was R wearing nail polish?
1. YES
 2. NO
- 101 Q102. Was R wearing a watch?
1. YES
 2. NO
 3. COULDN'T TELL
- 102 Q103. Was R wearing U of M insignia on their shirt, hat, or other apparel?
1. YES
 2. NO
- 103 Q104. In your best judgment, did R look:
1. FAIRLY EXPENSIVELY DRESSED
 2. AVERAGE
 3. FAIRLY INEXPENSIVELY DRESSED
- 104 Q105. In your best judgment, did R react in any of the following ways to the questions about the Holocaust? (CIRCLE ALL THAT APPLY)
- WAS R SERIOUS?
1. YES
 2. NO
- 105 Q105. WAS R SAD?
1. YES
 2. NO

- 106 Q105. WAS R ANNOYED BY SOME COMPARISON?
1. YES
 2. NO
- 107 Q106. Compared to the rest of the questionnaire, how interested was R in the Holocaust section?
1. MUCH MORE INTERESTED
 2. SOMEWHAT MORE INTERESTED
 3. ABOUT THE SAME
 4. SOMEWHAT LESS INTERESTED
 5. MUCH LESS INTERESTED
- 108 Q107. When answering the questions about Affirmative Action, how did R behave? (CIRCLE ALL THAT APPLY)
- WAS R HESITANT?
1. YES
 2. NO
- 109 Q107. WAS R UNCOMFORTABLE?
1. YES
 2. NO
- 110 Q107. DID R ANSWER VERY QUICKLY (AUTOMATICALLY)?
1. YES
 2. NO
- 111 Q108. Was the interviewing situation reasonably private, or were others present in an obtrusive way?
1. REASONABLY PRIVATE
 2. OTHERS PRESENT IN AN OBTRUSIVE WAY
- 112 Q109. Where did the interview take place?
1. R'S ROOM OR APARTMENT
 2. R'S DORMITORY LOUNGE
 3. LIBRARY
 4. UNION, LEAGUE
 5. INTERVIEWER'S RESIDENCE
 6. CLASSROOM/STUDY ROOM
 7. CLASS BUILDING CORRIDOR (E.G., FISHBOWL)
 8. OUTSIDE
 9. OTHER

113 Q110. Did you have your name tag on during this interview?

1. YES
2. NO

114 Q111. In general, did you feel R thought of you as a professional or as a student?

1. PROFESSIONAL
2. SOMEWHERE IN BETWEEN
3. STUDENT

115-116 DATE OF INTERVIEW (FROM PAGE 1)

01. ON/BEFORE OCTOBER 22
02. OCTOBER 23
03. OCTOBER 24
04. OCTOBER 25
05. OCTOBER 26
07. OCTOBER 28
08. OCTOBER 29
09. OCTOBER 30
10. OCTOBER 31
11. NOVEMBER 1
12. NOVEMBER 2
13. NOVEMBER 3
14. NOVEMBER 4
15. NOVEMBER 5
16. NOVEMBER 6
17. ON/AFTER NOVEMBER 7

117-118 CODER: USE CODES FOR INTERVIEWER TO IDENTIFY CODER.

BACKGROUND INFORMATION

1. Your name:
2. Local address:
3. Local telephone number:
4. Department and areas of specialization or interest:
5. Statistics background -- list course(s) taken:
6. Computing experience: How familiar are you with MTS?
 1. NO EXPERIENCE
 2. LIMITED EXPERIENCE
 3. CONSIDERABLE EXPERIENCE
 4. AN EXPERT
7. How familiar are you with SPSS-X?
 1. NO EXPERIENCE
 2. LIMITED EXPERIENCE
 3. CONSIDERABLE EXPERIENCE
 4. AN EXPERT
8. Computing experience: Are you familiar with an analysis package other than SPSS-X (such as SAS, BMDP, or OSIRIS)? If so, which one(s)?
 0. NONE
 1. SAS
 2. BMDP
 3. OSIRIS
 4. OTHER (specify):
 - 8a. How familiar are you with using that package? (If you checked more than one, answer for the one you have used the most.)
 1. LIMITED EXPERIENCE
 3. CONSIDERABLE EXPERIENCE
 4. AN EXPERT
9. Have you had previous experience in the preparation and analysis of survey data, either through coursework or on a job? If so, please describe briefly:

Sociology 513

1991 Detroit Area Study: Survey Data Analysis
Collective Memories
Fall 1991

Instructor: Willard Rodgers
3067. ISR
Tel: 763-6623; e-mail: Bill_Rodgers (UM or UB)
Office hours: By appointment

Principal Investigator: Howard Schuman
5046 ISR
Tel: 747-0787
Office hours: By appointment

Teaching Assistant: Lauralee Thompson
Office hours: Tuesdays and Thursdays, 2 - 4 P.M.

Course Objectives

As the third and final course in the Detroit Area Study sequence, the objective of this course is to give students experience in moving from the stage of having collected survey data to the preparation of a publishable paper. We will focus on the following steps in this overall process:

- 1) Data coding: translating verbal responses, particularly those to open-ended questions, into numerical codes suitable for computer analysis.
- 2) File preparation: putting the data into a form that can be analyzed; this includes data "cleaning," naming variables, designating missing data codes, and the assignment of sample weights.
- 3) The formulation of specific research objectives.
- 4) The translation of those research objectives into hypotheses that can be tested or a model with parameters that can be estimated from the available data, the designation of indicators for the relevant concepts, and the selection of appropriate statistical procedures.
- 5) The implementation of the data analysis.
- 6) Writing the paper.
- 7) Submitting the paper to a journal.
- 8) The evaluation of the paper by the editor and reviewers.
- 9) Rewriting the paper in response to the reviews.

Course Content

The assumption is that students in this course have taken basic statistics courses and the previous courses in the DAS sequence. It is often difficult for students to make the transition from a statistics course, with a sequence of topics and well-defined questions, to the analysis of actual data where you must define the questions as well as doing the appropriate procedures to obtain statistics to address those questions. This course will provide you with the opportunity for a hands-on experience with the analysis of data that you have been involved in generating, and to write an article that describes your findings to professional colleagues.

We will be operating on two tracks: that of the group and that of the individual student. At the group level, we will first be taking some of the steps involved in preparing survey data for analysis: development of codes, coding and check-coding interviews, definition of variables and missing values, checks for the accuracy of the file and consistency of the codes, and the development of sampling weights. Then we will take a preliminary look at the overall data: univariate descriptive data for all variables to check for possible problems that should be examined and perhaps taken into account in subsequent analysis. Next we will move on to specific analyses of the DAS data, using a standard package of analysis programs (SPSS-X). We will create setup files with specification of the desired analysis, and interpret the printouts from procedures done by the computer.

The other track is the analysis and writing that each of you, as individual students, will be doing. The presumption is that you will be using the DAS data set in this course. Exceptions are possible, but strongly discouraged and only after discussing the alternative with me. You are likely to get more out of this experience if you are working on the same data set as the one we are discussing in class, if you can talk to other students about problems you encounter in that data set, and if the instructor, the PI, and the TA are familiar with the data set that you are using.

Assignments and Grades

The following assignments are intended to help you to conceptualize your research idea, plan and implement appropriate data analyses, and to interpret, evaluate, and communicate your findings. The ideal toward which we are aiming is that each of you will end up with a publication-quality paper.

Prospectus: Due September 24 (10% of total grade)

1. Identify the topic you propose to investigate. Why is the topic important? Briefly describe what has already been done on this topic. What hypotheses will be tested? What will your proposed research add to what is already known? What areas will be included in the literature review: i.e., who are the social scientists whose publications you will read, what journals will you scan, and what keywords will you use to search for relevant prior research on your topic?
2. What are the concepts that you will use in your analysis, and what indicators of those concept are available in the survey? Be as specific as possible.
3. What are possible statistical procedures that you think would be appropriate to implement your investigation?
4. What journal (or journals) do you consider to be appropriate targets to which you might submit your manuscript?

Turn in three copies of the prospectus: one for the PI, one for the instructor, and one for the TA. In addition, each of you will make a 5-10 minute oral presentation so that you can get feedback from other members of the class and so that you are all aware of what other students are doing.

First Draft (all but findings and conclusions): Due October 24 (10%)

This should include all sections of the paper, except the findings and conclusions, in as complete a form as possible. You should have completed the literature review. The paper should include that review and list of references along with a description of your objectives, the data, and your (planned) analysis approach.

Turn in five copies: two of these will be given to other students for peer reviews.

Peer Reviews: Due October 31 (5%)

Each of you will write reviews of the first drafts of papers by two other students. The primary objective of these reviews is to provide helpful feedback and suggestions: other literature that the writer may have overlooked that you think may be relevant, suggestions about how to carry out the analysis, and any stylistic suggestions that might improve the readability of the paper.

Turn in three copies of each review.

Second Draft (including your findings and conclusions): Due December 3 (20%)

This should be as close as possible to the final paper: it represents your "best shot" at getting your manuscript accepted for publication, or at least a request to "revise and resubmit."

Turn in five copies. You will also give an oral presentation of your paper, and all of you should feel responsible for asking questions and making comments that you think would improve the quality and/or clarity of the papers presented by other students.

Peer Reviews: Due December 5 (10%)

Each of you will review the second drafts of the same two papers that you reviewed earlier. As with the first review, you will provide comments to the author on how the paper can be improved, questions that you think should be addressed in the paper, and suggestions for improving the clarity of the presentation. In addition, you will provide an evaluation of the paper to the "journal editor."

Turn in three copies of each review.

Final Draft: Due by 5:00 P.M. Friday, December 13 (20%)

This should primarily be a "polishing up" of the second draft, in which you address as best you can the questions and issues raised in the reviews of the second draft. In addition to the paper itself, you should write a cover letter to the journal editor in which you enumerate and describe the changes that you have made, and (if appropriate) an explanation of why you have not made changes in response to other suggestions.

Turn in three copies.

Computer exercises (25%)

Over the course of the semester, you will be given several (five or six) assignments requiring the use of SPSS-X on the mainframe computer to analyze the DAS data.

Course Schedule and Readings

- Sept. 5 Introductory; update on data collection and processing activities
- Sept. 10 - Data preparation: editing, coding, checkcoding
 Oct. 8 Sonquist and Dunkelberg, pp. 41-102, 197-232 (CP)
- Sept. 10, 12: Code and checkcode two interviews
 Sept. 17, 19: Develop codes for Section G of the DAS interview
 Oct. 1, 3, and 8: Code Section G of all interviews; check code
- Sept. 24 Prospectus due
 Mullins (Text)
 Becker, pp. 150-163 (CP)
 Sept. 24, 26: Oral presentations
- Oct. 10 Introduction to using SPSS-X on MTS
- Oct. 15 File preparation and data cleaning: variable names, missing data
 specification, checking for wild codes and inconsistencies
- Oct. 17 Tabular and graphic presentations of data
 Davis and Jacobs (CP)
- Oct. 22 Logic of data analysis; elaboration tables
 Rosenberg, pp. 3-22, 197-250 (CP)
 Schuman (CP)
- Oct. 24 First draft of paper due
 Measurement and scaling
 Kidder and Judd, pp. 39-68 (CP)
 McKennell (CP)
- Oct. 29 Sources of error in survey data
 Moser and Kalton, pp. 378-409 (CP)
- Oct. 31 Non-response: sources and effects; Comparisons to Census data
- Nov. 5 Missing data: sources and effects; methods of handling
 Kim and Curry (CP)
 Anderson et al. (optional)
- Nov. 7 Choice of appropriate statistical techniques
 Andrews et al. (optional)

Nov. 12, 14 Log-linear models

Read at least one of the following:

Fienberg

Knoke and Burke

Reynolds, pp. 109-179 (180-213)

Taylor

Nov. 19 Logit regression
Aldrich and Nelson (CP)

Nov. 21 Taking account of the sample design in the analysis: use of weights;
complex sample designs
Lee et al.

Nov. 26 No meeting(?)

Dec. 3 Second draft of paper due
Oral presentations

Dec. 5 Peer reviews due
Oral presentations

Dec. 10 Oral presentations

Dec. 13 Final draft of paper due

Sources

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September 1991

DAS-1991

"Collective Memories"

CODEBOOK

		<u>Pages</u>
Section A:	Residential History	1-17
Section B:	Local Events	18-32
Section C:	National History Questions	33-45
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*Coded variables are identified by Question Numbers (e.g., B3)

*Text variables are identified by Question Number and Line Number; they are available for open questions in Sections B, C, E, F, and J.

SECTION A

DAS-91

Section A: Residential HistoryVar. name

ID Log Number
IWRNO Interviewer Number

Anthony, Ernestine	2050	(female, black)	SRC
Battle, Juan	1003	(male, black)	DAS
Beal, Vivian	2201	(female, black)	SRC
Beebe, Tim	1004	(male, white)	DAS
Bettinger, Chris	1005	(male, white)	DAS
Bischoping, Kathy	1043	(female, white)	DAS
Bommarito, Leta	2410	(female, white)	SRC
Bowie, Eleanor	2456	(female, black)	SRC
Bremen, Elsie	2512	(female, white)	SRC
Byes, Clenora	2581	(female, black)	SRC
Caldwell, Toni	1041	(female, black)	DAS
Cartwright, Kim	1001	(female, white)	DAS
Carson, Maureen	2692	(female, white)	SRC
Carson, Tom	1006	(male, white)	DAS
Cleveland, Barbara	5262	(female, black)	SRC
Cooper, Glenda	2897	(female, black)	SRC
Cunningham, Constance	3094	(female, black)	SRC
Edgar, Christine	1002	(female, black)	DAS
Evans, Anita	3934	(female, white)	SRC
Fakir, Lisa	3947	(female, black)	SRC
Finley, Cynthia	5994	(female, black)	SRC
Font, Joan	1025	(male, white)	DAS
Forbes, Peter	1008	(male, white)	DAS
Gaynor, Robert	4109	(male, white)	SRC
Goodney, Suzanne	1009	(female, white)	DAS
Hester, Grace	4816	(female, white)	SRC
Holmes, Carolyn	1011	(female, white)	DAS
Jekielek, Susan	1012	(female, white)	DAS
Kay, Glenna	5369	(female, white)	SRC
Kinney, Carol	1013	(female, white)	DAS
Krysan, Maria	1014	(female, white)	DAS
Lesser, Sheila	5811	(female, white)	SRC
Mann, Gloria	6020	(female, white)	SRC
Marsh, F.K.	1015	(female, white)	DAS
Martin, Melody	6141	(female, black)	SRC
Murphy, Margaret	1040	(female, white)	DAS
Norgard, Theresa	1016	(female, white)	DAS
Oko, Tom	1017	(male, white)	DAS
Parker, Sharon	7356	(female, white)	SRC

Potter, Sally	7520	(female, white)	SRC
Remson, Marjorie	7787	(female, black)	SRC
Rieger, Cheryl	1032	(female, white)	DAS
Schechterman, S.	1029	(male, white)	DAS
Schuman, Howard	1038	(male, white)	DAS
Shih, Rosa	1018	(female, asian)	DAS
Smeltz, Dina	1019	(female, white)	DAS
Spraggins, Johnnie	1020	(male, white)	DAS
Stash, Sharon	1021	(female, white)	DAS
Steeh, Charlotte	1034	(female, white)	DAS
Stewart-Anderson, Debra	8796	(female, black)	SRC
Struble, Anne	8870	(female, white)	SRC
Thompson, Lauralee	1042	(female, white)	DAS
Turek, Bob	1022	(male, white)	DAS
Turner, Dorothy	9168	(female, black)	SRC
Urban, Florence	1509	(female, white)	SRC
Welk, Marcy	1023	(female, white)	DAS
White, Robert	1024	(male, white)	DAS
Whittington, Virginia	9312	(female, white)	SRC
Wolff, Barbara	9570	(female, white)	SRC

ORGN Interviewer's Organization

1. DAS (IWRNO=1000's)
2. SRC

IWRACE Interviewer's Race and Sex

1. White female
2. Black female
3. White male
4. Black male

IWNO Interviewer's Interview Number

Code Actual Number

IWMONTH Date of Interview -- Month

01. Jan, 02. Feb, etc.

IWDAY Date of Interview -- Day

Code Actual Number

TIMEBEG

Exact Time Now

 Coded in Military Time

A1CKPT

A1. Interviewer Checkpoint

-
1. RESPONDENT WAS ALSO INFORMANT
 2. ALL OTHERS

A2

A2. Do you remember receiving a letter from the University of Michigan about this study?

1. YES
5. NO
8. DK
9. NA

A2a

A2a. Do you recall reading it?

1. YES
 5. NO
 8. DK
 9. NA
0. INAP, 5 in A2

A3

A3. R'S CITY/TOWN

010. Macomb County, NEC
011. Armada Township
012. Armada Village
013. Bruce Township
014. Center Line
015. Chesterfield Township
016. Clinton Township
017. East Detroit
018. Fraser
020. Harrison Township
021. Lake Township
022. Lenox Township
023. Macomb Township

- 024. Memphis
- 025. Mount Clemens
- 026. New Baltimore
- 027. New Haven
- 028. Ray Township
- 029. Richmond Township
- 030. Richmond City
- 031. Romeo Village
- 032. Roseville
- 033. Shelby Township
- 034. St. Clair Shores
- 035. Sterling Heights
- 036. Utica
- 037. Warren
- 038. Washington Township

- 100. Oakland County, NEC

- 101. Addison Township
- 102. Avon Township
- 103. Berkeley
- 104. Beverly Hills
- 105. Bingham Farms
- 106. Birmingham
- 107. Bloomfield Hills
- 108. Bloomfield Township
- 109. Brandon Township
- 111. Clarkston
- 112. Clawson
- 113. Commerce Township
- 114. Farmington Hills
- 115. Farmington
- 116. Ferndale
- 117. Franklin
- 118. Groveland
- 119. Hazel Park
- 120. Highland Township
- 121. Holly Village
- 122. Holly Township
- 123. Huntington Woods
- 124. Independence Township
- 125. Keego Harbor
- 126. Lake Angelus
- 128. Lake Orion Heights
- 129. Lake Orion
- 130. Lathrup Village
- 131. Leonard
- 132. Lyon Township
- 133. Madison Heights
- 134. Milford Township
- 135. Milford Village
- 136. Northville
- 137. Novi Township
- 138. Novi City

139. Oak Park
140. Oakland Township
141. Orchard Lake
142. Orion Township
143. Ortonville
144. Oxford Village
145. Oxford Township
146. Pleasant Ridge
147. Pontiac Township
148. Pontiac City
149. Rochester/Rochester Hills/Auburn Hills
150. Bunny Run
150. Rose Township
151. Royal Oak Township
152. Royal Oak
153. South Lyon
154. Southfield Township
155. Southfield
156. Springfield Township
157. Sylvan Lake
158. Troy
159. Walled Lake
160. Waterford
161. Waterford Township
162. West Bloomfield Township
163. White Lake - Seven Harbors
164. White Lake Township
165. Wixom
166. Wolverine Lake
167. New Hudson

200. Wayne County, NEC

201. Allen Park
202. Belleville
203. Brownstown Township
204. Canton Township
205. Dearborn Heights
206. Dearborn
207. Detroit
208. Ecorse
209. Flat Rock
210. Garden City
211. Gibraltar
212. Grosse Pointe Woods
213. Grosse Pointe Park
214. Grosse Pointe Farms
215. Grosse Pointe Shores
216. Grosse Pointe Township
217. Grosse Pointe
218. Grosse Ile
219. Grosse Ile Township
220. Hamtramck
221. Harper Woods

- 222. Highland Park
- 223. Huron Township
- 224. Inkster
- 225. Lincoln Park
- 226. Livonia
- 227. Melvindale
- 228. New Boston
- 229. Northville Township
- 230. Northville
- 231. Plymouth Township
- 232. Plymouth
- 233. Redford Township
- 234. River Rouge
- 235. Riverview
- 236. Rockwood
- 237. Romulus
- 238. Southgate
- 239. Sumpter Township
- 240. Taylor
- 241. Trenton
- 242. Van Buren Township
- 243. Wayne
- 244. Westland
- 245. Woodhaven
- 246. Wyandotte

997. Other

998. DK

999. NA

A4

A4. We are interested in how long people have lived in their present town or city. About how many years have you lived in (CITY/TOWN)?

Code Actual Number

98. ALL MY LIFE

99. NA

A5

A5. (ASK EVERYONE) Have you ever lived in a different town or city within the tri-county area -- that is, within Wayne, Macomb, or Oakland counties, including the city of Detroit?

1. YES

5. NO

9. NA

A6. What other towns or cities in the tri-county area have you lived in, and how old were you when you moved out of each one? Please start with the town or city in the tri-county area you lived in first.

Code four variables: (if same town mentioned more than once, count all mentions)

- A6a a. Total number of towns mentioned -- Code exact number through 7
8. 8 towns or more
9. NA
0. INAP, 5 in A5
- A6b b. 1 = Detroit never mentioned, 2 = Detroit mentioned
9. NA
0. INAP, 5 in A5
- A6c c. Total number of towns R left at age 25 or younger -- Code exact number through 7.
8. 8 towns or more
9. NA
0. INAP, 5 in A5
- A6d d. Age of last move from Detroit -- if never in Detroit, code 00.
99. NA
00. INAP, 5 in A5 or never lived in Detroit.
- A7 A7. Altogether, about how many different towns and cities have you lived in for a year or more outside the tri-county area, including time away in school or in military service?

Code Actual Number through 7.

8. 8 or more
9. NA

0. INAP, never lived outside the tri-county area

A8

A8. In what town or city did your mother live at the time of your birth?

010. Macomb County, NEC:

- 011. Armada Township
- 012. Armada Village
- 013. Bruce Township
- 014. Center Line
- 015. Chesterfield Township
- 016. Clinton Township
- 017. East Detroit
- 018. Fraser
- 020. Harrison Township
- 021. Lake Township
- 022. Lenox Township
- 023. Macomb Township
- 024. Memphis
- 025. Mount Clemens
- 026. New Baltimore
- 027. New Haven
- 028. Ray Township
- 029. Richmond Township
- 030. Richmond City
- 031. Romeo Village
- 032. Roseville
- 033. Shelby Township
- 034. St. Clair Shores
- 035. Sterling Heights
- 036. Utica
- 037. Warren
- 038. Washington Township

100. Oakland County, NEC

- 101. Addison Township
- 102. Avon Township
- 103. Berkeley
- 104. Beverly Hills
- 105. Bingham Farms
- 106. Birmingham
- 107. Bloomfield Hills
- 108. Bloomfield Township
- 109. Brandon Township
- 111. Clarkston
- 112. Clawson
- 113. Commerce Township
- 114. Farmington Hills

115. Farmington
116. Ferndale
117. Franklin
118. Groveland
119. Hazel Park
120. Highland Township
121. Holly Village
122. Holly Township
123. Huntington Woods.
124. Independence Township
125. Keego Harbor
126. Lake Angelus
128. Lake Orion Heights
129. Lake Orion
130. Lathrup Village
131. Leonard
132. Lyon Township
133. Madison Heights
134. Milford Township
135. Milford Village
136. Northville
137. Novi Township
138. Novi City
139. Oak Park
140. Oakland Township
141. Orchard Lake
142. Orion Township
143. Ortonville
144. Oxford Village
145. Oxford Township
146. Pleasant Ridge
147. Pontiac Township
148. Pontiac City
149. Rochester/Rochester Hills/Auburn Hills
150. Bunny Run
150. Rose Township
151. Royal Oak Township
152. Royal Oak
153. South Lyon
154. Southfield Township
155. Southfield
156. Springfield Township
157. Sylvan Lake
158. Troy
159. Walled Lake
160. Waterford
161. Waterford Township
162. West Bloomfield Township
163. White Lake - Seven Harbors
164. White Lake Township
165. Wixom
166. Wolverine Lake
167. New Hudson

200. Wayne County, NEC

- 201. Allen Park
- 202. Belleville
- 203. Brownstown Township
- 204. Canton Township
- 205. Dearborn Heights
- 206. Dearborn
- 207. Detroit
- 208. Ecorse
- 209. Flat Rock
- 210. Garden City
- 211. Gibraltar
- 212. Grosse Pointe Woods
- 213. Grosse Pointe Park
- 214. Grosse Pointe Farms
- 215. Grosse Pointe Shores
- 216. Grosse Pointe Township
- 217. Grosse Pointe
- 218. Grosse Ile
- 219. Grosse Ile Township
- 220. Hamtramck
- 221. Harper Woods
- 222. Highland Park
- 223. Huron Township
- 224. Inkster
- 225. Lincoln Park
- 226. Livonia
- 227. Melvindale
- 228. New Boston
- 229. Northville Township
- 230. Northville
- 231. Plymouth Township
- 232. Plymouth
- 233. Redford Township
- 234. River Rouge
- 235. Riverview
- 236. Rockwood
- 237. Romulus
- 238. Southgate
- 239. Sumpter Township
- 240. Taylor
- 241. Trenton
- 242. Van Buren Township
- 243. Wayne
- 244. Westland
- 245. Woodhaven
- 246. Wyandotte

275. Other towns/cities in Michigan

New England:

- 301. Connecticut
- 302. Maine

- 303. Massachusetts
- 304. New Hampshire
- 305. Rhode Island
- 306. Vermont
- 309. General mention of area; two or more states in area.

Middle Atlantic:

- 311.. Delaware
- 312. New Jersey
- 313.. New York
- 314. Pennsylvania
- 318. General mention of area; two or more states in area.
- 319. "East"; mention of states in both New England and Middle Atlantic areas.

East North Central:

- 321. Illinois
- 322. Indiana
- 323. Michigan, NEC (if city/township not mentioned.
- 324. Ohio
- 325. Wisconsin
- 329. General mention of area; two or more states in area.

West North Central:

- 331. Iowa
- 332. Kansas
- 333. Minnesota
- 334. Missouri
- 335. Nebraska
- 336. North Dakota
- 337. South Dakota
- 338. General mention of area; two or more states in area.
- 339. "Midwest"; mention of states in both East North Central and West North Central areas.

Solid South:

- 340. Alabama
- 341. Arkansas
- 342. Florida
- 343. Georgia
- 344. Louisiana
- 345. Mississippi
- 346. North Carolina
- 347. South Carolina
- 348. Texas
- 349. Virginia
- 350. "The South"; general mention of area; two or more states in area.

Border States:

- 351. Kentucky
- 352. Maryland
- 353. Oklahoma
- 354. Tennessee
- 355. Washington, D.C.
- 356. West Virginia
- 358. General mention of area; two or more states in area
- 359. Mention of states in both Solid South and Border States areas.

Mountain States:

- 361. Arizona
- 362. Colorado
- 363. Idaho
- 364. Montana
- 365. Nevada
- 366. New Mexico
- 367. Utah
- 368. Wyoming
- 369. General mention of area; two or more states in area.

Pacific States:

- 371. California
- 372. Oregon
- 373. Washington
- 378. General mention of area; two or more states in area.
- 379. "West"; mention of states in both Mountain States and Pacific States areas.

External States and Territories:

- 380. Alaska (ETH: Aleut, Eskimo)
- 381. Hawaii (Eth: Hawaiian)
- 382. Puerto Rico
- 383. American Samoa, Guam
- 385. Trust Territory of the Pacific Islands
- 386. U.S. Virgin Islands (St. Croix, St. John, St. Thomas)
- 387. Other U.S. Dependencies

Reference to Two or More States from Different Regions of U.S.; or NA which State:

- 391. Northeast and South (New England or Middle Atlantic and Solid South and Border States)
- 392. Northeast and Midwest (New England or Middle Atlantic and East North Central or West North Central)

- 394. West (Mountain States or Pacific States and Midwest)
- 395. Midwest and South
- 398. Lived in 3 or more regions (NA whether lived in one more than the rest)
- 399. United States, NA which state

North America: (except U.S.)

- 401. North America (except U.S.); mention of two or more in Canada and/or Mexico and/or Central America
- 407. Canada -- ancestry of Anglo-Saxon origin
- 408. Canada -- ancestry of French origin
- 409. Canada -- NA origin or other origin
- 419. Mexico
- 429. Central America (Belize, Costa Rica, El Salvador, Guatamala, Honduras, Panama)

West Indies: (Except Puerto Rico and Virgin Isles)

- 431. Barbados
- 432. Cuba
- 433. Dominican Republic
- 434. Haiti
- 435. Jamaica
- 436. Netherlands Antilles (Aruba, Bonaire, Curacao, Saba, St. Eustatius, St. Eustatius, St. Maarten)
- 437. Trinidad and Tobago
- 438. Other Specified Caribbean Island-- except Virgin Islands and Netherlands Antilles
- 439. "West Indies" or "Caribbean"; reference to two or more West Indian countries

South America:

- 459. South America -- any other country

British Isles:

- 501. England
- 502. Ireland (NA north or South); southern Ireland
- 503. Scotland
- 504. Wales
- 505. North Ireland (Ulster)
- 506. Scot-Irish
- 508. United Kingdom; Great Britian
- 509. "British Isles"; General mention of area. Reference to two or more countries of the British Isles; "WASP"

Western Europe:

- 510. Austria
- 511. Belgium
- 512. France
- 513. Federal Republic of Germany(W. Germany)
- 514. German Democratic Republic(E. Germany)
- 515. Germany, NA East or West
- 516. Luxembourg
- 517. Netherlands; Holland
- 518. Switzerland
- 519. "Western Europe"; general mention of area. Reference to two or more countries of Western Europe.

Scandinavia:

- 521. Denmark
- 522. Finland
- 523. Norway
- 524. Sweden
- 525. Iceland
- 528. "Scandinavia"; general mention of area. Reference to two or more Scandinavian countries
- 529. Reference to two or more countries in following areas: Western Europe, Scandinavia, British Isles, Mediterrean countries, Greece.

Eastern Europe:

- 531. Czechoslovakia (Slavik); Bohemia
- 532. Estonia
- 533. Hungary
- 534. Latvia
- 535. Lithuania
- 536. Poland
- 537. Russia (or U.S.S.R.)
- 538. Ukraine
- 539. "Eastern Europe"; general mention of area. Reference to two or more countries of Eastern Europe.

Balkan Countries:

- 541. Albania
- 542. Bulgaira
- 543. Greece
- 544. Rumania
- 545. Yugoslavia (incl. Servia; Croatia)
- 548. "Balkans"; general mention to two or more Balkan countries.
- 549. Reference to countries in Eastern Europe and Balkan Countries

Mediterranean Countries:

- 551. Italy (Sardinia; Sicily)

- 552. Portugal
- 553. Spain
- 554. Malta or Gozo
- 599. "Europe"; general mention of area.
Reference to two or more countries
of Europe in different areas

Asia: (except Near East)

- 601. Afghanistan
- 604. India; Sri Lanka
- 605. Pakistan
- 611. Burma
- 612. Cambodia (kampuchea)
- 613. Indonesia
- 614. Laos
- 615. Malaysia
- 616. Philippines
- 617. Thailand
- 618. Vietnam
- 631. China; Hong Kong
- 632. Taiwan, Formosa
- 651. Japan
- 652. Korea
- 699. "Asia"; general mention of area.
Reference to two or more countries
of Asia.

Near East:

- 701. U.A.R. (Egypt)
- 702. Iran
- 703. Iraq
- 704. Israel
- 705. Jordan
- 706. Lebanon
- 707. Saudi Arabia
- 708. Syria
- 709. Turkey
- 710. Libya
- 799. "Near East," "Middle East"; general
mention of area. Reference to two
or more countries of Near East,
Arab

Africa:

- 800. Africa; any African country or
countries, U.A.R. (Egypt) and
Libya; Afro-American.

Oceania:

- 810. Australia, New Zealand, Tasmania

997. Other (combinations) not codeable elsewhere
MAKE CARD

998. DK

999. NA

A9 A9. Interviewer Checkpoint

1. TOWN IN A8 IS IN TRICOUNTY AREA
2. TOWN IN A8 IS NOT IN TRICOUNTY AREA
3. NOT SURE WHETHER TOWN IN A8 IS IN TRICOUNTY AREA

A9a A9a. Was that in the tricounty area?

1. YES
5. NO
0. INAP, 1 and 2 in A9

A9b A9b. About how old were you when you first moved to the tricounty area?

Code actual years of age

98. DK
99. NA
00. INAP, 1 in A9 or 3 in A9 and 1 in A9a.

A10. What was the month, day, and year of your birth?

A10a Code Month
01. January, 02. February, etc.
99. NA

A10b Code Actual Day
99. NA

A10c Code Last Two Digits of Year
Instructions: If R did not give year of birth, check to see if the interviewer estimated R's age. If not check

H17. If H17 equals 2, check the household listing on the coversheet for R's age.

A11

A11. Have you ever served in the armed forces on active duty?

- 1. YES
- 5. NO
- 9. NA

A11a

A11a. How long, altogether, were you in the armed forces?

Code actual years

- 98. DK
- 99. NA

- 00. INAP, 5 in A11

SECTION 8

Section B: Local Events

For Section B codes, treat B1a and B2 together, and B1b and B5 together.

Var name

B1. There have been a lot of events and changes over the past half century in the tri-county area of Wayne, Macomb, and Oakland counties, including the city of Detroit--say from about 1930 right up until today. Would you mention one or two events or changes that seem to you to have been especially important over the past 50 or so years.

B2. What was it about (1st EVENT) that makes it seem to you especially important?

B1a B1a. FIRST EVENT - USE LOCAL EVENT MASTER CODE

B2a R's EVALUATION OF B1a EVENT
This is intended to be coder's estimate of how R would have evaluated the item coded as first EVENT if asked whether the EVENT was mostly good or mostly bad. Draw on both B1 & B2. Do not refer to B4.

0. No event in B1.
1. Event mostly good
2. Event mostly bad
3. Mixture of good & bad (R volunteers both positive and negative)
4. No clue: answer has no affect

B2b LOCATION OF EVENT ITSELF

Guidelines:

- a) Mentions of schools and/or real estate taxes should be coded into 1 or 2 unless there is evidence that these do not have to do with R's own town or city.
- b) Mention of highways should be coded as 5 unless the highway clearly fits better into another category (e.g., specific mention of 696 only fits better into category 3 since it does not cross Detroit)
- c) Auto industry should be coded as 5 unless R

makes another location explicit.

0. No event
1. Detroit
2. R's own suburb (include references to "my town")
3. Suburbs or suburban area in general (e.g., "the suburbs," "Novi and Southfield")
4. Both Detroit and suburbs directly involved (e.g., "We moved from Detroit to the suburbs." "People have moved out of Detroit." "White Flight")
5. Area undefined, but seems to be mainly tricounty area (both Detroit and suburbs implicitly involved, auto industry with no further explanation.)
6. State of Michigan (should be explicit reference)
7. National or international; or no clear location of any kind

B2c

PERSONAL REFERENCE

This code is intended to capture references R explicitly makes to personal experiences, or experiences of people close to R, related to the event coded as first EVENT.

0. No event
1. No mention of personal reference
2. Self: behavior or material reference
e.g., action, financial loss; include family reference if definitely includes R (e.g., "We moved....").
3. Neighbors, friends, family reference, not basically including Self

e.g., My father opened a store....
* low priority relative to category 2.
4. Self: psychological reference to self only
R must say "I [word with affective loading]" or some close equivalent

e.g., "I remember. . ." "I worry. . ."
"I'm happy that. . ."

"I feel that. . ." is not a psychological reference unless there is a further expression of a strong affect

* low priority relative to categories 2 and 3 if more than one apply.

B2d

MOVE FROM/VISIT TO DETROIT

This code is intended to capture mention of demographic shifts out of the city of Detroit during the period of "white flight" and the buildup of the suburbs, and also references to going back into the city in recent years, usually linked to an improvement in Detroit.

0. No event
1. No mention of move out of/visit to Detroit
2. I/we/others moved out of Detroit
3. I/we/others do not visit Detroit
4. I/we/others do visit or do move back to Detroit
5. I/we/others don't want to live in Detroit
* low priority relative to other categories.

B2e

DECLINE OF DETROIT

This code is intended to capture mention of overall decline of Detroit. Mention of decline of Detroit should be coded affirmatively ONLY if the R has mentioned a general or overall decline, or a general or overall improvement. Mention of specific problems in and around Detroit should not be coded as mentions of decline unless they are specifically linked to the concept of "overall decline of Detroit"

0. No event
1. No mention of decline of Detroit or change mentioned but direction unclear (e.g., "Detroit changed direction. . .")
2. Mention of overall decline of Detroit (usually clear mention); Detroit has a bad image now, money/tax base leaving Detroit.
3. Mention of reversal of decline or of improvements of/in Detroit (e.g., "Renaissance Center changed the image of Detroit, "rejuvenation brought by the Ren Cen.")

B2f CRIME, SAFETY ISSUES

Guideline: Only street crime or similar crime causing bodily injury or theft or damage to property included here. Violence as part of riot is not coded as crime unless so identified.

0. No event
1. No mention of crime or safety issues
2. Mention of crime or safety issues (include riot only if danger or personal violence specifically mentioned). Emphasis must be on physical danger, not white collar crime.
3. Safer now.

B3 B3. (IF NOT ALREADY GIVEN) About when did (1st EVENT) happen/start to happen?

00. No event
- 30-91. If R gives a single year between 1930-1991: Code the last two digits of the year, e.g., 1945 is coded 45.

If R gives number of years ago, or gives his/her age as a reference: Calculate the year and code the last two digits of the year.

If R gives a range of years, calculate the median year and code the last two digits. If the median year is not an integer, round it up (e.g., 1961-65 would be coded 63).

If R gives a range of years ago, use the range given to calculate the range of years. Calculate the median, rounding up, and code the last two digits.

Use the following special codes for general decades:

03. 1930's
04. 1940's
05. 1950's
06. 1960's
07. 1970's
08. 1980's

- 97. Other (e.g., from the 1930's through the 1970's; the late 1960's)
- 98. Don't Know
- 99. Not asked/not ascertained

B4 B4.. (IF NOT CLEAR:) Would you say (1st EVENT) was mostly good or mostly bad?

- 1. Mostly good
- 2. Mostly bad
- 3. If volunteered: mixture of good and bad
- 4. Question asked but no clear answer
- 0. No event or clear from B3.

B5. What was it about (2nd EVENT) that makes it seem to you especially important?

B1b B1b. SECOND EVENT - USE LOCAL EVENT MASTER CODE.

B5a R's EVALUATION OF B1b EVENT
This is intended to be coder's estimate of how R would have evaluated the item coded as Second EVENT if asked whether the EVENT was mostly good or mostly bad. Draw on both B1b and B5. Do not refer to B7.

- 0. No event in B1
- 1. Event mostly good
- 2. Event mostly bad
- 3. Mixture of good & bad (R volunteers both positive and negative)
- 4. No clue: Answer has no affect.

B5b LOCATION OF EVENT ITSELF

Guidelines:

a) Mentions of schools and/or real estate taxes should be coded into 1 or 2 unless there is evidence that these do not have to do with R's own town or city.

b) Mention of highways should be coded as 5 unless the highway clearly fits better into another category (e.g., specific mention of 696

only fits better into category 3 since it does not cross Detroit.

c) Auto industry should be coded as 5 unless R makes another location explicit.

0. No event
1. Detroit
2. R's own suburb (includes references to "my town")
3. Suburbs or suburban area in general (e.g., "the suburbs," "Novi and Southfield")
4. Both Detroit and suburbs directly involved (e.g., "We moved from Detroit to the suburbs." "People have moved out of Detroit." "white flight")
5. Are undefined, but seems to be mainly tricounty area (both Detroit and suburbs implicitly involve, auto industry with no further explanation)
6. State of Michigan (should be explicit reference)
7. National or international; or no clear location of any kind.

B5c

PERSONAL REFERENCE

This code is intended to capture references R explicitly makes to personal experiences, or experiences of people close to R, related to the event coded as second EVENT.

0. No event
1. No mention of personal reference
2. Self: behavior or material reference
e.g., action, financial loss; include family reference if definitely includes R (e.g. "We moved. . . .").
3. Neighbors, friends, family reference, not basically including self

e.g., My father opened a store. . . .
* low priority relative to category 2
4. Self: psychological reference to self only.
R must say "I [word with affective loading]" or some close equivalent.

e.g., "I remember. . ." "I worry. . ."
 "I'm happy that. . ."

"I feel that. . ." is not a psychological reference unless there is a further expression of a strong effect.

* low priority relative to category 2 and 3 if more than one apply.

B5d

MOVE FROM/VISIT TO DETROIT

This code is intended to capture mention of demographic shifts out of the city of Detroit during the period of "white flight" and the buildup of the suburbs, and also references to going back into the city in recent years, usually linked to an improvement in Detroit.

0. No event
1. No mention of move out of/visit to Detroit
2. I/we/others moved out of Detroit
3. I/we/others do not visit Detroit
4. I/we/others do visit or do move back to Detroit
5. I/we/others don't want to live in Detroit
 * low priority relative to other categories.

B5e

DECLINE OF DETROIT

This code is intended to capture mention of overall decline of Detroit. Mention of decline of Detroit should be coded affirmatively ONLY if the R has mentioned a general or overall decline, or a general or overall improvement. Mention of specific problems in and around Detroit should not be coded as mentions of decline unless they are specifically linked to the concept of "overall decline of Detroit"

0. No event
1. No mention of overall decline of Detroit or change mentioned but direction unclear (e.g., "Detroit changed direction")
2. Mention of overall decline of Detroit (usually clear mention); bad image of Detroit; money/tax base leaving Detroit.

3. Mention of reversal of decline or of improvements of/in Detroit (e.g., "Renaissance Center changed the image of Detroit," "rejuvenation brought by the Ren Cen.")

B5f

CRIME, SAFETY ISSUES

Guideline: only street crime or similar crime causing bodily injury or theft or damage to property included here. Violence as part of riot is not coded as crime unless so identified.

0. No event.
1. No mention of crime or safety issues
2. Mention of crime or safety issues (include riot only if danger or personal violence specifically mentioned). Physical danger, not white collar crime.
3. Safer now.

B6

B6. (IF NOT ALREADY GIVEN) About when did (2nd EVENT) happen/start to happen?

00. No event
- 30-91. If R gives a single year between 1930-1991: code the last two digits of the year, e.g., 1945 is coded 45.

If R gives number of years ago, or gives his/her age as a reference: Calculate the year and code the last two digits.

If R gives a range of years, calculate the median year and code the last two digits. If the median year is not an integer, round it up. (e.g. 1961-65 would be coded 63)

If R gives a range of years ago, use the range given to calculate the range of years. Calculate the median, rounding up, and code the last two digits.

Use the following special codes for general decades:

03. 1930's
04. 1940's

- 05. 1950's
- 06. 1960's
- 07. 1970's
- 08. 1980's

- 97. Other (e.g., from the 1930's through the 1970's; the late 60's)

- 98. Don't know

- 99. Not asked/not ascertained.

B7

B7. (IF NOT CLEAR:) Would you way (2nd EVENT was mostly good or mostly bad?

- 1. Mostly good
- 2. Mostly bad
- 3. If volunteered: mixture of good and bad
- 4. Question asked but no clear answer
- 0. No event or clear from B5

LOCAL EVENT MASTER CODE

Instructions: Read both event and reason to determine event change that R is mainly referring to in Bla. Code the first codable response as the event, giving weight to the reason as well. If there are multiple events grouped within either the first or second event, use "global" code category if one works or use reason to identify the main event they are referring to and code that as the event.

Codes are organized alphabetically, in the following order:

01-09 Crime and Drugs
 10-19 Detroit
 20-29 Development and Growth
 30-39 Economy and Industry
 40-49 Education
 50-59 Environment
 60-69 Race and other intergroup/minority topics
 70-79 Roads/travel/mass transit
 80-89 Sports, Entertainment and Recreation
 90-99 Other

CRIME AND DRUGS (01-09)

01. crime (alone)/concern about safety: Detroit is no longer safe; increase in crime; theft; I was mugged, no longer go downtown, it's too dangerous; we are afraid of burglars
02. drug use (alone): drug infestation in the city
03. crime and drugs linked: all the guys hanging out on street corners doing drugs and then they rob you
04. dope/crack houses: abandoned houses are used for dope dens
05. problems with police: police system is crooked; we don't get police protection; STRESS units
09. other

DETROIT SPECIFIC (10-19)

10. Coleman Young--election and administration (If "election of a black mayor," code 18): election or start of Mayor Young, his organization

or administration; political situation in Detroit
 ---fact that we've had one mayor there for such a
 long period of time; the city government of
 Detroit; scandals that R associates with the
 mayor or his administration

11. urban riots of 1967 (May be dated to anytime in the 1960's. If 1940's, riots, code under 12. If riots related to Tiger's win, code under "Sports," see below.)
12. urban riots of 1940's (check the estimated date of the riot and/or the R's age to confirm that it is indeed the riots of the 1940's to which the R refers.)
13. "white flight" (if migration out of the city but no mention of race, code 14, below; if mention building of roads led to "white flight," code 71 below): white flight from the city of Detroit; mass exodus of whites out of Detroit
14. migration out of the city (if migration out of city & specific mention of whites leaving, code 13, above): people moved out of Detroit; in Detroit. . . average income people. . . are being squeezed out. . . there are poorer neighborhoods and rich ones. . . no in-between anymore; so much of population has moved out of Detroit into the suburbs
15. decline of Detroit (a global evaluation--if specific neighborhood problems are mentioned, code 17; for other kinds of problems, check other categories and code location=1 for Detroit): the way Detroit is going downhill; Detroit has gone downhill; general deterioration in Detroit; city seemed to decline; Detroit has changed downtown; neglect of the neighborhoods in Detroit the way the city takes care of the city; Detroit is bad in many ways--education, crime, race problems, business; loss of JL Hudsons, decline of downtown; decline of downtown shopping
16. rebuilding in Detroit/improving Detroit's image: erecting Ford auditorium; cleaning up Detroit--taking care of the property; the Renaissance Center; the Grand Prix; improvements in Detroit's image
17. problem's in (R's) neighborhoods in Detroit: too many old houses need to be torn down
18. election of black mayor/first black mayor

19. Other (shopping improvement in Detroit, code event=21 and location 1): Motown

DEVELOPMENT/GROWTH (20-29)

20. building up of suburbs; urbanization of suburbs, positive or negative affect (towns booming--if only business booming, code 31): buildup here in out county; loss of green space, urban/suburban sprawl; how suburbs have been built up; development of homes, roads paved and widened; continued growth, building boom out here; expanding businesses; population growth in this area (if R lives in suburbs); roads, stores, and other kinds of growth mentioned; farms turning into cities
21. buildup of shopping/stores (if mention stores as part of larger building up, code 20; for code 21, the emphasis is on personal shopping, not growth per se): large shopping areas; many new major stores in the area; construction of Westland Center; built some better stores over here
29. other: R's town being made into a city

ECONOMIC & INDUSTRY ISSUES (30-39)

30. decline of auto & other local industries: decline of auto industry; local depression of industry in area; attitude change--from technology leader to worshipping the Japanese; initial auto industry recession; downsizing all the major companies; the closing of the auto plants; recession or inflation hurting the auto industry of causing layoffs; effect of buying imports on the auto industry and local economies.
31. growth/expansion of auto & other local industries (business booming--if towns booming, code 20): building of Poletown plant; automobile industry's continued growth; building of airports leading to jobs
32. rise of unions: trade unionism; development of trade unions
33. local experiences of inflation and unemployment (if strictly personal experience is being reported, code 95; if some generalization is being made, even if from personal experience, code 33):

inflation & unemployment--I can't find any work; higher prices; auto plant layoffs--all my friends are out of work; business is bad--I never know when I'll get the next paycheck

34. housing problems: tore down a lot of houses, some of it was unnecessary--they should fix up some house with lower rent for people with no houses. . .
35. local taxes/property taxes: we're being reassessed all the time
36. changes in work attitudes: decline in work ethic
39. other: automation; state and federal taxes; shift to service economy

EDUCATION/LIVES OF YOUNG PEOPLE (40-49)

40. decline in standards, behavior, quality: public school system also not where it should be; Westland school district is getting worse; school systems have gone down
41. improvements in standards, behavior, quality
42. busing
43. problems with teenagers/kids/children (if strictly personal mention, code 95, but if a generalization is being made, even if from personal experience, code 43): kids have too much freedom; kids aren't being raised right
49. other issues in education/lives of young people

ENVIRONMENT (50-59)

50. increased awareness/efforts: environmental awareness; recycling in my town
51. environmental problems: the fish in the rivers have tumors; the dump is a problem
59. other

RACIAL AND OTHER INTERGROUP/MINORITY ISSUES (60-69)

60. racial conflict: people of different races don't get along

61. race discrimination: blacks experience discrimination
62. improvement in race relations (if mention the Civil Rights movement, code 64): this area is more progressive--accepts minorities; voices of minorities heard better; after all the tension back in the 60's, race riots, and after that people coming together and trying to resolve their differences and realize we are all important. . .
63. changes in types of people moving in/living here: change in the population--people moving in don't take care of their homes or care about disciplining their kids; people around here are different than when I was growing up; great variety/influx of immigrants has made a lot of difference; the make-up of the people, the type of people that have moved in and out since I started school
64. Civil Rights movement: Rosa Parks; Civil Rights movement; Dr. King
65. increase in black political or economic power/black population (can be positive or negative affect; see also "white flight," 13) influx of Southern blacks and increase in black power; blacks took over; integration; blacks have more jobs since Mayor Young started
66. changes in the role of (opportunities for) women
67. Visit of Nelson Mandela
69. other

ROADS/MASS TRANSIT/TRAVEL (70-79)

70. building of expressways/mass transit/road improvements making it easier/faster to travel: mass transit systems are better; when I94 went up it made it easier to travel; built the expressways--made it faster to travel; paved my road--made it easier to drive; People-Mover made travel easier
71. building of expressways/roads facilitated or led to "white flight" or movement to suburbs: highway system facilitated the exodus to suburbs and "white flight"

72. lack of roads/traffic problems/poor mass transit: traffic congestion is awful--need to do something with the roads; transportation lacking compared to other cities; need better buses; bad mass transit; roads--they're really bad
79. other roads/travel issues: built the airport--makes it easier to travel

SPORTS, ENTERTAINMENT, RECREATION (80-89)

80. Tigers: World Series (in 60's or 80's); riots they had after the Tiger's games.
81. Silverdome/Palace; moving sports to the suburbs: (positive or negative effect) the bringing of sports to the suburbs
82. Pistons
89. other: parks are good

OTHER (90-99)

90. changes in state government: the new governor cut the budget; state employee layoffs; new or changed state taxes; the new governor; problems with the state government budget
91. national events and changes (code Civil Rights movement under 64, and changes in the role of women under 66): World War II; the Iraq War; Roosevelt; JFK; RFK
92. moral decline, general (code under crime & drugs, 01-09, or problems with young people, '43, if possible): there are lower standards today; values are worse
95. personal events: people in the area have been kind; my mother died in 1953
97. other
98. don't know/nothing
99. not ascertained (clear evidence that question skipped)

SECTION C

Section C: National HistoryVar name

C1. There have also been a lot of national and world events and changes over the past half century -- from about 1930 right up until today. Would you mention one or two national or world events of changes that seem to you to have been especially important.

(IF ONLY ONE MENTION, ASK:) Was there any other national or world event or change over the past 50 years that seems to you to have been important?

C1a

C1a. EVENT 1

Use EVENT MASTER CODE (EV)

C1b

C1b. EVENT 2

Use EVENT MASTER CODE (EV)

EVENT MASTER CODE (EV)

NOTE: This is a frame of reference code. We are trying to code the main area mentioned by R; affect may be either positive or negative.

Only codes noted with an asterisk (*) have Event Reason Codes.

Except as noted (by a bold-faced asterisk [*] following the event description), codes and associated descriptions are the same as in the codebook for the 1985 study.

AREAS OF DOMESTIC ACTIVITY (INDUSTRIES) (001-199)

- 01. Atomic energy or nuclear power; nuclear reactors; nuclear waste; safe/unsafe (fear of nuclear war/arms race--code 77)
- 02. Medicine; Health Care; general development and specific advances/inventions (polio vaccines)
- 03. Communication/Media; television; radio; telephone; transportation; general level of development or specific advances/inventions (jet planes, etc.)
- 05. Education; more/less or better/worse (desegregation/busing--code 32)
- 06. Space; moon landing; shuttle flights; NASA accomplishments and problems; effects on life
- 18. Computers/Robotics; electronic/technological advantages or problems; more/less jobs due to changes resulting from use of computers/robotics*
- 19. Technological Changes in home and daily living, NEC

OTHER DOMESTIC ISSUES AND SOCIETAL CHANGES (301-399)

- 31. Women's movement/ERA/Geraldine Ferraro (positive mentions only)
- 32. Civil rights/racial issues; desegregation/affirmative action

- 63. Olympics, including 1980 boycott (Munich terrorist attack--code 75)
- 64. Israel; creation of state 1948; U.S. treaties and relationship with Israel (see also 76)
- 65. South Africa; Apartheid
- 66. Russia (USSR) (if recent changes in USSR--code 83; if changes in U.S. relations with USSR or end of the Cold War--code 84)*
- 67. Shooting down of Korean jetliner KAL007
- 68. Peace movement; concern for world peace
- 69. United Nations; creation/success of/failure

WAR AND ARMED CONFLICT/WEAPONS DEVELOPMENT

Note: If more than two wars are mentioned as the first event, check the reasons given. If the reasons focus mainly on one of the wars, code the first event as that war, and select the reasons from the appropriate range. If more than two wars are given as the first event but the reasons given do not distinguish between them, use code 79. If more than one war is mentioned as the second event, code the first war mentioned as the second event.*

- 70. WWI
- 71. WWII; Pearl Harbor; Hiroshima (if emphasis on development of atomic weapons--code 77)
- 72. Korea
- 73. Vietnam
- 74. Central American conflict; Grenada invasion (if Panama--code 78)
- 75. Terrorism/hostage crises: Iran hostages; hijackings
- 76. Middle East Conflict; Lebanon/Libya/Palestinians; Iran-Iraq War (if Iraq war and aftermath--code 81)
- 77. Nuclear war/arms race; fear of nuclear war; "Star Wars"; SALT II; arms limitation agreements; atomic or neutron bomb development; Cuban missile

crisis

- 78. U.S. invasion of Panama; overthrow of Noriega*
- 79. "War in general" -- 2 or more wars mentioned and reasons given for both together*

CURRENT/RECENT EVENTS:

- 80. Stock market crash of 1987*
- 81. War in Iraq; Persian Gulf crisis; Iraq's invasion of Kuwait; U.S. troops in Saudi Arabia, etc.*
- 82. Breaking down of the Berlin Wall; the reunification of Germany*
- 83. General breakdown of communism; changes in Eastern Europe--Lithuania, Romania, etc.; rise and fall of communism; freedom in Russia/changes in Soviet Union; perestroika, Glasnost, Gorbachev*
- 84. U.S. changing relations with Russia; warming of the Cold War; creation and end of Cold War*
- 85. Release of Nelson Mandela (if South Africa or Apartheid alone--code 65)*
- 86. China: U.S. relations with; 1989 rebellion; changes in*
- 87. Environment: Exxon oil spill; Earth day; recycling; rain forest*
- 88. Abortion issues: Roe v. Wade; Webster decision; recent state legislation; abortion debates*

MISCELLANEOUS--LOW PRIORITY

- 90. State of Michigan events*
- 91. Events in tricounty area, including Detroit (if effect of foreign competition on auto industry--code 26)*
- 95. Purely personal event mentions
- 97. Other
- 98. Don't know; "can't think of any"; "none"*

99. NA (incl. Q skipped in error or answer too vague or unclear to code)
-

- C2. What was it about (1st EVENT) that makes it seem to you especially important? (PROBE TO CLARIFY.)

C2c

PERSONAL IMPACT

This code is intended to capture references R explicitly makes to personal experiences, or experiences of people close to R, related to the events coded as C1a and C1b. Exclude hypothetical statements.

0. No event
1. No mention of personal reference
2. Self: behavior or material reference
e.g. action, financial loss; include family reference if definitely includes R (e.g., "We moved")

3. Neighbors, friends, family physical or psychological reference, not basically including self (e.g., "My brother was hurt in the war")

* low priority relative to category 2

4. Self: psychological reference to self only

(a) R says "I [word with affective loading]" or some close equivalent. (e.g., "I remember. . ." "I'm happy. . ." "I worry. . .")

"I feel" and "I believe" are not psychological references unless there is a further expression of strong affect.

(b) R reports a change in beliefs, attitudes or values as a result of the event coded in C1a or C1b.

* low priority relative to 2 & 3

C2d-C2k

Code up to eight different themes for events 71 and 81 from the THEMATIC CODE LIST.

- C3. What (other) important effect did (1st EVENT) have on your own life or that of your family-- I mean on how you have lived or how you have looked at things? (PROBE TO CLARIFY.)

PERSONAL IMPACT

C3c

This code is intended to capture references R explicitly makes to personal experiences, or experiences of people close to R, related to the events coded as C1a and C1b. Exclude hypothetical statements.

0. No event
1. No mention of personal reference
2. Self: behavior or material reference
e.g. action, financial loss; include family reference if definitely includes R (e.g., "We moved")
3. Neighbors, friends, family physical or psychological reference, not basically including self (e.g., "My brother was hurt in the war")
 - * low priority relative to category 2
4. Self: psychological reference to self only
 - (a) R says "I [word with affective loading]" or some close equivalent. (e.g., "I remember. . ." "I'm happy. . ." "I worry. . .")
 - "I feel" and "I believe" are not psychological references unless there is a further expression of strong affect.
 - (b) R reports a change in beliefs, attitudes or values as a result of the event coded in C1a or C1b.
 - * low priority relative to 2 & 3

C3d-C3k

Code up to eight different themes for events 71 and 81 from the THEMATIC CODE LIST.

Thematic Codes for Reasons in Sections E (Qs. 4 & 5) and C
(Qs. 2 & 3)

There are eight themes for each "reasons" question that can be coded. Each theme is coded as follows:

- ~~8 - DK~~
~~1 - MSS~~
 2 = theme mentioned
 1 = theme not mentioned
 0 = no event given (e.g., N.A., D.K. to event); event is not coded for reasons (see below for which events are not coded at all).

The themes are not mutually exclusive. Code 2 in as many or few as seems appropriate from the content of the response. Specific instructions for which events to code are given below.

Section E

Only the six most frequently chosen events in E-3 have been coded:

- 2 Computers
- 3 World War II
- 7 Environment
- 11 Crime & Drugs
- 13 Nuclear Threat
- 14 War with Iraq

All other events to Q.E3 are coded 0 for Reasons in Section C of Codebook.

Section C

Only the two most frequently chosen events in C-1 have been coded for reasons:

- 71 World War
- 81 War with Iraq

All other events to Q.C1a are coded 0 for Reasons in Section C of Codebook.

IRAQ, WAR WITH (C-81, E-14)

1. Personal Involvement. Any mention of being personally involved, whether as an adult or child and whether in military or as civilian. "I had a friend sent to Arabia"
2. "Good War," Idealistic Mention. "We fought against the idea of a dictatorship" "It made us patriotic and brought unity" "It made me appreciate our freedom" "Big guy taking advantage of a little guy for oil--Glad Americans there to put him in his place" "It was wonderful how everyone supported the troops"
3. Pragmatic Reasons. "If we hadn't fought he would have been taken over our oil supply" "Needed to stop him now, before he went further/took more territory"
4. In My Life-time, Media Attention. "Well, it's the first war I've directly experienced" "Every time you turned on TV, there was something about Iraq"
5. Lives Lost/Injury. Any mention of people being killed or injured, whether American or others. "So many people killed"
6. Showed U.S. Strength. "I was impressed by our military" "The success of American technology"
7. Negative Effects of War. "It hurt us economically" "My brother was afraid of being drafted, but in the end he wasn't"
8. Other Negative Attitudes. "I'm opposed to war" "It made no sense, I don't know why we were fighting" "We had no business getting involved"

WORLD WAR II (C-71, E-3)

1. Personal Involvement. Any mention of being personally involved, whether as an adult or child and whether in military or as civilian. "I was in the Army and traveled a lot" "My son was killed in the war" "I was very small but I remember rationing" "My wife had to bring up the children on her own"

2. "Good War," Idealistic Mention. "We fought against the idea of a dictatorship" "The Holocaust was an awful thing" "It made us patriotic and brought unity" "We kept our freedoms"

3. Pragmatic Reasons. "If we hadn't fought we would have been taken over ourselves" "We were attacked at Pearl Harbor and had to fight back" "It was us or them running the world"

4. Long-term Effects Nationally. "Changed the role of women" "Pulled us out of the Depression" "It changed all our attitudes and values here at home" "There were a lot of technological and medical improvements due to the war"

5. Long-term Effects Internationally. "Led to the cold war" "As a result Germany and Japan were defeated but then emerged stronger than ever" "Made us the leader of the free world"

6. Big Impact (vague). "Seems obvious, it was a world war" "Had a big effect on everything" "Divided the time: before the war and after the war" "Every nation was involved"

7. People killed and Injured. Any mention of people being killed or injured. "So many soldiers were lost"

8. Non-effects. "It was supposed to end wars, but then we had lots of others" "I'm not sure what good it did"

IRAQ THEMATIC CODES

C4. (On another issue,) What do you think are the most important (other) lessons we can learn from the war with Iraq?

Codes as many themes for each response as appropriate.
Codes are:

- 2 = a particular lesson (theme) is present.
- 1 = a particular lesson (theme) is absent, but the answer was substantive.
- 0 = answer was D.K. or N.A.

Var nameTHEMES

- | | | |
|-----|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C4c | 1. | <u>LEARNED WHAT WE/THE U.S./"COUNTRIES" SHOULD DO/ Standing up to dictators/aggressors:</u>
We should stand up for what is right; stop people like Hussein; the U.S. (or U.S. as part of "countries") is responsible for others; we have to be involved; don't let one man/one power dictate/hold the world ransom; other countries will think twice before taking over a neighbor (because of action we took). |
| C4d | 2. | <u>U.S. as No. 1/as world power/world policeman:</u> (it signaled) the re-emergence of the U.S. as a world power; we are now a world policeman; the U.S. is (militarily) powerful, has superior technology/military might; |
| C4e | 3. | <u>Cooperation/United Nations:</u> It showed a greater unity of nations can lead to peace; cooperation among countries; the United Nations can work |
| C4f | 4. | <u>U.S. Needs Advanced Military technology:</u> need to keep military technology up-to-date; learned how to use technology; technology important |
| C4g | 5. | <u>Freedom/Patriotism:</u> we learned we are free in this country; other people aren't as free; created patriotic feeling in the country |
| C4h | 6. | <u>Continued involvement:</u> now we have to build it/the area back up; when you police an area you have to stay--can't walk away; people over there still need our help; need to make sure Kurds are safe |

- C4i 7. Limit Arms sales and other support for foreign leaders: We should be careful about our arm sales (in the Middle East); don't let a dictator obtain arms
- C4j 8. Negative Arab comments: don't trust anyone in the Middle East/Arabs; don't trust Hussein; Arabs/Muslims are the problem; don't like Arabs living in the U.S.
- C4k 9. Need to Learn (more) about the Middle East/Arabs/Muslim culture: we need to; we did
- C4l 10. Israel References: includes reference to ongoing problems between Israel and Arabs. Other Israel mentions
- C4m 11. War Was About Oil: The U.S. is too dependent upon Middle Eastern oil; it was all/mainly over oil; we need to have access to oil.
- C4n 12. Look/plan before involvement: we should be more cautious before starting something; we need longer-sighted foreign policy goals or moral goals (implies we should not have gone to war at the point we did); we have to be careful about who we call friends and enemies.
- C4o 13. Not thorough enough/not acted early enough: we backed down too soon; should have finished the job/killed Saddam; don't back down too soon; we should have gotten involved/fought sooner
- C4p 14. Concern about Vets and GIs: Vets should be treated better; GIs are lied to, poorly treated; our soldiers were ill-prepared
- C4q 15. Volunteer Army: Don't enlist in the army or national guard unless you are willing to fight
- C4r 16. U.S. leaders mislead Americans AND/OR leaders of other countries: don't trust U.S. politicians or the media; President Bush lied to us/played deceiving games with other countries
- C4s 17. General isolationist: we should mind our own business/stay out of it; don't send our kids to fight in distant wars
- C4t 18. American money/attention should go to domestic problems. Should focus on problems here at home/on poor/on improving U.S.

- C4u 19. General antiwar: don't believe in war; we should try harder to get along; war isn't needed; we should work things out; many people were killed; how destructive war is
- C4v 20. Fruitless or no lesson: "Don't know what we were fighting for"; don't think we can learn anything; we never learn anything from wars; it didn't solve anything; we can't learn anything
- C4w 21. We got in and got out: It was a quick deployment; armed forces did a good job; short and sweet; get the job done, not like Vietnam
- C4x 22. Negative mentions of Hussein: Hussein changed to a Hitler; people like Saddam should not be allowed to head a government

SECTION D

Section D: Attitudes

Var name

- D1 D1. The next few questions deal with some other issues facing the country today. With regard to improving and protecting the environment, do you feel that our country is spending too much money, too little money, or about the right amount of money?
1. TOO MUCH
 2. TOO LITTLE
 3. RIGHT AMOUNT
 8. D.K.
 9. N.A.
- D2 D2. Have you yourself had any personal experiences that affected your opinion about the need to protect the environment? (PROBE INSTRUCTION)
CODE 1st CODABLE RESPONSE
01. Refers to relevant problems in neighborhood or family (include second homes) "There is a smelly dump next door"
 02. Refers to experiences while traveling or on vacation
"I saw LA smog" "Fish have tumors"
 03. R recycles or takes other personal steps
"We recycle our newspapers and separate bottles and cans"
 04. R belongs to an ecology organization
"I belong to Greenpeace" "My wife joined the neighborhood environmental group"
 05. R refers only to reading or TV experience
"Nothing personal, just what I see on TV"
 06. R deals with environmental issues in job
 11. R objects to behavior required by environmental regulations
"The city rules about separating things are a nuisance"
 95. R expresses concern about environmental problems, but no specific experience.
"Not really--concerned for my children"
 96. No personal experience
 97. Other (Record case #)
 98. D.K. (low priority relative to 96)
 99. N.A.
- D3 D3. For this question, we'll be using the blue booklet. I'd like to know how much you agree or disagree with the following statements.

First: "It is much better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family." Do you agree strongly, agree somewhat, disagree somewhat, or disagree strongly?

1. AGREE STRONGLY
2. AGREE SOMEWHAT
3. DISAGREE SOMEWHAT
4. DISAGREE STRONGLY
5. (if volunteered) Depends; 50/50;
some of both
8. D.K.
9. N.A.

D4 D4. Here is the second statement: "A preschool child is likely to suffer if his or her mother works." (Do you agree strongly with that, agree somewhat, disagree somewhat, or disagree strongly?)

1. AGREE STRONGLY
2. AGREE SOMEWHAT
3. DISAGREE SOMEWHAT
4. DISAGREE STRONGLY
5. (if volunteered) A parent should be
home/doesn't matter which one
8. D.K.
9. N.A.

D5 D5. In your own case, how many years, if any, did your mother work for pay outside the home when you were growing up--that is, between the time you were born and the time you reached age 15?

1. Not at all
2. One or two years
3. Three to five years
4. Six to ten years
5. Eleven to fifteen years
8. D.K.
9. N.A.

D6 D6. If you were advising a couple who were considering whether to live together or to marry, which of the following would you recommend?

1. to live with a steady partner without marrying
2. To live with a steady partner for a while and then to marry if it works out well

3. To marry without living together beforehand
4. (if volunteered) It depends on the people; it's up to them; I wouldn't advise
8. D.K.
9. N.A.

D7

- D7. Have you yourself had any personal experiences that affected your opinion on this issue?
(PROBE INSTRUCTION)
CODE 1st CODABLE RESPONSE

Positive about value of living together

01. I lived with someone and it didn't work out "I lived with someone for 6 years-- glad I didn't marry the guy"
02. I lived with someone and then married well "We lived together before marrying"
03. I married without living together and was/am sorry now
04. I am living with someone now (implies it works ok)
05. I have seen unhappy marriages of others, better if they had lived together first (includes friends & R's own children)
06. I have seen couples living together and it seems to work well.
07. Economic reasons for living together rather than marrying. "Pell Grant eligibility would be reduced"

Negative about value of living together

21. I married without living together (implies it's the way to do things)
22. I have seen those who live together and it doesn't work out.
23. Divorce rates are higher for those who live together first
24. R refers to personal religious or moral beliefs against living together
31. Too personal to talk about
96. No personal experience
97. Other_ (Record case #)
98. D.K. (low priority relative to 96)
99. N.A.

D8

- D8. This next question is on a different issue. do you approve of marriage between whites and nonwhites?

1. APPROVE
2. DISAPPROVE
3. IF VOL: OK FOR COUPLE BUT NOT FOR CHILDREN
5. IF VOL: NEITHER APPROVE OR DISAPPROVE; UP TO THEM
8. D.K.
9. N.A.

D9 D9. On the whole, do you think most white people in the tri-county area want to see Blacks get a better break, or do they want to keep Blacks down, or don't they care one way or the other?

1. BETTER BREAK
2. KEEP DOWN
3. DON'T CARE
0. INAP; R IS WHITE
8. D.K.
9. N.A.

D10 D10. There is a lot of talk about how much education a person needs today. What do you think is the least amount of education a young person needs today in order to earn an adequate income?

1. LESS THAN HIGH SCHOOL
2. HIGH SCHOOL DIPLOMA OR GED
3. HIGH SCHOOL PLUS TECHNICAL OR VOCATIONAL TRAINING
4. SOME COLLEGE; ASSOCIATES DEGREE
5. COLLEGE DEGREE
6. GRADUATE STUDY, GRADUATE DEGREE
7. OTHER (SPECIFY):
8. D.K.
9. N.A.

D11 D11. Some Americans have been more affected than others by past downturns in the American economy: Have you ever been seriously affected when economic conditions were bad?

1. YES
5. NO
9. N.A.

D12 D12. How old were you the first time you were seriously affected by bad economic conditions?

CODE EXACT AGE _____

00. INAP: NO TO D11

D13. Please describe how you were personally affected by the bad economic conditions at that time.

D13a

PERSON MAINLY AFFECTED IN D13

- 0. NO TO D11
- 1. SELF (IF "WE" OR "FAMILY," CODE AS SELF GENERALLY, ASSUME SELF UNLESS FOCUS IS CLEARLY ON SOMEONE ELSE)
- 2. SPOUSE (my wife lost her job)
- 3. FATHER OR MOTHER (my father lost his job)
- 4. NOT CLEAR
- 5. OTHER (make card)
- 8. D.K.
- 9. N.A.

D13b

CAUSE OF HARDSHIP IN D13

- 0. NO TO D11 OR NO MENTION OF CAUSE
- 1. LAID OFF WORK, COULDN'T FIND JOB
- 2. HOURS REDUCED, PAY CUT, JOB DOESN'T PAY ENOUGH
- 3. OWN BUSINESS HURT (self-employed)
- 4. EMPHASIS ON INFLATION
- 5. ON WELFARE (money inadequate)
- 6. GENERAL PROBLEMS IN ECONOMY (not specific; Depression; oil crisis)
- 7. OTHER CAUSE (make card)
- 8. D.K.
- 9. N.A.

D13c

EFFECT OF HARDSHIP IN D13

- 0. NO TO D11 OR NO EFFECT MENTIONED
- 1. LACK OF ADEQUATE FOOD
- 2. LACK OF ADEQUATE SHELTER
- 3. LACK OF MONEY, OR LACK OF FOOD, SHELTER, ETC.
- 4. LACK OF CAR, APPLIANCES, SIMILAR NON-NECESSITIES
- 5. FORCED TO MOVE
- 6. CHANGED JOBS, SPOUSE WENT TO WORK, JOINED THE ARMY, OTHER JOB-RELATED CHANGE
- 7. OTHER EFFECT (make card)
- 8. D.K.
- 9. N.A.

D14

D14. We are also interested in what you think is a fair price today for an ordinary item. Here

is one simple example: A candy bar now costs about 50 cents in many stores. Do you think that 50 cents is a fair price for a candy bar, that the price is somewhat too high, that it is much too high, or that it is far too high?

1. FAIR PRICE
2. SOMEWHAT TOO HIGH
3. MUCH TOO HIGH
4. FAR TOO HIGH
9. N.A.

D15. INTERVIEWER CHECKPOINT--FROM COVERSHEET, THIS INTERVIEW IS:

1. FORM X--NEXT PAGE, CARDS IN A-Q ORDER.
2. FORM Y--GO TO PAGE 16, CARDS IN Q-A ORDER.
3. FORM Y, ASKED AS FORM X

SECTION E

Section E: CLOSED HISTORY-- PART II

FORMS X AND Y ARE COMBINED HERE: SEE
QUESTIONNAIRE FOR ORDER EXPERIMENT
INSTRUCTIONS.

Var name

E1. Here is a set of cards showing a number of events and changes over the last half century that some people have said seemed to them important. I'd like to read through the cards with you and have you separate them into two piles: those events or changes that you have heard something about, and those you have not heard of at all.

E2. (INDICATE CARDS R HAS HEARD ABOUT)
(RB, P. 5) Now, please look at the scale in the booklet. I'd like you to rate how important each of these events or changes seems to you on a scale of 1 to 10, where 1 means the event seems to you of little importance, and 10 means it seems to you of very great importance.
You can choose any number between 1 and 10 depending on how important the event or change seems to you.

General: Code X form in original order, but code Y form in reverse order, so that Variable E2a represents "Assassination of John F. Kennedy" regardless of the form coded. CHECK CAREFULLY TO AVOID MIX-UP.

Code exact rating if given.

Code 00 if no rating given because R had not heard of event.

Use 97, 98, 99 as usual, but should be very rare.

Round any decimal to nearest integer; round .5 up.

- | | |
|-----|-------------------------------------|
| E2a | A. ASSASSINATION OF JOHN F. KENNEDY |
| E2b | B. DEVELOPMENT OF THE COMPUTER |
| E2c | C. WORLD WAR II |
| E2d | D. THE CIVIL RIGHTS MOVEMENT |
| E2e | E. SPACE EXPLORATION |

- 04. D. THE CIVIL RIGHTS MOVEMENT
- 05. E. SPACE EXPLORATION
- 06. F. CHANGES IN THE ROLE OF WOMEN
- 07. G. ENVIRONMENTAL ISSUES
- 08. H. GREAT DEPRESSION OF THE 1930'S
- 09. I. VIETNAM WAR
- 10. J. TERRORISM AND HOSTAGE TAKING
- 11. K. INCREASES IN CRIME AND DRUGS
- 12. L. KOREAN WAR
- 13. M. THREAT OF NUCLEAR WAR
- 14. N. THE WAR WITH IRAQ
- 15. O. DECLINE OF COMMUNISM IN EASTERN EUROPE
- 16. P. THE 1987 STOCK MARKET CRASH
- 17. Q. INVENTIONS LIKE TV AND JET PLANES
- 97. Other
- 98. D.K.
- 99. Not ascertained

E4. What was it about (MOST IMPORTANT EVENT) that makes it seem to you the most important event? (PROBE FOR CLARIFICATION)

E4c

PERSONAL IMPACT

This code is intended to capture references R explicitly makes to personal experiences or experiences of people close to R, related to the event coded as E3. Exclude hypothetical statements.

- 0. No event
- 1. No mention of personal reference
- 2. Self: behavior or material reference
e.g., action, financial loss; include

family reference if definitely includes R (e.g., "We moved")

3. Neighbors, friends, family physical or psychological reference, not basically including self (e.g., "my brother was hurt in the war")

* low priority relative to category 2

4. Self: psychological reference to self only

(a) R says "I [word with affective loading]" or some close equivalent. (e.g., "I remember. . ." "I'm happy. . ." "I worry. . .")

"I feel" and "I believe" are not psychological references unless there is a further expression of strong affect.

(b) R reports a change in beliefs, attitudes or values as a result of the event coded in E3.

* low priority relative to 2 & 3.

E4d-E4k

Code up to eight different themes for events 02, 03, 07, 11, 13, and 14 from the THEMATIC CODE LIST

- E5. Would you say that (MOST IMPORTANT EVENT) has had any (other) important effects on your own life or that of your family--I mean on how you have lived or how you have looked at things?

E5c

PERSONAL IMPACT

This code is intended to capture references R explicitly makes to personal experiences or experiences of people close to R, related to the event coded as E3. Exclude hypothetical statements.

0. No event
1. No mention of personal reference
2. Self: behavior or material reference e.g., action, financial loss; include family reference if definitely includes R (e.g., "We moved")

3. Neighbors, friends, family physical or psychological reference, not basically including self (e.g., "my brother was hurt in the war")

* low priority relative to category 2

4. Self: psychological reference to self only

(a) R says "I [word with affective loading]" or some close equivalent. (e.g., "I remember. . ." "I'm happy. . ." "I worry. . .")

"I feel" and "I believe" are not psychological references unless there is a further expression of strong affect.

(b) R reports a change in beliefs, attitudes or values as a result of the event coded in E3.

* low priority relative to 2 & 3.

E5d-E5k

Code up to eight different themes for events 02, 03, 07, 11, 13, and 14 from the THEMATIC CODE LIST

Thematic Codes for Reasons in Sections E (Os. 4 & 5) and C
(Os. 2 & 3)

There are eight themes for each "reasons" question that can be coded. Each theme is coded as follows:

- 2 = theme mentioned
- 1 = theme not mentioned
- 0 = no event given (e.g., N.A., D.K. to event); event is not coded for reasons (see below for which events are not coded at all).

The themes are not mutually exclusive. Code 2 in as many or few as seems appropriate from the content of the response. Specific instructions for which events to code are given below.

Section E

Only the six most frequently chosen events in E-3 have been coded:

- 2 Computers
- 3 World War II
- 7 Environment
- 11 Crime & Drugs
- 13 Nuclear Threat
- 14 War with Iraq

All other events to Q.E3 are coded 0 for Reasons in Section E of Codebook.

Section C

Only the two most frequently chosen events in C-1 have been coded for reasons:

- 71 World War
- 81 War with Iraq

All other events to Q.C1a are coded 0 for Reasons in Section C of Codebook.

COMPUTER, DEVELOPMENT OF (E-2)

1. Revolutionary or Global Impact. Broad statement of impact of computer. "It's a computer world" "Everything is changed because of computers" "The future will be controlled by computers."

2. Made things faster, more efficient, more convenient. This theme may or may not border on Theme 1 above, but differs in lack of emphasis on the way the computer has transformed the world, more on it doing mainly what was already done but doing it faster or more efficiently or more easily. (Both themes may be coded, but the judgment is separate in each case.) "Everything in my office is faster now" "Many household appliances use computers and can do many more things." (The last example is also close to Theme 1, but not enough emphasis on major change, especially since limited to household appliances.)

3. Job creation. "It's the one place for good jobs." "I'm learning to use the computer to get a better job." "Has created new jobs." (If response is about loss of jobs due to computers, code as 2 only under Theme 7.)

4. Personal Use Indicated. "I use a computer on my job everyday." "I'm a systems programmer."

5. Use by Significant Others. "My husband is a programmer" "My daughter is learning to use the computer in school"

6. Positive Emotion Expressed. "I love computers" "It's really wonderful what they can do." "I marvel at computers." (R must use words that express strong positive emotions"

7. Any Negative Mention. (Code here even if other parts of answer are positive.) "Computers screw things like bills up" "I was told I wouldn't be able to get a job if I didn't know how to use a computer." "Computers are putting people out of jobs" "They are good even though I'm anxious when there is something new to learn"

8. No theme: Code 0 for all cases.

CRIME & DRUGS REASONS THEMES (E-11)

1. Personal (self, family, or known close acquaintance) fear of crime (with or without drug mention). "Afraid to go out at night" "Afraid my son may get on drugs"
2. Personal experience with crime or drugs, including experience with family, friends, and neighbors. "My son was on drugs." "I was mugged once."
3. Children mentioned as victims or causes. "All the kids in school are now exposed to it." "Some of the kids in school sell drugs."
4. Need for prevention programs, rehabilitation efforts, government actions along these lines. "We desperately need programs to save these kids" "There is no place addicts can turn for help" "Don't send young kids to prison--provide counseling"
5. Pervasiveness of crime and/or drugs. Code where R emphasizes wide-scale or growing problem, e.g., "It's spreading all over" "Detroit is being ruined by drugs"
6. No theme: Code 0 for all cases
7. No theme: Code 0 for all cases.
8. No theme: Code 0 for all cases.

ENVIRONMENT REASONS THEMES (E-7)Themes

1. Broad view of dangers to the planet, of earth; global or quasi-global outlook on problem. "The world won't be able to survive such pollution." "Depletion of the ozone endangers everybody." "There will be nothing left for future generations if this keeps up."

2. Shows concern for welfare of children. "I am concerned about the effects on my grandchildren." (Note: code "future generations" under 1 unless children are clearly implied.)

3. Mentions personal action (self or family). "We recycle everything" "I give to Greenpeace"

4. Government and/or Industry seen as source of problem, whether through their action or inaction. "Local industries are pouring chemicals into the lake." "The government should be doing more to prevent pollution and clean up waste."

5. Indicates esthetic concern for beauty, for nature, or for recreation (e.g, fishing if recreational). "So many trees have been cut down and I miss that." "Fishing is no longer enjoyable because the fish look so sick." Non-health, non-utilitarian.

6. Specific emphasis on health problems, or of specific dangers (e.g., bad water) to health. Include need for pure air/water if health implication is clear. "Pollution" is not enough, personal or general. "We need pure water to stay well" "There is increasing skin cancer [because of less ozone]"

7. Children are learning about environmental problems in school; children are environmental conscious. "My kids keep bugging me to recycle" "The children seem to learn a lot about this"

8. No theme: code 0 for all cases

IRAQ, WAR WITH (C-81, E-14)

1. Personal Involvement. Any mention of being personally involved, whether as an adult or child and whether in military or as civilian. "I had a friend sent to Arabia"
2. "Good War," Idealistic Mention. "We fought against the idea of a dictatorship" "It made us patriotic and brought unity" "It made me appreciate our freedom" "Big guy taking advantage of a little guy for oil--Glad Americans there to put him in his place" "It was wonderful how everyone supported the troops"
3. Pragmatic Reasons. "If we hadn't fought he would have been taken over our oil supply" "Needed to stop him now, before he went further/took more territory"
4. In My Life-time, Media Attention. "Well, it's the first war I've directly experienced" "Every time you turned on TV, there was something about Iraq"
5. Lives Lost/Injury. Any mention of people being killed or injured, whether American or others. "So many people killed"
6. Showed U.S. Strength. "I was impressed by our military" "The success of American technology"
7. Negative Effects of War. "It hurt us economically" "My brother was afraid of being drafted, but in the end he wasn't"
8. Other Negative Attitudes: "I'm opposed to war" "It made no sense, I don't know why we were fighting" "We had no business getting involved"

NUCLEAR WAR, THREAT OF (E-13)

(minimally qualifying statements)

1. Catastrophic Nature. "It would be the end of the world" "Would destroy everything" "Human beings would be gone"
2. Notes Possibility. "It just takes one madman/one time/one bomb" "Some small nation could use the bomb" "Suppose terrorists got nuclear weapons"
3. Shows Negative Emotion. "It's my biggest fear" "Hiroshima was so terrible." (not necessarily personal)
4. Refers to Specific Incident. Reference to Chernobyl, Hiroshima, Three Mile Island, "Japanese cities" etc.
5. Negative References to U.S. government/industry "Industry keep pushing making bombs" "We have no control over what the government does on this."
6. General Anti-War or pro-peace. "I'm against war." "I don't like weapons of mass destruction of any kind" "We need peace in the world and need to live with other countries."
7. Claims Some Personal Effect. "More conscious of daily living." "I live for today." "I'm involved politically."
8. No theme: Code 0 for all cases.

WORLD WAR II (C-71, E-3)

1. Personal Involvement. Any mention of being personally involved, whether as an adult or child and whether in military or as civilian. "I was in the Army and traveled a lot" "My son was killed in the war" "I was very small but I remember rationing" "My wife had to bring up the children on her own"

2. "Good War," Idealistic Mention. "We fought against the idea of a dictatorship" "The Holocaust was an awful thing" "It made us patriotic and brought unity" "We kept our freedoms"

3. Pragmatic Reasons. "If we hadn't fought we would have been taken over ourselves" "We were attacked at Pearl Harbor and had to fight back" "It was us or them running the world"

4. Long-term Effects Nationally. "Changed the role of women" "Pulled us out of the Depression" "It changed all our attitudes and values here at home" "There were a lot of technological and medical improvements due to the war"

5. Long-term Effects Internationally. "Led to the cold war" "As a result Germany and Japan were defeated but then emerged stronger than ever" "Made us the leader of the free world"

6. Big Impact (vague). "Seems obvious, it was a world war" "Had a big effect on everything" "Divided the time: before the war and after the war" "Every nation was involved"

7. People killed and Injured. Any mention of people being killed or injured. "So many soldiers were lost"

8. Non-effects. "It was supposed to end wars, but then we had lots of others" "I'm not sure what good it did"

E6

E6. Considering again all the events and changes on the cards that you had heard of, was there one that someone in your family especially told you about, based on their own experiences?

1. YES
 2. NO
 9. NOT ASCERTAINED
-

E7

E7. Which event or change was that?

Code the event given. If more than one event is given, code the event that is elaborated upon in E8. If more than one event is elaborated upon in E8, code the first event mentioned.

- 01. A. ASSASSINATION OF JOHN F. KENNEDY
- 02. B. DEVELOPMENT OF THE COMPUTER
- 03. C. WORLD WAR II
- 04. D. THE CIVIL RIGHTS MOVEMENT
- 05. E. SPACE EXPLORATION
- 06. F. CHANGES IN THE ROLE OF WOMEN
- 07. G. ENVIRONMENTAL ISSUES
- 08. H. GREAT DEPRESSION OF THE 1930'S
- 09. I. VIETNAM WAR
- 10. J. TERRORISM AND HOSTAGE TAKING
- 11. K. INCREASES IN CRIME AND DRUGS
- 12. L. KOREAN WAR
- 13. M. THREAT OF NUCLEAR WAR
- 14. N. THE WAR WITH IRAQ
- 15. O. DECLINE OF COMMUNISM IN EASTERN EUROPE
- 16. P. THE 1987 STOCK MARKET CRASH
- 17. Q. INVENTIONS LIKE TV AND JET PLANES
- 97. Other
- 00. INAP, 2 OR 9 IN E6--No Event

E8

E8. What was it they told you about (EVENT/CHANGE IN E7)? (PROBE FOR CLARIFICATION)

Determine which one or more of the following three classifications best applies (use minimally qualifying statements). Then code the number that identifies the correct combination.

Personal connection/experiences:

"It was on my mother's birthday;" "He won a medal;" "They had to hold down three jobs;" "He wore a uniform." "He was in it."

Knowledge/abstractions:

What the times/event were like:

"It was rough times;" "It was a great time." "How it was."

Lessons for living:

"You had to be strong to survive;" "You had to be self-sufficient."

Information/attitudes/beliefs/evaluation:

"Kennedy was the greatest president."
"How easy it is for anyone to get hooked on drugs." "How easy it is to get drugs."

Personal
Connection

Knowledge/
Abstractions

- | | | |
|----|------------------------------------------------------|--------|
| 1. | X only | |
| 2. | | X only |
| 3. | X | X |
| 8. | "Don't remember" | |
| 9. | What R was told about the event was not ascertained. | |
| 0. | INAP, 2 or 9 in E6--No Event | |

E9

E9. (IF NOT CLEAR IN E8:) Who told you about those experiences?

If "0. INAP, CLEAR FROM E8" is checked, read E8 to determine whose experiences were related.

1. Mother or Father (step-parent)
2. Mother and Father; parents (step-parents)
3. Spouse: husband or wife
4. Grandparent(s); grandmother and/or grandfather
5. Sibling(s): brother(s) and/or sister(s)
6. Children: son(s) and/or daughter(s)
7. Uncle(s), aunt(s), cousin(s)
8. Some combination of the above
9. Other or refuses
0. INAP, 2 or 9 in E6 -- No Event

Sometimes we remember or learn about events of the past in different ways.

E10a-E10b E10. What about World War II -- have you ever kept pictures or some other object in your home, gone to a reunion, made a special visit to a memorial, or done anything else like that to help you remember World War II? (PROBE FOR CLARIFICATION IF NECESSARY)

WWII Memoria: Code the first two items mentioned, in the order of mention

1. Arlington Cemetery/Tomb of the unknown soldier
2. Other or unspecified memorials
3. Grave sites (other than at Arlington)
4. Reunions
5. Memorabilia: e.g., My Father's helmet, uniform, gun, medals; pictures (of self, family or friends)
6. Any Holocaust-related memoria-- pictures, memorials, reunions, etc.
7. Media: books, TV, films, newspapers
8. Other (non WWII memorials, learned about it in school)
9. None
0. Not ascertained

E11a-E11b E11. What about Vietnam? (Have you ever kept pictures or some other object in your home, gone to a reunion, made a special visit to a memorial, or done anything else like that to help you remember Vietnam?) (PROBE FOR CLARIFICATION IF NECESSARY)

Vietnam Memoria: Code the first two items mentioned, in the order of mention:

1. The Vietnam Memorial/The Wall
2. Other or unspecified memorials
3. Grave sites (including Arlington)
4. Reunions
5. Memorabilia; pictures (of self, family or friends)
7. Media: books, TV, films, newspapers
8. Other (non Vietnam memorials, learned about it in school)
9. None
0. Not ascertained

E12

E12. INTERVIEWER CHECKPOINT

1. R HAD NOT HEARD OF WORLD WAR II AT E1-->GO TO E14
2. ALL OTHERS
9. NOT ASCERTAINED, MISSING (AND NO ANSWER IN E13)

E13. Suppose a nephew or niece about 15 years old had just heard World War II mentioned for the first time and asked you to explain what World War II was about. What would you say in just a few sentences? (PROBE TO CLARIFY AND ALSO PROBE AO)

There are 18 theme variables coded for E13.

E13

DON'T KNOW

0. No answer-- 1 or 9 in E12
1. I don't know not mentioned.
2. IDK because I'm not interested/don't care (about history/wars)
3. IDK (what to say) because it's too complicated; there's too much to say
4. IDK because I wasn't there/wasn't alive
5. IDK because I can't remember
6. IDK (what to say)-- tell them to get a book, go to the library, ask someone else
7. IDK all other reasons
8. I don't know (what to say); don't have any idea; IDK (unspecified further).
* low priority if a reason is given, code 2-7.
9. Not ascertained--"pass"

E13a

WHO FOUGHT & WHY

Germans/Germany

0. No answer-- 1 or 9 in E12
1. Germans/Germany NOT mentioned
2. Germans/Germany (or Nazi Germany) mentioned

E13b

Hitler

0. No answer-- 1 or 9 in E12

1. Hitler or a special dictator NOT mentioned
2. Hitler mentioned BY NAME
3. A dictator/madman/villain who wanted to take over the world, etc., mentioned but name not given

E13c Nazis

0. No answer-- 1 or 9 in E12
1. Nazis (Nazi Germany) NOT mentioned
2. Nazis (Nazi Germany) mentioned

E13d Italians/Italy (Mussolini)

0. No answer-- 1 or 9 in E12
1. Italians/Italy (Mussolini) NOT mentioned
2. Italians (Mussolini) mentioned

E13e Japanese/Japan (Hirohito)

0. No answer-- 1 or 9 in E12
1. Japanese/Japan (Hirohito) NOT mentioned
2. Japanese/Japan (Hirohito) mentioned
NOTE: Includes only mention of Japanese as enemies. Do not code 2 for mention of Japanese in U.S. internment camps.

E13f Alliances

0. No answer-- 1 or 9 in E12
1. No mention of alliances between countries
2. Allies mentioned-- e.g., "Allies," "free world united," "Western nations united," "we fought with allies"
3. Axis powers mentioned-- e.g., "Italy joined with Germany". Must mention union among enemies, not just fact that U.S. fought multiple enemies
4. Both Allies and Axis powers mentioned

E13g Goals of the enemy/enemies.

0. No answer-- 1 or 9 in E12

1. No mention of target nations of the enemy/ies

(enemy) fought to take over/took over/wanted to take over/invaded. . .

	the world, Europe, other nations	the U.S.*	specific countries, e.g Poland
2.	X only		
3.		X only	
4.			X only
5.	X	X	
6.	X		X
7.		X	X
8.	X	X	X

* Include U.S. only if goal of taking over the U.S. is specifically mentioned. "We/Pearl Harbor was attacked" is not enough.

EVENTS OF THE WAR

E13h

Pearl Harbor

0. No answer-- 1 or 9 in E12
1. Pearl Harbor/attack on U.S. NOT mentioned
2. Pearl Harbor mentioned BY NAME
3. Attack on Pearl Harbor mentioned but place-name not given: "we were attacked"; "there was a surprise attack"; "Japan attacked us"

E13i

Atomic bomb/Hiroshima/Nagasaki

0. No answer-- 1 or 9 in E12
1. Atomic bomb/Hiroshima/Nagasaki NOT mentioned
2. Hiroshima and/or Nagasaki mentioned BY NAME
3. Dropping of atomic bomb or creation of atomic bomb mentioned but place-name not given

E13j

Atrocities/loss of life

0. No answer-- 1 or 9 in E12
1. Atrocities/loss of life NOT mentioned
2. Jews/Holocaust mentioned specifically, with either "Jews" or "Holocaust" or "master/superior race" or "six million killed" or concentration camps mentioned
3. Holocaust mentioned WITHOUT keywords-- e.g. "They were killing people they didn't like"
4. Loss of life in general mentioned. Code mention of loss of life in the Holocaust in (2) or (3) above, as appropriate.
5. Both Holocaust & general loss of life in general mentioned

- E13k Extent, duration and difficulty
0. No answer-- 1 or 9 in E12
 1. Extent, duration and difficulty not mentioned
 2. Extent and/or duration mentioned: "It was long," "It was big," "It was global," "Almost everyone was involved," "it was important"
 3. Difficulties of the war mentioned, excluding loss of life: rationing, blackouts, bombing, etc.
 4. Extent/duration AND difficulties mentioned: "It was long and hard."
- E13l Personal experiences
0. No answer-- 1 or 9 in E12
 1. Personal experiences NOT mentioned
 2. Experiences of self/friend/family offered
- OTHER ASPECTS
- E13m Other wars
0. No answer-- 1 or 9 in E12
 1. Other wars NOT mentioned
 2. Other wars mentioned-- e.g., Saddam Hussein likened to Hitler; Vietnam ; Iraq; Korea
- E13n Postwar results
0. No answer-- 1 or 9 in E12
 1. Postwar results NOT mentioned
 2. Postwar results mentioned-- e.g., beginning of atomic age; Cold War/relationship between U.S. and USSR; Berlin Wall; world structure; economic boom/baby boom in the U.S., etc.

WHY WE FOUGHT

NOTE: Why we fought can be expressed in several ways: "The U.S./we fought for..." "It was about..." etc.

E13o

Ideals

- 0. No answer-- 1 or 9 in E12
- 1. Fighting for ideals NOT mentioned
- 2. Fighting for ideals mentioned-- e.g., against oppression, against the idea of a master race, against fascism (NOT fascists), for democracy, for our way of life, to protect freedom, for human rights, (against) communism; "it was the good war"

Exclude cynical mentions-- e.g., "It was supposed to be the war to end all wars but it wasn't"

E13p

Pragmatic

- 0. No answer-- 1 or 9 in E12
- 1. Fighting for pragmatic reasons NOT mentioned
- 2. Fighting for pragmatic reasons mentioned-- e.g., to stop (the aggression of) Germany/Japan/the dictatorships/the fascists (NOT fascism); we were attacked and we fought back; stop expansion/use of force and terror; we were attacked and so we had to fight

E13q

Hitler

- 0. No answer-- 1 or 9 in E12
 - 1. Fighting to stop Hitler NOT mentioned
 - 2. Fighting to stop Hitler/one man/one villain mentioned
- * not just mention of Hitler

E13r

Antiwar

0. No answer--1 or 9 in E12
1. Antiwar not mentioned
2. Clear antiwar--"It was unnecessary"; "all wars are bad"

E14 E14. (RB, P. 6) In World War II our main enemies were the Germans and the Japanese. How likely do you think it is that the Germans will again become a military threat to the United States over the next 20 or 30 years: Do you think it is very likely, somewhat likely, somewhat unlikely, or very unlikely that the Germans will become a military threat again?

1. VERY LIKELY
2. SOMEWHAT LIKELY
3. SOMEWHAT UNLIKELY
4. VERY UNLIKELY
5. IF VOL: NOT A MILITARY THREAT, BUT AN ECONOMIC THREAT
6. OTHER COMMENT, NOT CODABLE INTO 1-5.
9. NOT ASCERTAINED

E15 E15. (RB, STILL ON P. 6) What about the Japanese: How likely do you think it is that the Japanese will again become a military threat to the United States over the next 20 or 30 years? (Do you think it is very likely, somewhat likely, somewhat unlikely, or very unlikely?)

1. VERY LIKELY
2. SOMEWHAT LIKELY
3. SOMEWHAT UNLIKELY
4. VERY UNLIKELY
5. IF VOL: NOT A MILITARY THREAT, BUT AN ECONOMIC THREAT
6. OTHER COMMENT, NOT CODABLE INTO 1-5
9. NOT ASCERTAINED

SECTION F

SECTION F: SPECIALIZED HISTORYVar. name

- F1 F1. We have been talking about mainly political and social events and changes, but most people have other kinds of interests as well. Of the five topics on this page, which one interests you the most?
1. RELIGION
 2. SPORTS
 3. MUSIC
 4. TV OR FILMS
 5. SCIENCE OR MEDICINE
 6. NONE INTEREST R
 7. REJECTS CHOICES AND OFFERS A DIFFERENT TOPIC
- F2. If you think back over what has happened in (R's TOPIC) over the past half century right up until today, can you think of any event or change or happening that seems to you to have been especially important? (PROBE TO CLARIFY IF NECESSARY)
- F3. What was it about (EVENT FROM F2) that makes it seem to you especially important? (PROBE FOR CLARIFICATION)

Section F Event Codes, by Topic

Instructions: Read both event and reason to determine event/change R is mainly referring to in F2. Code first codable response as the event, giving some weight to the reason as well. Record case # for all events noted in an "other" category. If more than one "codable response" is given in an answer, use the following guidelines to choose which event to code:

1. If one event mentioned is more specific, code the more specific, particularly if the two events are quite similar to each other. E.g., if a respondent says: "rock 'n roll, Elvis Presley", code Elvis Presley rather than rock 'n roll.
2. If both (or all) events are of similar specificity, or are very different from each other, code the one that seems to be the focus of the answer. E.g., R might say "cancer and AIDS research" in F2, and then go on to describe why AIDS research is important. Code AIDS for the event.
3. If you cannot choose an event using the above guidelines, code the event that R mentioned first.

F2a

RELIGION

00. INAP.: DID NOT CHOOSE RELIGION

Religiosity (01-09)*

- 01. People are going to church more/religion is becoming more important
- 02. People are going to church less/religion is becoming less important
- 03. Increase in the number of different religions or denominations
- 04. Breakdown in schisms between different churches or denominations
- 09. Other (RECORD CASE #)

Changes in Morality/Strictness/Practices in Church (10-19)*

- 10. Changes in the Catholic church resulting from Vatican II, e.g., eating meat on Friday, mass not in Latin
- 11. Other changes in morality in the Catholic church not connected to Vatican II
- 12. Changes in how morality is viewed: there is no absolute right/wrong anymore; morally, everything has become relative; moral standards have become looser; not as strict anymore; churches are marrying lesbians.
- 13. Women's changing role in the church
- 19. Other (RECORD CASE #)

Religion and Politics (20-29)*

- 20. Changes in the power of the black church
- 21. Taking prayer out of the schools
- 22. The fighting in the Gaza strip
- 29. Other issues relating politics to religion

Televangelists (30-39)

- 30. Televangelists cheat, are crooked, go to jail
- 39. Other mentions of televangelists

Other (90-99)

- 91. Emphasizes specific person (e.g., Billy Graham, Jim Jones) - (RECORD CASE #)
- 92. Personal change, I found God; my family goes to church now
- 93. No changes -- there are no changes in religion
- 94. Ignores half-century time constraint: main reference is to Bible or Jesus, or prophecy
- 98. No change or don't know

*Religiosity and Morality are sometimes joined. Code under whichever heading seems more emphasized by R.

F2b

SPORTS

00. INAP.: DID NOT CHOOSE SPORTS

Specific Sports Accomplishments, National and Local (01-09)

- 01. Piston's back-to-back championship
- 02. Tiger's 1968 and 1984 World Series
- 03. Tiger's 1968 (only) World Series
- 04. Tiger's 1984 (only) World Series
- 05. Babe Ruth's records/career
- 09. Other mentions of specific individual's or team's accomplishments Note: Jackie Robinson coded as 10, not 09.

Racial/Minority Issues (10-19)

- 10. Specific mention of Jackie Robinson "breaking the color barrier"
- 11. Breaking the color barrier" in professional sports
- 19. Other

Other General Changes in Sports (20-29)

- 20. Increases in professional player's salaries
- 21. Being able to watch sports on TV
- 22. TV making sports too commercialized; Sports being run like a "big business"
- 23. Player's use of steroids
- 24. Player's use of other drugs (cocaine, crack, etc.)
- 27. Other general changes in sports

- 95. Personal change
I'm more into fishing now; I like to play golf
- 98. No change or don't know

F2c

MUSIC

00. INAP.: DID NOT CHOOSE MUSIC

Specific Style/Type of Music (01-09)

- 01. Rock 'n roll
- 02. Heavy Metal
- 03. Rap
- 04. Country Music
- 05. Changes in the lyrics such that "you can't understand the words anymore"
- 09. Other specific styles/types of music (specify)

Specific People/Band/Orchestra/Event (10-19)

- 10. Elvis Presley's career
- 11. Elvis Presley's death
- 12. Beatles
- 13. Woodstock
- 19. Other

Censorship and Funding Issues (20-29)

- 20. Decline in financial support for the arts (e.g., symphonies)
- 21. Increases in censorship
- 29. Other

Technological Changes (30-39)

- 30. Invention of the transistor (radio)
- 31. More sophisticated instruments; electronic instruments
- 32. Cassettes
- 33. Compact discs
- 34. Music videos
- 39. Other

Other (90-99)

- 95. Personal event
- 98. No change or don't know

F2d

TV OR FILMS

00. INAP.: DID NOT CHOOSE TV OR FILMS

Technological Advances (01-10)

- 01. Color movies
- 02. Color TV
- 03. Mentions both color movies and color TV
- 04. 3-D
- 05. Speakies/talkies--when they got sound
- 06. Special Effects
- 07. Satellites; we can see things from around the world, as they happen; we can see things we didn't used to be able to see
- 08. Stereo sound
- 09. Videos, video cameras, and VCRs. Cable TV
- 10. Technological advances (other, general, and unspecified)

Specific TV Shows/Movies (11-19)

- 11. Wizard of Oz
- 12. Gone With the Wind
- 19. Other specific shows/movies/TV

Changes in Subject, Theme, Quality (20-29)

- 20. Films/TV shows are more reality-based, and show more real-life problems
- 21. More children's programming available
- 22. Nostalgia--they aren't like they used to be; they don't make classics anymore
- 29. Other (check next section (30-39) before coding event as 29)

Censorship--and Related Themes (30-39)

- 30. Changes in censorship regulations
- 31. More violence
- 32. More sex, more nudity, more profanity, more "smut"
- 33. Both sex and violence mentioned
- 39. Other (specify)

Other (90-99)

- 94. Just like entertainment (low priority)
- 95. Personal event
- 98. No change or don't know

F2e

MEDICINE OR SCIENCE

00. INAP.: DID NOT CHOOSE MEDICINE OR SCIENCE

Specific Breakthroughs in Cures, Medicines,
Vaccines (01-09)

- 01. Antibiotics
- 02. Penicillin
- 03. Polio vaccine, Salk vaccine, elimination of polio
- 04. Vaccines in general
- 05. Tuberculosis
- 06. Cures for and/or diagnosis of cancer
- 07. Birth control
- 08. Other immunizations or vaccines (e.g., small pox)
- 09. Other breakthroughs in cures, medicines, vaccines

Specific disease but not necessarily mention of
cures for it (10-19)

- 10. Cancer
- 11. AIDS
- 12. Heart disease
- 19. Other Specific Disease

Medicine and Health Related Technological
Advances (20-29)

- 20. Heart transplants
- 21. Other specific transplants or transplants general
(specify)
- 22. Advances in saving premature babies
- 23. Uses of lasers in surgery
- 24. MRI's and CAT scans
- 25. Other technological advances (in health/medicine)

Other Medicine/Health Related Issues (30-39)

- 30. Improvements in nutrition and diet
- 31. Changes in health insurance/medical costs
- 37. Other (RECORD CASE #)

Science (40-49)

- 40. Specific space event (e.g., moon landing)
- 41. Space exploration
- 42. Genetic research--DNA
- 43. Computers
- 44. Nuclear power and weapons, atomic weaponry
- 47. Other science/technology issues (RECORD CASE #)

Other (90-99)

- 95. Personal event
- 97. Other (but priority to 37 or 47)
- 98. No change or don't know

F3a

R's evaluation of event.

This is intended to be coder's estimate of how R would have evaluated the event if asked F5. Draw on both F2 and F3, but do NOT refer to F5.

0. No event in F1 or 97, 98, 99 in F2.
1. Event mostly good
2. Event mostly bad
3. Mixture of good and bad
4. R's evaluation not clear. Int. should ask F5.

F3b

Personal reference. (Priority is 2, 3, 4, in that order)

0. No event in F1, 97, 98, 99
1. No mention of personal reference
2. Self: behavior or material reference e.g. action, financial loss; it allows me to teach values to young people; I was there on Michigan and Trumble; I had an MRI; I won 50 dollars on it; I went to a couple of games; we moved to be close by
3. Neighbors, friends, family reference, not basically including self, e.g., my husband was constantly watching the game; I lost my grandmother to it.
4. Self: psychological reference only, e.g, worry; include remembering if clearly personal (I remember how Detroit was when I was growing up.) To fall in this category, the response should convey either emotion, or definite personal memory. E.g., I can remember when 'bastard' was first on TV; it disgusts me; it means a lot to me. (By contrast, responses beginning with "I think that..." or "I've always felt that..." would NOT be considered "psychological reference to self.") Category 4 has low priority relative to category 2, if both apply.

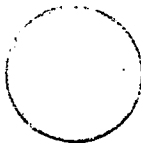
F4 F4. (IF NOT ALREADY GIVEN:) About when did (EVENT FROM F2) (happen/start to happen)?

F5 F5. (IF NOT CLEAR FROM F3:) Would you say (EVENT IN F2) was mostly good or mostly bad?

1. MOSTLY GOOD
2. MOSTLY BAD
3. IF VOLUNTEERED: MIXTURE OF GOOD AND BAD
0. INAP.: CLEAR FROM F3

BRTHYEAR R's BIRTH YEAR (Code bottom two digits from p. 41)

JFCODER Coder's ID.



STION G

SECTION G THEMES

10/31/91

LOG ID

CODER ID

	1	2	3	4	5	6			
G3									
	7	8	9	10	11	12	13		
	atts*	crime	drugs	econ	educ	envr	evts*		
	14	15	16	17	18	19	20		
	family	gndr*	muscst*	ppl*	prej	prot	race*		
	21	22	23	24	25	26	27		
	relg	scie*	sex*	spend	strict	trad	work		
=====									
G6	28	29	30	31	32	33	34		
	atts*	crime	drugs	econ	educ	envr	evts*		
	35	36	37	38	39	40	41		
	family	gndr*	muscst*	ppl*	prej	prot	race*		
	42	43	44	45	46	47	48		
	relg	scie*	sex*	spend	strict	trad	work		
	=====								
G8	49	50	51	52	53	54	55		
	atts*	crime	drugs	econ	educ	envr	evts*		
	56	57	58	59	60	61	62		
	family	gndr*	muscst*	ppl*	prej	prot	race*		
	63	64	65	66	67	68	69		
	relg	scie*	sex*	spend	strict	trad	work		

Section G: Generations-- Theme Codes

10/29/91

The theme codes for the questions G3, G6 and G8 are the same. In each set, the following conventions have generally been used:

Conventions: 1 = no mention of topic
 2 usually = less; opposite of 3.
 3 usually = more; opposite of 2.
 8 usually = can't tell direction

** Exceptions: atts, evnts, gndr, muscst, pple, race, scie, and sex. These are noted on the codesheet with an asterisk.

In all questions,

0 = INAP, DK or NO DIFFERENCE when nothing further is specified.
 If R replies DK or NO DIFFERENCE but goes on to give an answer, the themes should be coded with non-zeros.

In each question, the answer given is coded with respect to the generation that is the object of the question. For example, for G3, which asks about the R's generation, the answer, "There are more drugs today," would be interpreted as "less drugs" for the R's generation, and G3drugs would be coded 2. If the answer to G8 is that "there are fewer job opportunities today" it would be coded G8econ=3, better economic conditions for the parents' generation.

If the generation that the R is describing is not clear in the answer, then the direction of the change cannot be determined. In this case, code the themes mentioned as 8. For example, for G8, which asks about the R's parents' generation, in the answer, "More sexual freedom and drugs," it is not clear whether the R is talking about his own generation or the parents' generation. For this answer, G8sex and G8drugs would both be coded 8.

Var Name

G3. How would you describe your own generation, that is, what makes it different from other generations?

- G3atts. 1. No mention of attitudes
 2. Attitudes or mindset of generation mentioned, NEC; e.g., "crazy," "common sense", "united", "innocent"
- G3crime 1. No mention of crime or safety
 2. Less crime, safer, fewer guns
 3. (More) Crime, less safe, more guns
 8. Mention but direction unclear
- G3drugs 1. No mention of drugs
 2. Less drugs
 3. (More) Drugs; specific mentions of pot, grass, LSD. Excludes mentions of alcoholic drinks.
 8. Mention but direction unclear, e.g., "I didn't use drugs"
- G3econ 1. No mention of economic issues
 2. Harder economic times; fewer jobs, fewer opportunities; higher prices, inflation
 3. Easier economic times; more jobs, more opportunities; lower prices, inflation
 8. Mention but direction unclear
- G3educ 1. No mention of education
 2. Less educated, valued education less; education was not as good
 3. (More) Education, valued education more; education was good/better
 8. Mention but direction unclear
- G3envr 1. No mention of environment
 2. Less concern about environment, fewer problems with the environment
 3. (More) Concern about the environment, more problems with the environment
 8. Mention but direction unclear

- G3evts
1. No mention of specific events
 2. Depression
 3. World War II
 4. Korean war
 5. Vietnam war
 6. Iraq war
 7. Other events, not race-related
 8. Multiple mention of above items.
- G3family
1. No mention of family/marriage as a value
 2. Less family- or marriage-oriented; includes more career-oriented; valued family/marriage less
 3. (More) Family- or marriage-oriented; valued family/marriage more
 8. Mention but direction unclear
- G3gndr
1. No mention of women's roles
 2. Women (and men/family roles) were less traditional in gender roles, less conservative-- e.g., women working and dads at home
 3. Women (and men/family roles) were more traditional in gender roles, more conservative-- e.g., men working and moms at home
 4. Women's movement; women's lib; bra-burning
 5. Women's roles were/are changing (and so were men's)
 7. Other mention of topic
 8. Multiple mentions of above items
- NOTE: If R mentions rigid roles without specifying gender-related roles, code variable G3trad.
- G3muscst
1. No mention of music or styles
 2. Music, dancing, rock stars (Beatles, Elvis, etc.), concerts (Woodstock), "start of rock and roll", etc.
 3. Styles: Clothes, fashions, hair
 5. Both music and styles mentioned

- G3pple
1. No mention of specific people or groups
 2. JFK; assassination of JFK
 3. Hippies/flower children; Haight-Ashbury; love children; people in San Francisco
 4. Yuppies
 5. Baby boomers
 6. "people my age"
 7. Other mention of specific people or groups (e.g., Jane Fonda, greasers), not music-related or race-related
 8. Multiple mentions of above items
- G3prej
1. No mention of prejudice/tolerance
 2. Less prejudiced/more tolerant towards other ethnic and racial groups
 3. More prejudiced/Less tolerant towards other ethnic and racial groups
 8. Mention but direction unclear
- G3prot
1. No mention of protests, activism by groups
 2. Less activism, fewer protests
 3. (More) Activism, protests, including antiwar protests, draft-card burning, draft-dodging, peace movement, college protests. "Peace" alone is not sufficient, since need a reference to group action. Reference should always be to observable protests. If mention "spoke out more" without group activity, code G3trad=2.
 8. Mention but direction unclear
- G3race
1. No mention of race-related topics
 2. "Riots", unspecified; "race riots"/urban riots, including Detroit riot of 1967
 3. Civil Rights movement, including racial marches, bus boycott, blacks getting to vote, etc.
 4. Black leaders-- MLK, Malcolm X
 5. Racial problems
 7. Other or vague mentions of race-related topics, e.g., "race"
 8. Multiple mentions of race-related topics

- G3relg
1. No mention of religion
 2. Less religious
 3. (More) Religious
 8. Mention but direction unclear
- G3scie
1. No mention of science/technological advances
 2. Fewer conveniences of everyday life, including mentions about lack of radios, tv, computers
 3. More conveniences of everyday life, including mentions about lack of radios, tv, computers
 4. Fewer scientific advances, less knowledge about health, science, the world; less technology/inventions (when expressed abstractly)
 5. More scientific advances, more knowledge about health, science, the world; space program, moon landing; more technology/inventions (when expressed abstractly)
 7. Other mentions of science/technology
 8. Multiple mentions of above items
- G3sex
1. No mention of sexual freedom/activity
 2. Less sexual freedom; (results of) AIDS scare; opposite of 3.
 3. (More) Sexual freedom; sexual revolution; free love; pornography; looser sexual mores; pre-marital sex; promiscuity
 4. Young people/children/teenagers having sex and/or babies
 7. Other mention of sex, sexual practices
 8. Multiple mentions of above items

- G3spend
1. No mention of spending and saving
 2. Less spending, more saving, more frugal. Appreciated/preserved a dollar and material goods. Didn't take material comfort/goods for granted. Not materialistic in sense of wanting goods don't really need.
 3. (More) Spending, less saving, less frugal. Materialistic in sense of wanting goods don't really need or in accumulating goods as an end in themselves. Opposite of 2.
 8. Mention but direction unclear

NOTE: Code G3econ when emphasis is on conditions of the times; G3spend when spending habits are mentioned, G3work when work habits are mentioned

- G3strict
1. No mention of strictness
 2. Less strict-- in society or with kids; less authoritarian; more communication with kids
 3. (More) Strict-- in society or with kids; less communication with kids. More authoritarian. Includes "strict" and "stricter" alone.
 8. Mention but direction unclear

- G3trad
1. No mention of liberal/conservative dimensions, including values and morals and social change
 2. Less conservative, more liberal; more freedom of choice, freedom of speech, expression; politically or socially liberal; more choices.
Worse or weaker values/morals.
Social awareness/reform without reference to group protests/action/activism.
Less respect, more rebellious; breaking with the older generation or the old way of doing things
Less patriotic.
 3. (More) Conservative; stick with traditional ways of doing things; more rigid; "saw things in black and white"; more formal. Stronger or better beliefs, values, morals.
(More) Respect for others, authority; less rebellious. Inability to criticize authority figures, e.g., the Pope.
More patriotic.
 8. Mention but direction unclear
- G3work
1. No mention of working, work ethic
 2. Less hard-working; less work ethic; lazy
 3. (More) Hard-working; more work ethic; day's work for a day's pay. Worked hard.
 8. Mention but direction unclear

G6. The next question is about what is sometimes called the "Sixties Generation"-- meaning those people who grew up during the 1960s. What comes to mind when you think about the "Sixties generation"?

- G6atts
1. No mention of attitudes
 2. Attitudes or mindset of generation mentioned, NEC; e.g., "crazy," "common sense", "united", "innocent"
- G6crime
1. No mention of crime or safety
 2. Less crime, safer, fewer guns
 3. (More) Crime, less safe, more guns
 8. Mention but direction unclear
- G6drugs
1. No mention of drugs
 2. Less drugs
 3. (More) Drugs; specific mentions of pot, grass, LSD. Excludes mentions of alcoholic drinks.
 8. Mention but direction unclear, e.g., "I didn't use drugs"
- G6econ
1. No mention of economic issues
 2. Harder economic times; fewer jobs, fewer opportunities; higher prices, inflation
 3. Easier economic times; more jobs, more opportunities; lower prices, inflation
 8. Mention but direction unclear
- G6educ
1. No mention of education
 2. Less educated, valued education less; education was not as good
 3. (More) Education, valued education more; education was good/better
 8. Mention but direction unclear

- G6envr
1. No mention of environment
 2. Less concern about environment, fewer problems with the environment
 3. (More) Concern about the environment, more problems with the environment
 8. Mention but direction unclear
- G6evts
1. No mention of specific events
 2. Depression
 3. World War II
 4. Korean war
 5. Vietnam war
 6. Iraq war
 7. Other events, not race-related
 8. Multiple mention of above items
- G6famly
1. No mention of family/marriage as a value
 2. Less family- or marriage-oriented; includes more career-oriented; valued family/marriage less
 3. (More) Family- or marriage-oriented; valued family/marriage more
 8. Mention but direction unclear
- G6gndr
1. No mention of women's roles
 2. Women (and men/family roles) were less traditional in gender roles, less conservative-- e.g., women working and dads at home
 3. Women (and men/family roles) were more traditional in gender roles, more conservative-- e.g., men working and moms at home
 4. Women's movement; women's lib; bra-burning
 5. Women's roles were/are changing (and so were men's)
 7. Other mention of topic
 8. Multiple mentions of above items

NOTE: If R mentions rigid roles without specifying gender-related roles, code variable G6trad.

- G6muscst
1. No mention of music or styles
 2. Music, dancing, rock stars (Beatles, Elvis, etc.), concerts (Woodstock), "start of rock and roll", etc.
 3. Styles: Clothes, fashions, hair
 5. Both music and styles mentioned
- G6pple
1. No mention of specific people or groups
 2. JFK; assassination of JFK
 3. Hippies/flower children; Haight-Ashbury; love children; people in San Francisco
 4. Yuppies
 5. Baby boomers
 6. "people my age"
 7. Other mention of specific people or groups (e.g., Jane Fonda, greasers), not music-related or race-related
 8. Multiple mentions of above items
- G6prej
1. No mention of prejudice/tolerance
 2. Less prejudiced/more tolerant towards other ethnic and racial groups
 3. More prejudiced/Less tolerant towards other ethnic and racial groups
 8. Mention but direction unclear
- G6prot
1. No mention of protests, activism by groups
 2. Less activism, fewer protests
 3. (More) Activism, protests, including antiwar protests, draft-card burning, draft-dodging, peace movement, college protests. "Peace" alone is not sufficient, since need a reference to group action. Reference should always be to observable protests. If mention "spoke out more" without group activity, code G6trad=2.
 8. Mention but direction unclear

- G6race
1. No mention of race-related topics
 2. "Riots", unspecified; "race riots"/urban riots, including Detroit riot of 1967
 3. Civil Rights movement, including racial marches, bus boycott, blacks getting to vote, etc.
 4. Black leaders-- MLK, Malcolm X
 5. Racial problems
 7. Other or vague mentions of race-related topics, e.g., "race"
 8. Multiple mentions of race-related topics
- G6relg
1. No mention of religion
 2. Less religious
 3. (More) Religious
 8. Mention but direction unclear
- G6scie
1. No mention of science/technological advances
 2. Fewer conveniences of everyday life, including mentions about lack of radios, tv, computers
 3. More conveniences of everyday life, including mentions about lack of radios, tv, computers
 4. Fewer scientific advances, less knowledge about health, science, the world; less technology/inventions (when expressed abstractly)
 5. More scientific advances, more knowledge about health, science, the world; space program, moon landing; more technology/inventions (when expressed abstractly)
 7. Other mentions of science/technology
 8. Multiple mentions of above items
- G6sex
1. No mention of sexual freedom/activity
 2. Less sexual freedom; (results of) AIDS scare; opposite of 3.
 3. (More) Sexual freedom; sexual revolution; free love; pornography; looser sexual mores; pre-marital sex; promiscuity
 4. Young people/children/teenagers having sex and/or babies
 7. Other mention of sex, sexual practices
 8. Multiple mentions of above items

- G6spend
1. No mention of spending and saving
 2. Less spending, more saving, more frugal. Appreciated/preserved a dollar and material goods. Didn't take material comfort/goods for granted. Not materialistic in sense of wanting goods don't really need.
 3. (More) Spending, less saving, less frugal. Materialistic in sense of wanting goods don't really need or in accumulating goods as an end in themselves. Opposite of 2.
8. Mention but direction unclear

NOTE: Code G6econ when emphasis is on conditions of the times; G6spend when spending habits are mentioned, G6work when work habits are mentioned.

- G6strict
1. No mention of strictness
 2. Less strict-- in society or with kids; less authoritarian; more communication with kids
 3. (More) Strict-- in society or with kids; less communication with kids. More authoritarian. Includes "strict" and "stricter" alone.
8. Mention but direction unclear

- G6trad
1. No mention of liberal/conservative dimensions, including values and morals and social change
 2. Less conservative, more liberal; more freedom of choice, freedom of speech, expression; politically or socially liberal; more choices.
Worse or weaker values/morals.
Social awareness/reform without reference to group protests/action/activism.
Less respect, more rebellious; breaking with the older generation or the old way of doing things
Less patriotic.
 3. (More) Conservative; stick with traditional ways of doing things; more rigid; "saw things in black and white"; more formal. Stronger or better beliefs, values, morals.
(More) Respect for others, authority; less rebellious. Inability to criticize authority figures, e.g., the Pope.
More patriotic.
 8. Mention but direction unclear
- G6work
1. No mention of working, work ethic
 2. Less hard-working; less work ethic; lazy
 3. (More) Hard-working; more work ethic; day's work for a day's pay. Worked hard.
 8. Mention but direction unclear

G8. Thinking about your parents' generation, in what way was it different from your own generation in terms of beliefs and values?

- G8atts
1. No mention of attitudes
 2. Attitudes or mindset of generation mentioned, NEC; e.g., "crazy," "common sense", "united", "innocent"
- G8crime
1. No mention of crime or safety
 2. Less crime, safer, fewer guns
 3. (More) Crime, less safe, more guns
 8. Mention but direction unclear
- G8drugs
1. No mention of drugs
 2. Less drugs
 3. (More) Drugs; specific mentions of pot, grass, LSD. Excludes mentions of alcoholic drinks.
 8. Mention but direction unclear, e.g., "I didn't use drugs"
- G8econ
1. No mention of economic issues
 2. Harder economic times; fewer jobs, fewer opportunities; higher prices, inflation
 3. Easier economic times; more jobs, more opportunities; lower prices, inflation
 8. Mention but direction unclear
- G8educ
1. No mention of education
 2. Less educated, valued education less; education was not as good
 3. (More) Education, valued education more; education was good/better
 8. Mention but direction unclear
- G8envr
1. No mention of environment
 2. Less concern about environment, fewer problems with the environment
 3. (More) Concern about the environment, more problems with the environment
 8. Mention but direction unclear

- G8evts
1. No mention of specific events
 2. Depression
 3. World War II
 4. Korean war
 5. Vietnam war
 6. Iraq war
 7. Other events, not race-related
 8. Multiple mention of above items
- G8family
1. No mention of family/marriage as a value
 2. Less family- or marriage-oriented; includes more career-oriented; valued family/marriage less
 3. (More) Family- or marriage-oriented; valued family/marriage more
 8. Mention but direction unclear
- G8gndr
1. No mention of women's roles
 2. Women (and men/family roles) were less traditional in gender roles, less conservative-- e.g., women working and dads at home
 3. Women (and men/family roles) were more traditional in gender roles, more conservative-- e.g., men working and moms at home
 4. Women's movement; women's lib; bra-burning
 5. Women's roles were/are changing (and so were men's)
 7. Other mention of topic
 8. Multiple mentions of above items
- NOTE: If R mentions rigid roles without specifying gender-related roles, code variable G8trad.
- G8muscst
1. No mention of music or styles
 2. Music, dancing, rock stars (Beatles, Elvis, etc.), concerts (Woodstock), "start of rock and roll", etc.
 3. Styles: Clothes, fashions, hair
 5. Both music and styles mentioned

- G8pple
1. No mention of specific people or groups
 2. JFK; assassination of JFK
 3. Hippies/flower children; Haight-Ashbury; love children; people in San Francisco
 4. Yuppies
 5. Baby boomers
 6. "people my age"
 7. Other mention of specific people or groups (e.g., Jane Fonda, greasers), not music-related or race-related
 8. Multiple mentions of above items
- G8prej
1. No mention of prejudice/tolerance
 2. Less prejudiced/more tolerant towards other ethnic and racial groups
 3. More prejudiced/Less tolerant towards other ethnic and racial groups
 8. Mention but direction unclear
- G8prot
1. No mention of protests, activism by groups
 2. Less activism, fewer protests
 3. (More) Activism, protests, including antiwar protests, draft-card burning, draft-dodging, peace movement, college protests. "Peace" alone is not sufficient, since need a reference to group action. Reference should always be to observable protests. If mention "spoke out more" without group activity, code G8trad=2.
 8. Mention but direction unclear
- G8race
1. No mention of race-related topics
 2. "Riots", unspecified; "race riots"/urban riots, including Detroit riot of 1967
 3. Civil Rights movement, including racial marches, bus boycott, blacks getting to vote, etc.
 4. Black leaders-- MLK, Malcolm X
 5. Racial problems
 7. Other or vague mentions of race-related topics, e.g., "race"
 8. Multiple mentions of race-related topics

- G8relg
1. No mention of religion
 2. Less religious
 3. (More) Religious
 8. Mention but direction unclear
- G8scie
1. No mention of science/technological advances
 2. Fewer conveniences of everyday life, including mentions about lack of radios, tv, computers
 3. More conveniences of everyday life, including mentions about lack of radios, tv, computers
 4. Fewer scientific advances, less knowledge about health, science, the world; less technology/inventions (when expressed abstractly)
 5. More scientific advances, more knowledge about health, science, the world; space program, moon landing; more technology/inventions (when expressed abstractly)
 7. Other mentions of science/technology
 8. Multiple mentions of above items
- G8sex
1. No mention of sexual freedom/activity
 2. Less sexual freedom; (results of) AIDS scare; opposite of 3.
 3. (More) Sexual freedom; sexual revolution; free love; pornography; looser sexual mores; pre-marital sex; promiscuity
 4. Young people/children/teenagers having sex and/or babies
 7. Other mention of sex, sexual practices
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- G8spend
1. No mention of spending and saving
 2. Less spending, more saving, more frugal. Appreciated/preserved a dollar and material goods. Didn't take material comfort/goods for granted. Not materialistic in sense of wanting goods don't really need.
 3. (More) Spending, less saving, less frugal. Materialistic in sense of wanting goods don't really need or in accumulating goods as an end in themselves. Opposite of 2.
 8. Mention but direction unclear

NOTE: Code G8econ when emphasis is on conditions of the times; G8spend when spending habits are mentioned, G8work when work habits are mentioned.

- G8strict
1. No mention of strictness
 2. Less strict-- in society or with kids; less authoritarian; more communication with kids
 3. (More) Strict-- in society or with kids; less communication with kids. More authoritarian. Includes "strict" and "stricter" alone.
 8. Mention but direction unclear

- G8trad
1. No mention of liberal/conservative dimensions, including values and morals and social change
 2. Less conservative, more liberal; more freedom of choice, freedom of speech, expression; politically or socially liberal; more choices.
Worse or weaker values/morals.
Social awareness/reform without reference to group protests/action/activism.
Less respect, more rebellious; breaking with the older generation or the old way of doing things
Less patriotic.
 3. (More) Conservative; stick with traditional ways of doing things; more rigid; "saw things in black and white"; more formal. Stronger or better beliefs, values, morals.
(More) Respect for others, authority; less rebellious. Inability to criticize authority figures, e.g., the Pope.
More patriotic.
 8. Mention but direction unclear
- G8work
1. No mention of working, work ethic
 2. Less hard-working; less work ethic; lazy
 3. (More) Hard-working; more work ethic; day's work for a day's pay. Worked hard.
 8. Mention but direction unclear

10/21/91

Section G: Generations

Var name

G1 G1. Now I have a few questions about generations. By a "generation" we mean people who grew up in the same time period. Do you think of yourself as belonging to a particular generation?

1. Yes
5. No
8. DK
9. NA

G2 G2. What generation is that? (How would you name it or refer to it?)

Baby Boomers (01-09)

01. Baby boomer (NFS)
02. WWII linked with Baby Boomer: Post-WWII baby boom
03. Time frame given: Early baby boom
04. Time frame given: Late baby boom; tail-end of baby boom
05. "Baby bust" or " after the baby boom"
06. Baby boomers and yuppies

The Sixties Generation (10-19)

10. Sixties generation, NFS
11. Hippies
12. Early Sixties
13. Tail end of Sixties
14. Vietnam/Vietnam era
16. 1960's and 1970's; late 60's, early 70's

Reference to decade/time (20-29)

20. 1920s
21. 1930s
22. 1940s; 1940s-1950s
23. 1950s
(1960s: code 10-19)
24. 1970s
25. 1980s
26. 1990s
27. Other time reference
28. 1950s to/and 1960s

Describe own generation in personal terms or relative to other generations (30-39)

30. Self-oriented: My generation, people my age, the twenty-something generation, the thirty-something generation
31. Younger generation

- 32. Middle generation
- 33. Older generation: senior citizens, old school, old
- 34. Current generation: Today's generation
- 39. Reference to; other generation, NEC; reference is made but object of reference is vague or uncertain: e.g. "producers of baby boomer," "5 years before the yuppies" "pre-baby boomer"

War Generation (40-49)

- 40. World War I
- 41. World War I baby
- 42. World War II
- 43. World War II baby
- 44. Post World War II generation
- 49. General war comments: war baby, war unspecified; post war, war unspecified

Depression Generation (50-59)

- 50. Depression (NFS)
- 51. Depression with mention of World War II
- 52. Children of Depression
- 53. Pre Depression
- 54. Post Depression

Cultural/technological references (60-69)

- 60. Computer generation
- 61. The generation before television
- 62. Music: Rock and Roll generation, Woodstock Generation
- 63. Cultural: Drug generation, in between hippies and yuppies
- 67. Other reference to technology or culture (MAKE A CARD) e.g. space generation
- 70. Yuppies; beginning or end of the yuppies (if "and baby boomers" see 01-09)
- 90. Other, vague: Reference to unspecified or unrecognizable generation; hard-working generation, very good generation, Cornucopia generation, a free generation, the best in the world
- 97. Other, specific mention (MAKE A CARD)
- 00. INAP: G1 coded 5, 8, or 9
- 98. DK
- 99. NA

G3. How would you describe your own generation-- that is, what makes it different from other generations?

G3a-d FIRST FOUR MENTIONS, IN ORDER MENTIONED --
USE GENERATIONS MASTER CODE

000. INAP: G1 coded 5, 8, or 9

G3e G2/G3. Reference to another generation: From answers to G2 and G3 together, code whether respondent defined his/her generation by clear contrast with another generation.

1. Contrast made with the Sixties generation: Not like 60s generation, not like hippies, Post-60s, Pre-60s
2. Contrast made with Baby Boomers: Pre-Baby Boomer, Post-Baby Boomer
3. Contrast made with World War II generation: Pre-WWII, Post-WWII
4. Contrast made with Older Generation: Not like (like) older (parent's) generation
5. Contrast with Today's Generation or Younger Generation(s): Not like (like) today's generation, not like people today
6. Contrast with both older and younger generations
9. No contrast used, no clear object
0. INAP: G1 coded 5, 8, or 9

G3f CODER EVALUATION OF RESPONSE TO G3: Estimate how the R would evaluate his or her generation, based on what is said in G3, G6, and G8.

1. R's generation mostly good
2. R's generation mostly bad
3. Mixture of good and bad
4. No better or worse; same
8. No clue: answer has no affect
9. NA
0. INAP: G1 coded 5, 8, or 9

G4 How strongly do you feel a part of your generation: very strongly, somewhat strongly, or not very strongly?

1. Very strongly
2. Somewhat strongly
3. Not very strongly
8. DK
9. NA
0. INAP: G1 coded 5, 8, or 9

G5

INTERVIEWER CHECKPOINT

1. R CLASSIFIED SELF INTO "SIXTIES GENERATION" TO G2
2. ALL OTHERS
9. NA (use only if G1 to G7 were all skipped)

G6. This next question is about what is sometimes called the "Sixties Generation" -- meaning those people who grew up during the 1960s. What comes to mind when you think about the "Sixties generation"?

G6a-d

FIRST FOUR MENTIONS, IN ORDER MENTIONED -- USE GENERATIONS MASTER CODE

000. INAP: G5 coded 1

G6e

Personal reference in response to G6

1. No personal reference
2. Personal experience with Sixties events: identifies self as member of Sixties generation; I participated in demonstrations; I was in Vietnam; my son was in Vietnam
3. Purely personal reference/family life: I retired in the 1960s; my daughter was born; I was in college; I didn't pay attention to what was going on
9. NA/DK for G6
0. INAP: G5 coded 1

G6f

CODER EVALUATION OF RESPONSE TO G6: Estimate how the R would evaluate the Sixties generation, based solely on what is said in G3, G6, and G8. Do not refer to G7.

1. Sixties generation mostly good
2. Sixties generation mostly bad
3. Mixture of good and bad
4. No better or worse; same
7. R did not understand, or did not answer, the question, or was talking about some other time period; for example, R mentions things that are completely unrelated to the 1960s -- big band era, the Charleston, rumble seats, the Depression
8. No clue: answer has no affect
9. NA
0. INAP: G5 coded 1

G7 G7. Overall, do you think that the effects of the Sixties generation were mostly good or mostly bad?

1. Mostly good
2. Mostly bad
3. Mixture (Volunteered)
8. DK
9. NA

G8. Thinking about your parents' own generation, in what way was it different from your own generation in terms of beliefs and values?

G8a-d FIRST FOUR MENTIONS, IN ORDER MENTIONED --
USE GENERATIONS MASTER CODE

G8e CODER EVALUATION OF RESPONSE TO G8: Estimate how the R would evaluate the parents' generation, based on what is said in G3, G6, and G8.

1. Parents' generation mostly good
2. Parents' generation mostly bad
3. Mixture of good and bad
4. No better or worse; same
8. No clue: answer has no affect
9. NA

CODER Coder identification code

51. Juan Battle
52. Tim Beebe
53. Tom Carson
54. Kim Cartwright
55. Christine Edgar
56. Margaret Evans
57. Peter Forbes
58. Carolyn Holmes
59. Susan Jekielek
60. Maria Krysan
61. Theresa Norgard
62. Tom Oko
63. Steve Schecterman
64. Dina Smeltz
65. Sharon Stash
66. Bob White
67. Diane Willimack66
68. Howard Schuman
69. Bill Rodgers
70. Cheryl Rieger
71. Laura Lee Thompson

GENERATIONS MASTER CODE

Code up to four mentions from the responses to questions G3, G6, and G8, taking the mentions in the order given by R except that codes are not to be used more than once for the same respondent. For example, if an R said "long hair, the Beatles, weird clothes, rock and roll," only two codes (102 and 103) would be listed.

NOTE: If codes imply a comparison, the generation described in the question should be compared to other generations: that is, in G3 it is R's generation; in G6 it is the Sixties generation; and in G8 it is R's parents' generation. Thus, if a response to G3 is that "kids today are more materialistic than we were," this should be coded 342 -- R's generation is less materialistic than another generation with which it is being compared.

000. INAP; no further mentions

Cultural Elements (101-109)

- 101. Hippies/Flower Children: specific use of those words; also, beatniks, flower kids, flower people, counterculture; Haight Ashbury
- 102. Fashion and appearance: long hair; bell bottoms; love beads; miniskirts; go-go boots; people dressed badly; wore wild/weird clothes
- 103. Fashion (if Woodstock, code 241): rock and roll; names of specific musicians and groups (e.g., the Beatles, the Supremes, Bob Dylan, Elvis); acid rock; Motown; dancing; concerts
- 104. More drugs: general references to drugs; people (of that generation) do/did drugs; drugs more widespread; names of specific drugs (e.g., acid, LSD, marijuana); everybody gets/got high
- 105. Less drugs: less, or no drugs or drug usage; did not have to worry about drugs
- 106. Entertainment: references to TV shows, movies; sports; less/more restrictions in film and magazines
- 107. Cars
- 109. Other cultural element, NEC (MAKE A CARD; slogans of the 60's (Tune in, turn on, drop out; Don't trust anyone over 30)

Prominent People/and groups (201-209)

- 201. John F. Kennedy (if Kennedy assassination, code 231; if other members of Kennedy family, code 209): JFK, JFK was President, President Kennedy

- 202. Martin Luther King (if King assassination, code 232)
- 203. Malcolm X any mention of Malcolm X; assassination of Malcolm X
- 204. Yuppies, Preppies, any reference
- 205. Baby boomers
- 209. Other prominent people or groups: any other public figures or celebrities; Timothy Leary; Jane Fonda (Hanoi Jane); Twiggy; the Kennedys (except John F. Kennedy), Greasers (MAKE A CARD)

Important events (220-249)

- 221. World War I
- 222. The Depression
- 223. World War II
- 224. Korean War
- 225. Vietnam War (if antiwar protests, peace movement, or draft dodgers, code 252)
- 226. Multiple or vague wars mentioned
- 227. Iraq War
- 231. John F. Kennedy assassination: JFK was killed
- 232. Martin Luther King assassination
- 233. Detroit riots, 1967 (if other riots, code 234)
- 234. Other riots (if 1967 Detroit riots, code 233): Watts riots; any other specifically named riot; lots of riots; rioting in the streets
- 235. Racial issues (if riots, code 233 or 234): desegregation; busing; white flight; racial tension
- 241. Woodstock: specifically uses the word Woodstock
- 242. Space exploration; man in space, moon landing
- 248. Lack of any major events (e.g., #221-242) mentioned--"less happened"
- 249. Other events, "more happened"; any other events mentioned--eg., Kent State

Movements/Activism (250-259)

- 250. Protests/demonstrations, NEC: general reference to protest without mentioning a specific movement; e.g., people protesting all the time, picket lines, protests, anti-everything, marches
- 251. Civil rights movement/demonstrations (if Black Power or Black Panthers, code 259)
- 252. Anti-Vietnam war movement: protests; draft dodgers; peace movement
- 253. Women's movement/feminism: women's lib; women's libbers; bra-burners; feminists

- 258. Less protesting, activism
- 259. Other specific movements/protests/demonstrations, NEC: any specific movement not listed above; e.g., environmental, gay rights, animal rights, back to the land, Black Power, Black Panthers (MAKE A CARD)

Attitudes toward others (300-319)

- 300. More tolerant of others, NFS or NEC: less prejudiced, fewer stereotypes, more tolerance of diversity
- 301. Less tolerant of others, NFS or NEC: more prejudiced, more stereotypes, less tolerance of diversity
- 302. More tolerant of other religions
- 303. Less tolerant of other religions
- 304. More tolerant of other racial groups
- 305. Less tolerant of other racial groups
- 306. More tolerant of other ethnic groups
- 307. Less tolerant of other ethnic groups
- 308. Gender roles less rigid
- 309. Gender roles more rigid

Attitudes, beliefs, values (320-359)

- 320. General or unspecified attitudes, beliefs, and/or values, e.g, "lost", "wise", "crazy", "common sense"
- 321. More sexual freedom: promiscuity; free love; living together; love-in; the pill; premarital sex
- 322. Less sexual freedom: sexual values more conservative; no living together before marriage
- 323. Moral decline, including values
- 324. Higher morals, higher values
- 325. More freedom: freedom of choice; increased civil liberties; more individualism; "do your own thing"; freedom of expression; people loosened up; pursue happiness
- 326. Less freedom: converse of code 325
- 327. Self-centered: spoiled; "me" generation; bitchy; whiners; lack of self-discipline; less concerned about respect for others
- 328. Less self-centered, more concerned about/more respect for others: converse of code 327
- 331. Politically conservative: people more conservative in their politics
- 332. Politically liberal: people more liberal, radical in their politics
- 333. Patriotism; more patriotic
- 334. Less patriotism; decline in patriotism

- 335. Peace (if anti-Vietnam war, peace movement, code 252): vague mentions of peace, love, harmony; "peace and love"; peace signs
- 336. More idealism, social consciousness: social awareness; social responsibility; standing up for what believe in
- 337. Less idealism: converse of code 336
- 341. Materialism: more materialistic, more concerned about money, possessions, jobs that pay well
- 342. Less materialistic: rejection of materialism, less concerned about money
- 343. Stronger traditional values: church, "honest day's work for honest day's pay"; value education; friendlier; stronger work ethic; work(ed) harder, longer
- 344. Weaker traditional values: converse of 343; rejection of traditional values; weaker work ethic; work(ed) less, lazy
- 345. Simple(r) lifestyle: slower paced, more relaxed, laid back, less of a rat race, not as busy
- 346. More complex lifestyle: more stress, faster paced
- 347. Respect: for authority, for elders
- 348. Lack of respect: for authority, for elders
- 349. More gullible, more innocent, more naive
- 350. Less gullible, less innocent, less naive
- 351. Rebellion; more rebellious (personal, or not specified; if societal-level, code 821)
- 352. Less rebellious
- 353. "Lost"/"Confused"
- 359. Other mention of attitudes, beliefs, or values (MAKE A CARD)

Family, marriage, parenthood (360-369)

- 360. More family-oriented; family more important
- 361. Less family-oriented; family less important; choose a career rather than kids; not necessary to have kids
- 370. Marriage more important; less willing to divorce
- 371. Marriage less important; more willing to divorce
- 372. More important to marry someone of same religion, race
- 373. Less important to marry someone of same religion, race
- 374. Norm to marry at younger ages
- 375. Norm to marry at older ages
- 380. People were/are "better" parents, NFS
- 381. People were/are "worse" parents, NFS
- 382. More strict with children; less permissive; listen less to kids

- 383. Less strict with children; more permissive; listen more to kids
- 384. More overprotective of children
- 385. Less protective of children
- 386. Children more respectful for their parents
- 387. Children less respectful for their parents
- 389. Other mentions of family, marriage, or parenthood (MAKE A CARD) e.g. harder to grow up

Environmental Attitudes (390-399)

- 390. More concerned about the environment
- 391. Less concerned about the environment

Technology (400-419)

- 400. Science, research, medicine, NEC: more important, more advanced
- 401. Science, research, medicine, NEC: less important, less advanced
- 402. Media, television, mass communications: more important, more advanced
- 403. Media, television, mass communications: less important, less advanced
- 404. Everyday conveniences, appliances: more important, more advanced, more common
- 405. Everyday conveniences, appliances: less important, less advanced, less common
- 406. Computers: more important, more advanced, more common
- 407. Computers: less important, less advanced, less common
- 409. Other (specific) mentions of technology, progress (MAKE A CARD)

Economy (500-509)

- 501. Poor economic conditions; decline of the economy: that's when the economy started getting worse; high unemployment; high inflation
- 502. Good economic conditions; improvement in the economy; times were easier; everybody had a job; inflation was lower
- 503. People more frugal; spent less; saved more
- 504. People less frugal; spent more; saved less; more debts; too much/easy credit; "instant gratification"
- 509. Other mention of work/accomplishment/NEC

Environment (601-609)

- 600. Environmental changes, NEC
- 601. Environmental better
- 602. Environmental worse

Miscellaneous (800-819)

- 801. More crime and violence: general reference to crime; crime started to get bad then; lots of violence (if reference is only to drugs, not to crime or violence, code 104)
- 802. Less crime and violence: there wasn't as much crime/violence/drugs then; didn't have to worry about crime; people felt safer (if reference is only to drugs, not to crime or violence, code 105)
- 811. More fun, good times: general reference to fun; we/they had more fun
- 812. Less fun, fewer good times: general reference to lack of fun; we/they had less fun
- 821. More chaos, unrest, instability: time of change; seems like world went crazy; upheaval
- 822. More orderly, less chaos
- 831. Personal references: R talked about self, family, friends; e.g., my son was born then; I was in college; my husband retired then; my friends and I protested everything; my brother was in Vietnam
- 832. References to an age group or age
- 841. Health issues: health or health care issues; including mention of specific diseases; alcohol abuse
- 851. Better education, schools, teachers; improvement in education
- 852. Worse education, schools, teachers; decline in education
- 861. More people, more births; associated growth in goods and services
- 862. Fewer people, fewer births; associated decline in demand for goods and services
- 870. Time period specific--e.g. "40-45"
- 871. Problems in or decline of U.S., NEC
- 872. More problems, NEC
- 873. "Better", NEC
- 874. Race--related items, NEC
- 996. No difference; the same

- 997. Other, NEC (MAKE A CARD)

- 998. DK
- 999. NA

SECTION H

Section H: BACKGROUND QUESTIONS

Var Name

H1. This next set of questions is about your own background. From what other countries or parts of the world did your ancestors come? (IF R RESPONDS "American," SAY "What was it before coming to America?"

H1a FIRST MENTION

H1B SECOND MENTION USE NATIONALITY CODES BELOW

H1c THIRD MENTION

- | | |
|-----------------------|--------------------------------------------------|
| 01. Africa | 22. Puerto Rico |
| 02. Austria | 23. Russia (USSR) |
| 03. Canada (French) | 24. Scotland |
| 04. Canada (Other) | 25. Spain |
| 05. China | 26. Sweden |
| 06. Czechoslovakia | 27. Switzerland |
| 07. Denmark | 28. West Indies |
| 08. England and Wales | 29. American Indian |
| 09. Finland | 30. India |
| 10. France | 31. Portugal |
| 11. Germany | 32. Lithuania |
| 12. Greece | 33. Yugoslavia |
| 13. Hungary | 34. Romania |
| 14. Ireland | 35. Belgium |
| 15. Italy | 36. Arabic, Turkey, MiddleEast other than Israel |
| 16. Japan | 37. Other Spanish |
| 17. Mexico | 38. West Indies |
| 18. Netherlands | 95. America, US state or region |

H2. (IF MORE THAN ONE COUNTRY NAMED:) Which one of those countries do you feel closer to?

USE NATIONALITY CODES ABOVE

IF ONLY ONE COUNTRY MENTIONED TO H1, CODE IT HERE ALSO.

IF R REFUSES TO CHOOSE BETWEEN TWO OR MORE COUNTRIES, CODE AS 96.

Race H3. (RB, P. 8) Please choose from this page the number that best describes your race or ethnic group.

1. WHITE
2. BLACK
3. AFRICAN-AMERICAN
4. ASIAN
5. AMERICAN INDIAN, NATIVE AMERICAN
6. OTHER (SPECIFY)

H4 H4. Are you Protestant, Catholic, Jewish, some other religion, or do you not have a preference?

1. PROTESTANT
2. CATHOLIC
3. JEWISH
5. ATHEIST; AGNOSTIC; NO PREFERENCE
7. OTHER (SPECIFY)

NOTE
inversion of
numbering in
questionnaire

H4a H4a. What specific denomination is that?

NOTE: Code here also the denomination or religion of all those coded 7 to H4.

Codes

00. INAP.: R IS CODED 2, 3, OR 5 IN H4.

BAPTIST

10. American Baptist Association
11. American Baptist Association
12. National Baptist Convention Of America
13. National Baptist Convention, U.S.A., Inc.
14. Southern Baptist Convention
15. Other Baptist Churches
18. Baptist, Don't Know Which, or not mentioned

METHODIST

20. African Methodist Episcopal Church
21. African Methodist Episcopal Zion Church
22. United Methodist Church
23. Other Methodist Churches
28. Methodist, Don't Know Which, or not mentioned

LUTHERAN

30. American Lutheran Church
31. Lutheran Church in America
32. Lutheran Church -- Missouri Synod
33. Wisconsin Evangelical Lutheran Church

- 34. Other Lutheran Churches
- 38. Lutheran, Don't Know Which, or not mentioned.

PRESBYTERIAN

- 40. Presbyterian Church in the U.S.A.
- 41. United Presbyterian Church in the U.S.A.
- 43. Other Presbyterian Churches
- 48. Presbyterian, Don't Know Which, or not mentioned
- 50. Episcopal Church

OTHER CHRISTIAN - CODE FROM ATTACHED DENOMINATION LIST

- 61. OTHER FUNDAMENTALIST (F)
- 62. OTHER MODERATE (M)
- 63. OTHER LIBERAL (L)
- 64. OTHER EVANGELICAL (E)
- 65. OTHER UNKNOWN (X)
- 71. OTHER CATHOLIC (e.g., Greek or Russian Orthodox)

NON-PROTESTANT/NON-CHRISTIAN

- 81. Muslim, Islam
- 82. Buddhist
- 83. Other Non-Protestant/Non Christian

DENOMINATION LIST

Advent Christian (F)
 African Methodist (M)
 American Reform (M)
 Amish (F)
 Apostolic Christian (F)
 Apostolic Faith (F)
 Assembly of God (F)
 Baptist (Northern) (L)
 Bible Missionary (F)
 Brethren Church, Brethern (M)
 Brethren, Plymouth (F)
 Calvary Bible (X)
 Camelite (X)
 Chapel of Faith (X)
 Charismatic (F)
 Christ Adelprians (F)
 Christ Cathedral of Truth (X)
 Christ in Christian Union (F)
 Christian & Missionary Alliance (F)
 Christian Calvary Chapel (F)
 Christian Catholic (F)
 Christian Disciples (M)
 Christian Reform (F)
 Christain Scientist (F)
 Christian; Central Christian (M)
 Church of the First Born (X)
 Church of Christ (F)
 Church of Christ, Evangelical (F)
 Church of God in Christ Holiness (F)
 Church of God in Christ (F)
 Church of Prophecy (F)
 Church of the Living God (F)
 Church of God, Saint & Christ (L)
 Churches of God
 Community Church (F)
 Congregationalist, 1st Congreg. (L)
 Disciples of Christ (M)
 Disciples of God (X)
 Dutch Reform (M)
 Eden Evangelist (F)
 Evangelical, Any (F)
 Faith Gospel Tabernacle (F)
 Federated Church (X)
 First Christian Disciples of Christ (M)
 First Christian (M)
 First Reformed (M)
 Four Square Gospel (F)
 Free Methodist (F)
 Free Will Baptist (F)
 Friends (L)
 Full Gospel (F)
 Grace Brethren (F)
 Grace Reformed (X)
 Holiness (Nazarene) (F)
 Holiness Church of God (F)
 Holy Roller (F)
 House of Prayer (X)
 Hungarian Reformed (L)
 Ind. Bible, Bible, Bible Fellowship (F)
 Independent (X)
 Jehovah's Witnesses (F)
 Latvian Lutheran (L)
 Latter Day Saints (F)
 Church of Jesus Christ Latter Day Saints (F)
 Latter Day Saints--Mormon (F)
 Mennonite, Mennonite Brethren (F)
 Mission Covenant (F)
 Missionary Baptist (F)
 Missionary Church (F)
 Moravian (L)
 Mormon (F)
 Nazarene (F)
 New Testament Christian (X)
 Open Bible (F)
 Other Fundamentalist (F)
 Pentecostal, Any (F)
 Pilgrim Holiness (F)
 Polish National Church (L)
 Quaker (L)
 Reformed (M)
 Reformed Church of Christ (X)
 Reformed United Church of Christ (L)
 Religious Science (L)
 Salvation Army (F)
 Sanctified, Sanctification (F)
 Seventh Day Adventist (F)
 Spirtualist (L)
 Swedish Mission (L)
 The Church of God of Prophecy (F)
 The Way Ministry (X)
 Triumph Church of God (F)
 Unitarian, Univeralist (L)
 United Brethren, U.B. in Christ (F)
 United Church of Christianity (L)
 United Church of Canada (L)
 United Church of Christ (L)
 United Church, Unity Church (X)
 United Holiness (F)
 Unity (X)
 Wesleyan (F)
 Wesleyan Methodist--Pilgrim (F)
 Witness Holiness (F)
 Worldwide Church of God (F)
 Zion Union (M)
 Zion Union Apostolic (M)
 Zion Union Apostolic--Reformed (M)

H4b

H4b. Was your parent's religious preference Protestant, Catholic, Jewish, or something else?

0. INAP.: R IS CODED 1,2,3, OR 7 IN H4
1. PROTESTANT
2. CATHOLIC
3. JEWISH
4. COMBINATION: PROTESTANT-CATHOLIC
5. COMBINATION: PROTESTANT-JEWISH
6. COMBINATION: CATHOLIC-JEWISH
7. OTHER (MAKE CARD); INCLUDE HERE P PARENTS DIFFERED (i.e., combination)
8. ATHEIST, AGNOSTIC, NO PREFERENCE

H5

H5. Do you attend religious services every week, almost every week, once or twice a month, a few times a year, or never?

1. EVERY WEEK
2. ALMOST EVERY WEEK
3. ONCE OR TWICE A MONTH
4. A FEW TIMES A YEAR
5. NEVER

H6

H6. Are you currently married, widowed, divorced, separated, or have you never been married?

1. MARRIED AND LIVING WITH SPOUSE (OR IN SERVICE)
2. WIDOWED
3. DIVORCED
4. SEPARATED
5. NEVER MARRIED
6. IF VOL: OTHER

H7

H7. Do you have any children?

1. YES
2. NO --> GO TO H9

H8

CODE EXACT NUMBER OF CHILDREN, WITH 8=8 OR MORE, AND 0=INAP.: NO (CHILDREN) TO H7.

H8a

Code Age of Youngest child. (ALSO CODE AGE HERE IF ONLY ONE CHILD, AND CODE 00 IN COLS. 20-21.)

H8B

Code Age of Oldest Child

ROUND MONTHS UP IN ALL CASES

- H9 H9. What is the highest grade of school or
 year of college you have completed?

 Code exact number: 00 to 17=17+
- H9a H9a. Did you get a high school diploma or
 pass a high school equivalency test?
- 1. YES
 - 2. NO
 - 0. INAP.: R went beyond high school
- H9c H9c. Did you go to a separate trade school
 after high school?
- 1. YES
 - 5. NO
 - 0. INAP.: R did not get a high school
 diploma
- H9b H9b. What is the highest degree that you have
 earned?
- 1. Associate's Degree
 - 2. B.A. or B.S.
 - 3. M.A. or M.S. or M.B.A.
 - 4. Ph.D.
 - 5. M.D., LL.B., OTHER ADVANCED DEGREE
 - 0. INAP R DID NOT ATTEND OR COMPLETE
 COLLEGE
- H10 H10. (ASK IF R HAD TEN OR MORE YEARS OF
 SCHOOL:)
 Was your high school almost all white,
 mostly white, about half white and half
 black, mostly black, or almost all
 black?
- 1. ALMOST ALL WHITE
 - 2. MOSTLY WHITE
 - 3. HALF WHITE/HALF BLACK
 - 4. MOSLTY BLACK
 - 5. ALMOST ALL BLACK
 - 0. INAP.: LESS THAN 10 YEARS OF SCHOOL
- H11 H11. (RB, p.9). Please tell me which of the
 choices on this page best describes your
 present work status.
- 1. WORKING NOW
 - 2. ONLY TEMPORARILY LAID OFF; SICK OR
 MATERNITY LEAVE
 - 3. UNEMPLOYED

4. RETIRED
5. PERMANENTLY DISABLED
6. HOMEMAKER
7. STUDENT
8. OTHER (MAKE CARD)

H12

H12. What (is/was) your occupation or your main job (before you became unemployed/retired)?
(OBTAIN CLEAR JOB TITLE OR CLEAR DESCRIPTION OF MAIN DUTIES OR ACTIVITIES.)

CODE MAIN JOB (PRE-RETIREMENT WHERE POSSIBLE)
SEE ALSO: Alphabetical Index of Industries and Occupations

PROFESSIONAL. TECHNICAL AND KINDRED WORKERS

10. Physicians (medical, psychiatric and osteopathic); Dentists
11. Other Medical and Paramedical (excl. health technicians--see 16): Chiropractors, Optometrists, Pharmacists, Veterinarians, Dieticians, Registered Nurses, etc.
12. Accountants; Auditors
13. Teachers, except college
14. Teacher, College; Social Scientists; Librarians
15. Architects; Chemists; Engineers; Physical and Biological Scientists
16. Technicians: Computer programmers and analysts, health, engineering, science and other technicians, designers, radio and television announcers, etc.
17. Public Advisors: Personnel and labor relations workers, clergy and other religious workers, social recreation workers, editors, and reporters, public relations persons, etc.
18. Judges; Lawyers

19. Other professional, technical and kindred workers

MANAGERS, OFFICIALS AND PROPRIETORS (EXCEPT FARM)

20. Not self-employed; employee of own corporation
31. Self-employed--unincorporated business

CLERICAL AND KINDRED WORKERS

40. Secretaries, stenographers, typists
41. Other Clerical Workers: Bank tellers, bookkeepers, cashiers, estimators and investigators, mail carriers, payroll and postal clerks, shipping and receiving clerks, stock clerks, etc.

SALES WORKERS

45. Demonstrators, hucksters and peddlers, insurance and real estate agents and brokers, sales representatives and sales clerks, etc.

CRAFTSMEN, FOREMEN AND KINDRED WORKERS

50. Foremen, n.e.c., except craft
51. Craftsmen, craft foremen and supervisors
52. Government protective service workers: firemen, guards, policemen, etc.

OPERATIVES AND KINDRED WORKERS

61. Transport equipment operatives: bus drivers, conductors, deliverymen and routemen, fork lift and tow motor operators, taxicab drivers, truck drivers, etc.
62. Operatives, except transport

LABORERS AND FARM FOREMEN

70. Unskilled laborers--non-farm
71. Farm laborers and foremen

SERVICE WORKERS

73. Private household workers

75. Other service workers: maids, cleaners, janitors, bartenders, cooks, waiters, nursing aides, practical nurses, barbers, babysitters, (exc. 73), beauticians, etc.

FARMERS AND FARM MANAGERS

80. Farmers (owners and tenants) and farm managers

MISCELLANEOUS GROUPS

55. Member of Armed forces
95. Student
96. Housewife
97. Other (Out of labor force)
98. DK
99. NA

- H13 H13. Have you ever been unemployed and looking for work for six months or more?

1. YES
5. NO

- H14 H14. INTERVIEWER CHECKPOINT

1. R IS CURRENTLY MARRIED (FROM H6, P.29)
2. ALL OTHERS

- H15 H15. (RB, STILL ON P.9) Please tell me which of the choices on the page best describes your (wife's husband's) present work status.

0. INAP.: R NOT MARRIED IN H14
1. WORKING NOW
2. ONLY TEMPORARILY LAID OFF; SICK OR MATERNITY LEAVE
3. UNEMPLOYED
4. RETIRED
5. PERMANENTLY DISABLED
6. HOMEMAKER
7. STUDENT
8. OTHER

- H16 H16. What (is/was) (his/her) occupation or (his/her) main job? (OBTAIN CLEAR JOB TITLE OR CLEAR DESCRIPTION OF MAIN DUTIES OR ACTIVITIES)

00. INAP.: R NOT MARRIED IN H 14.

USE SAME OCCUPATIONAL CODES AS FOR Q.
H12.

H17 H17. (ASK ONLY IF R DID NOT GIVE DATE OF BIRTH TO A10:) Earlier you preferred not to give you exact date of birth. Our study is partly about how peoples' ages relate to how they think about the past, so it is very important for me to obtain your date of birth or age. I would really appreciate it if you could give me just the year of your birth.

IS DATE OF BIRTH GIVEN HERE?

0. INAP.: R GAVE DATE OF BIRTH AT A10
1. YES: COPY ALSO TO A10
2. R REFUSED BOTH HERE AND AT A10

H18 H18. Generally speaking, do you usually think of yourself as a Republican, Democrat, Independent, or something else?

1. REPUBLICAN
2. DEMOCRAT
3. INDEPENDENT
4. OTHER, SPECIFY:
5. NO PREFERENCE

H18a H18a. Would you call yourself a strong (Republican/Democrat) or not a very strong (Republican/Democrat)?

1. STRONG
2. NOT VERY STRONG

H18B H18B. Do you think of yourself as closer to the Republican or Democratic party?

1. Republican
2. Democrat
3. Neither

H19 H19. (RB, P. 10) Please look at this page and tell me the letter of the income group that includes your total family income from all sources for 1990--before taxes. Just tell me the letter. (IF R IS UNCERTAIN: WHAT WOULD BE YOUR BEST GUESS?)

01. A. NONE OR LESS THAN \$2,999
02. B. \$3,000 - \$4,999
03. C. \$5,000 - \$6,999

04.	D.	\$7,000	-	\$8,999
05.	E.	\$9,000	-	\$10,999
06.	F.	\$11,000	-	\$12,999
07.	G.	\$13,000	-	\$14,999
08.	H.	\$15,000	-	\$16,999
09.	I.	\$17,000	-	\$18,999
10.	J.	\$19,000	-	\$20,999
11.	K.	\$21,000	-	\$22,999
12.	L.	\$23,000	-	\$24,999
13.	M.	\$25,000	-	\$26,999
14.	N.	\$27,000	-	\$28,999
15.	O.	\$29,000	-	\$30,999
16.	P.	\$31,000	-	\$34,999
17.	Q.	\$35,000	-	\$39,999
18.	R.	\$40,000	-	\$44,999
19.	S.	\$45,000	-	\$49,999
20.	T.	\$50,000	-	\$59,999
21.	U.	\$60,000	-	\$69,999
22.	V.	\$70,000	-	\$79,999
23.	W.	\$80,000	-	\$89,999
24.	X.	\$90,000	AND ABOVE	
90.	Y.	R REFUSED TO GIVE	INCOME	

SECTION 3

SECTION J: WORDS FROM THE PAST

(RB, P. 11) This next section concerns a few words and names from the past that come up now and then, but that many people have forgotten. Could you tell me which ones you have heard of at all, and, if you have, what they refer to in just a few words? You don't need to be specific or go into a lot of detail.

General: Knowledge of these words is scored 1 correct, 2 if partly correct, and 3 if DK or completely confused or vague.

Borderline responses that are nevertheless coded into a specific category are followed by a (?), in order to help define the boundary of the category. Do not consider R's ideological position, e.g, R may think McCarthy was a hero or be critical of Rosa Parks, yet be scored as correct in terms of knowledge.

Responses that are flippant and thus cryptic, yet may reflect adequate knowledge, are hard to judge; may be counted correct if coder thinks R knew what he/she is talking about.

If R receives help from someone else present, code as 2 at most, unless you are sure R also knew the answer.

Var. name

J1

J1. Watergate.

1. Correct: Must mention Nixon (or associates) and connect with criminal activity, spying, deception, or wiretapping--unless there is other clear evidence of knowledge that would have been revealed by more probing.

"When Nixon broke the rules." "Eaves-dropping by Nixon, but not really serious"
 "Impeachment of Nixon"(?) "Break-in of Democratic headquarters" "Nixon's oops!"(?)
 "Nixon's tapes" (?)

2. Partly correct: Mentions Nixon or criminal activity, etc., but not both. Mentions Nixon and scandal, or just scandal, but with no further detail.

"Apartments bugged" "Scandal about Nixon" (?)
 "Cover-up" "Nixon" (not further explained)

3. Incorrect: "Scandal" (not further explained)
 "They bugged Nixon"

4. D.K., "Sounds familiar but can't place it."

J2

J2. Rosa Parks

1. Correct: Must mention her refusing to give up her seat or refusing to move to back of bus.

"Civil rights--the woman who wouldn't get off the bus" (?) "Civil rights--the back of the bus" (?) "She wouldn't move to the back of the bus" "She sat in the front of the bus" (?) "Integration on the bus"

2. Partly: Mentions civil rights, but not specific.

"Civil rights, black lady" "Bus issue--civil rights" "She took her rights to ride a street car" "The one that wouldn't get off the bus" (?) "Buses" "Bus girl"

3. Wrong: DK, Rosa Park Blvd.

"She gave up her seat on the bus" (too confused)

4. D.K.

J3

J3. Joe McCarthy

1. Correct: Must indicate he hunted communists, unless other detail is clear.

"He went after communists" "Part of the red scare" "Fighting commies" "1950s equivalent of Salem witch trials"

2. Partly: Mentions communists or politics, but not clear.

"He was a senator, was involved in communist stuff" "Witch-hunt" (not clear enough)
"Conducted hearings after World War II"

3. Wrong: "Manager of N.Y. Yankees" "A communist from the 1950s"

4. D.K.

J4

J4. Christa McAuliffe

1. Correct: Teacher killed in Challenger explosion. Must mention two of three: teacher, killed, space exploration or astronaut.

"Astronaut killed" "In the space shuttle disaster" "Teacher who went into space" (?)
"Tragedy in space"

2. Partly: "Astronaut" "Space shuttle"
"Tragedy"

3. Wrong: "model" "Miss America"

4. D.K.

J5

J5. WPA

1. Correct: Works Progress/Projects Administration during 1930s/New Deal that provided socially useful work to unemployed. Must have basic idea of providing employment to those out of work.

"FDR gave work to people in the 1930s"
"Depression years, my grandfather worked in the WPA" "They should have that now, clean up the cities, put people to work"

2. Partly: "Welfare group" "The Great Depression" "One of Roosevelt's programs"

3. Wrong: "Work something [Int: he was just guessing]" "Effective force back in the early days"

4. D.K.

J6

J6. Marshall Plan

1. Correct: U.S. provided money/material help to rebuild Europe after World War II. This is difficult, so any idea of helping Europe, or other countries not excluding Europe, after WW II is correct.

"To help foreign countries after the war" (assume WWII) "A great accomplishment by rebuilding Europe"

2. Partly: "Plan during WWII, like the Berlin airlift" "For Europe, after the war, plan" (?)

3. Wrong: "A political plan" "An isolationist policy"

4. D.K.

J7

J7. Woodstock

1. Correct: Rock 'n Roll concert in upstate N.Y. at end of 60s, often associated with drugs & sex. Should ordinarily mention music in some way, but accept drug partying.

"Musical event in N.Y." "That's the hippies concert" "A drugs get-together"

2. Partly: "Drugs in the 60s" (?) "During the 60s, a bunch of people demonstrating for peace" "That's where the hippies hung out"

3. Wrong: "Snoopy's friend" "cartoon character"

4. D.K.

J8

J8. The Tet Offensive

1. Correct: Large communist offensive against American & South Vietnamese forces in 1968

"Communists attacked us in Vietnam" "Attack by communists, led to Johnson's leaving office" "Attack during Tet holiday" (?) "A deadly battle in Vietnam" (?)

2. Partly: "Vietnam"

3. Wrong: "An American offensive"

4. D.K.

J9

J9. The Holocaust:

1. Correct: Hitler/Nazis/Germans killed Jews. Ordinarily should include or imply killing and should include Jews. 2 of 3 mentioned

"Genocide on the Jews by Germans"

"Prosecution (sic) of Jews during WW II" (?)

"Hitler, death, destruction, persecution" (?)

"Germany--they put a lot of people to death" (?)

2. Partly: "That was terrible, a bad thing, with the Jews" "Hitler" "The Jews"

3. Wrong: "World War II" "Yes, horrible"
"Dropping the atomic bomb" "Something about Germany" (?)

4. D.K.

SECTION 1

SECTION K: EDUCATION AND SCHOOL QUESTIONSVar. name

TIMEK

EXACT TIME NOW _____
CODE IN MILITARY TIME

- K1 K1. Our last set of questions concerns schools. Many states, including Michigan, are considering funding different types of choice programs for schools. These programs would allow parents to choose any school--public or private--for their children to attend from kindergarten through high school. Would you favor or oppose these types of choice programs, or haven't you thought much about it?
1. FAVOR
 2. OPPOSE
 3. HAVEN'T THOUGHT ABOUT IT --> GO TO K4
- K2 K2. (RB, P. 12) If parents were allowed to choose any school for their children to attend, either public or private, many people think that all schools would be hurt. Other people think that all schools would be helped.
- Here is a scale that runs from -5 to +5, with -5 meaning "hurt all schools," +5 meaning "help all schools," and zero meaning "no change." Where on this scale would you place your overall opinion about how choice programs would affect schools?
(Round any decimal; round .5 up)
00. INAP: ANSWERED 3 to K1
 01. -5
 02. -4
 03. -3
 04. -4
 05. -1
 06. 0
 07. +1
 08. +2
 09. +3
 10. +4
 11. +5

K3 . K3. Many people also wonder how choice programs would affect the public schools. If parents were allowed to choose their children's schools, do you think student test scores in the public schools would, on the average, be higher, lower, or not much different than now?

0. INAP.: ANSWERED 3 TO K1

1. HIGHER

2. LOWER

3. NOT MUCH DIFFERENT

K4. (RB, P. 13) People consider a number of different things when they choose a school for their children. (Even if you do not have school age children,) please tell me the three qualities on the list that you would consider important in choosing a child's school.

(SHOW LIST AND THEN ASK:) Which quality would you rank as most important? Which second? Which third?

K4a
K4b
K4c

MOST IMPORTANT
2nd IN IMPORTANCE
3rd IN IMPORTANCE

USE CODE BELOW

- 1.= a. THE SCHOOL IS CLOSE TO THE PARENTS' HOME OR WORKPLACE.
- 2.= b. THE SCHOOL IS SAFE.
- 3.= c. THE SCHOOL SUPPORTS THE MORAL AND ETHICAL VALUES I WANT CHILDREN TO LEARN.
- 4.= d. SCHOOL DISCIPLINE IS STRICT.
- 5.= e. THE SCHOOL OFFERS A WIDE VARIETY OF COURSES.
- 6.= f. THE CHILDRENS' PARENTS HAVE EDUCATIONAL AND OCCUPATIONAL BACKGROUNDS SIMILAR TO MINE.
- 7.= g. THE SCHOOL REQUIRES STUDENTS TO TAKE A LOT OF CLASSES IN BASIC SUBJECTS LIKE MATH, ENGLISH, AND SCIENCE.

K5

K5. (RB, STILL ON P. 13) Which quality would you rank as the least important?

(USE CODES FOR K4)

K6

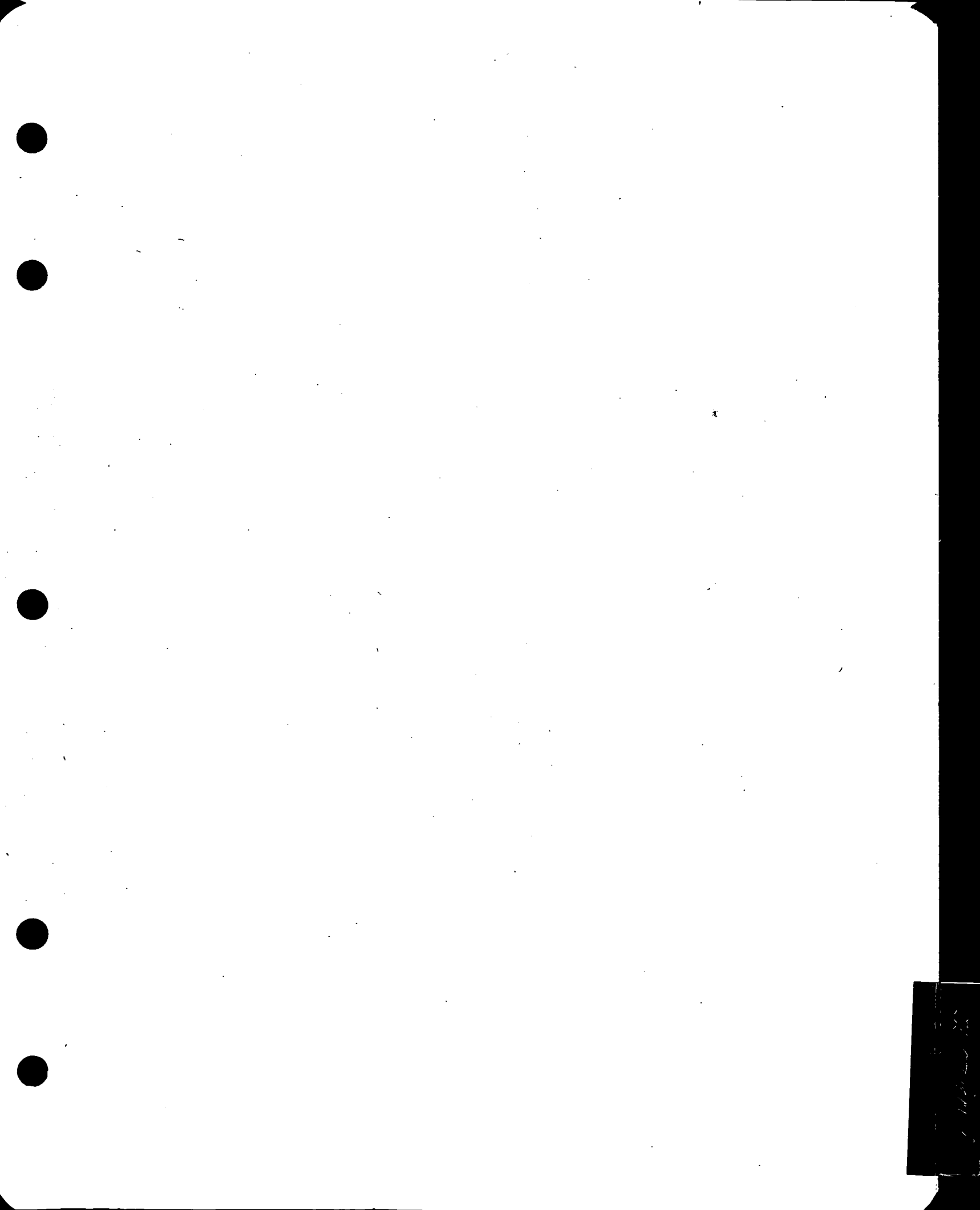
K6. Students are given grades for their work, often A as the highest grade, B, C, D, and F for fail. Suppose the public schools in your community were graded in the same way. What grade would you give to your public schools: A, B, C, D, or F?

1. A
2. B
3. C
4. D
5. F
7. other: 2 grades given for different aspects of public schools, e.g., academics and moral values

TIMEEND

EXACT TIME NOW: _____

CODE IN MILITARY TIME



Section L: INTERVIEWER OBSERVATIONSVar name

- L1 L1. LENGTH OF INTERVIEW: _____ MINUTES
- L2 L2. [NOT CODED]
- L3 L3. R's RACE (BY OBSERVATION):
1. BLACK, AFRICAN AMERICAN
2. WHITE
3. OTHER (RECORD CASE #)
- L4 L4. R's SEX (BY OBSERVATION):
1. MALE
2. FEMALE
- L5 L5. IN GENERAL, WHAT WAS THE RESPONDENT'S ATTITUDE TOWARD THE INTERVIEW:
1. FRIENDLY AND INTERESTED
2. COOPERATIVE BUT NOT PARTICULARLY INTERESTED
3. IMPATIENT AND RESTLESS
4. HOSTILE
- L6 L6. WAS RESPONDENT'S UNDERSTANDING OF THE QUESTIONS...
1. EXCELLENT
2. GOOD
3. FAIR
4. POOR
- L7 L7. WAS ANYONE ELSE PRESENT AND LISTENING FOR MORE THAN A FEW MINUTES DURING THE INTERVIEW?
1. NO
2. YES, SPOUSE OR SIGNIFICANT OTHER
3. YES, CHILD OR CHILDREN
4. YES, PARENTS
5. YES, FRIEND
6. YES, SOME COMBINATION OF THE ABOVE
7. OTHER

L8

L8. TYPE OF STRUCTURE IN WHICH FAMILY LIVES:

01. TRAILER
02. DETACHED SINGLE FAMILY HOUSE
03. DUPLEX/TWO FAMILY HOUSE
04. HOUSE CONVERTED TO APARTMENTS
05. ROW HOUSE OR TOWNHOUSE (3 OR MORE UNITS,
3 STORIES OR LESS)
06. APARTMENT BLDG. (5 OR MORE UNITS, 3
STORIES OR LESS)
07. APARTMENT BLDG. (5 OR MORE UNITS, 4
STORIES OR MORE)
08. APARTMENT IN A PARTLY COMMERCIAL
STRUCTURE
09. 4 FAMILY APARTMENT
97. OTHER (SPECIFY)

L8a-L8c

DATE OF BIRTHMonth Day Year

(If before 1900, still code last two digits)

Coversheet

FORM	Form of the questionnaire taken from the coversheet label
	1. X 2. Y
INCENT	Whether the household received an incentive
	1. Received pen 0. Did not receive pen
REFUSE	Indicator of a refusal
	1. Yes 0. No
CALLS	Total number of calls to a household
RESULT	Result of contact with the household
	1. Completed interview 5. Partial interview
PERSUASN	Whether a persuasion letter was sent
	1. Yes 5. No 0. INAP
TOTHU	Total number of households in a dwelling
ELIGM	Number of eligible males
ELIGF	Number of eligible females
RECLET	9. (ASK OF INFORMANT:) Do you remember receiving a letter from the University of Michigan about this study?

1. YES
5. NO

READLET

9a. Do you recall reading it?

1. YES
 2. NO
-

PAID

Whether R was paid \$10.00 or not

00. No
 10. Yes
-

- C4a-C4b C4. (On another issue,) What do you think are the most important (other) lessons we can learn from the war with Iraq?

CODING INSTRUCTIONS:

The goal is to code two lessons, maximizing the coding of substantive ideas offered by R. Lessons are coded in the order in which they are given in the response.

1. Identify the codable parts (sentences, clauses, or words if the R is terse), giving "vague," "IDK" and repeated information low priority. If R says that one lesson is the most important of all, and it was not mentioned first, treat it as the first mention. Specifically,
 - a) If one part is a "don't know" (IDK) response code it only if there are not two other codable parts. If there are two other codable parts, the IDK response may be taken as a polite disclaimer rather than a real denial of knowledge. If there are fewer than two other codable parts, code the best IDK code.

For example, take the following answer (parts are identified with numbers):

- (1) I don't know--it's not over yet.
- (2) We shouldn't allow dictators to rule, I guess.
- (3) And we should support our boys in the army.

In this case, part (1) would not be coded, since parts (2) and (3) are codable responses.

- b) If one or more parts is "vague," code it only if there are not two other codable parts. If there are two other codable parts, do not code the "vague" answer. If there are fewer than two other codable parts, code the "vague" answer--either as one of the "vague" codes (90-92), or as other (97).

Example:

- (1) It was tragic.
- (2) One country shouldn't try to take over others.

In this case, (1) is "vague" but it should

be coded, since there is only one other codable part. (1) would be coded as "vague, negative."

- c) Do not code the same code twice for an answer. If one codable part essentially repeats information given in an earlier part, and would be assigned the same code, skip it and go on to the next codable part if there is one. If there isn't another codable part, code the second lesson as "00"

Example:

(1) We should stand up for what is rights.
 (2) We shouldn't allow dictators to take over other countries. (3) The war wasn't really about oil--it was about freedom.

In this case, (2) would not be coded, since it would be assigned the same code as (1) and part (3) is codable.

2. When the parts to be coded are identified, select the code best representing them. To do so, read the whole sentence (part). Select the code that best captures the main idea expressed in that sentence.

How to Conduct a War (Standing Up and Backing Down)
 (01-09)

01. WHAT WE/THE U.S./"COUNTRIES" SHOULD DO/Standing up to dictators who take over other countries:
 We should get involved soon and stand up to dictators; stand up for what is right; sometimes action is the right course; stop people like Hussein; countries are/the U.S. is responsible for others; we have to be involved; don't back down; don't let one power dictator/hold the world ransom; one man shouldn't have that much power; one man/madman shouldn't dictate.
02. WHAT THE U.S. SHOULD DO/A complete job: get the job done short and sweet; don't hold anything back; go for victory (if R suggests U.S. failed to do this, code 23)
03. When President Bush says something, he means it and will act, Bush does what he promises.
04. Continued involvement: now we have to build

it/the area back up; when you police an area you have to stay--can't walk away; people over there still need our help.

05. LESSONS FOR AGGRESSORS:
countries (Iraq) shouldn't take over others; power and greed; other countries will think twice before taking over others; countries should take care of their people better.

Positive Results for the World (10-19)

10. U.S. as world power/policeman: (it signaled) the re-emergence of the U.S. as a world power; we are now a world policeman (Note: R should use words that designate some special role for the U.S. If R is noting that the U.S. is responsible for other countries without specifying a special role, code 01.)
11. Cooperation/United Nations: It showed a greater unity can lead to peace; cooperation among countries; the United Nations can work

Negative Lessons/Implications (20-29)

20. Look/plan before involvement: we should be more cautious before starting something; we need longer-sighted foreign policy goals or moral ideology
21. Arms sales and other support for foreign leaders: We should be more careful about our arm sales (in the Middle East); don't let a dictator build up arms; (the U.S. needs to support good leaders)
22. Don't trust anyone/foreign leaders (if Arabs mentioned, code 61)
23. Finishing the job: we backed down too soon; should have finished the job/killed Saddam; don't back down too soon.
24. Concern with Vets and GIs (negative): Vets should be treated better; GIs are lied to, poorly treated; our soldiers were ill-prepared.
25. Oil (any mention): The U.S. is dependent upon Middle Eastern oil; U.S. should become independent of Middle Eastern oil; it was all over oil; it wasn't over oil
26. Volunteer army: Don't enlist in the army or national guard unless you are willing to fight

27. U.S. leaders mislead Americans AND/OR leaders of other countries: don't trust U.S. politicians or the media; President Bush lied to us/played deceiving games with other countries
28. Need for pre-emptive/early action: we should have gotten involved sooner; we should have removed/killed Saddam first/earlier; we should have fought sooner.

(Positive) Lessons for Americans (30-39)

30. Freedom: we learned we are free in this country; other people aren't as free; we value our freedom more; we fought for freedom
31. What the war demonstrated about U.S. ability or character: It shows we're not afraid; we can fight a war and win it; we're still strong, willing to fight; the U.S. is (militarily) powerful, has superior technology/military might; produced/demonstrated national unity: it brought people closer; it showed that we could work together; it produced patriotism/pride
(Note: similar to 01, but 01 focuses on how we should act, and 31 focuses on what our actions showed about us--image, abilities, character.)
32. Good treatment/support of vets and soldiers: we can treat vets right/better than we treated other vets.
33. Went well for us: glad it was short; few (Americans) died; we won
34. Military technology: need to keep it up-to-date; learned how to use it; it's necessary/important
35. (Young) people/Americans learned about the army.
37. Support (our) President

Staying Out (40-49)

40. General isolationist: we should mind our own business/stay out of it; don't send our kids
41. General antiwar: don't believe in war; war is bad; we should try harder to get along; war isn't needed; we should work things out; many people were killed; how destructive war is
42. American money/attention should go to problems in

our own countryLessons and Results for the Mideast (50-59)

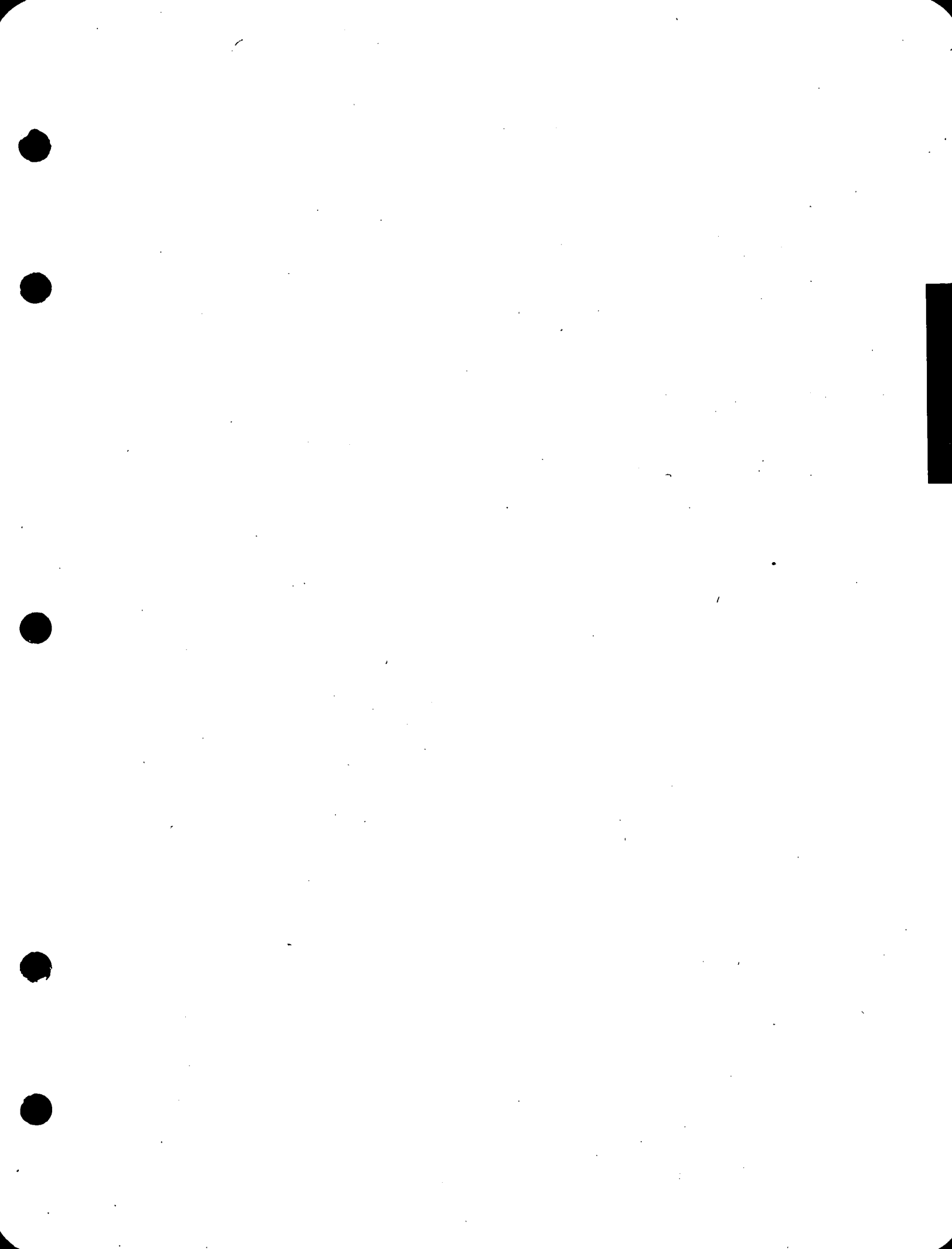
Note: Responses coded into these codes should specifically mention Arabs, Muslims, Iraqis, Israelis, etc. Mention of "foreign leaders", "foreigners" etc. should not be coded here.

50. Negative Arab comments: don't trust anyone in the Middle East/Arabs; don't trust Hussein; Arabs/Muslims are the problem; don't like Arabs living in the U.S.
51. Learning (more) about the Middle East/Arabs/Muslim culture: we need to; we did
52. Israel References: includes reference to ongoing problems between Israel and Arabs
53. The Kurds have a bad situation (if reference to U.S. failure to "complete the job/protect the Kurds," code 23.)
54. Hussein or Iraqi government, any negative reason that doesn't fit into 05, lessons for aggressors. leaders/government of Iraq, code 50.
* low priority if R is simply commenting as an aside that Hussein is a bad leader/bad person.

Miscellaneous (90-99)

90. Generally negative, vague **Low priority
91. Generally positive, vague **Low priority
92. Mixed emotions, vague. both positive and negative affect expressed. **Low priority
93. Fruitless or no lesson: "Don't know what we were fighting for"; don't think we can learn anything; we never learn anything from wars; it didn't solve anything; we can't learn anything.
95. Experiences of self, friends, or family in the war
97. Other
98. Don't know (code 00 as second lesson)
99. Not ascertained/not asked/question skipped (code 00 as second lesson.

00. No second mention (second mention only.)



APPENDIX

C2a,C2b C2. What was it about (1st EVENT) that makes it seem to you especially important?

Reasons:

Code two different reasons. USE EVENT REASON MASTER CODE (ER) except:

- 998. "None", "nothing", "I don't know"
 - 999. Event not coded on reason list. Use for both first and second reason, regardless of the length of the answer.
 - 000. No event given in C1a, or no second reason or second reason would have the same code as the first reason.
-

C3a,C3b C3. What (other) important effect did (1st EVENT) have on your own life or that of your family--I mean on how you have lived or how you looked at things?

REASONS:

Code two reasons. USE EVENT REASON MASTER CODE (ER) except:

- 998. "None", "nothing", "I don't know"
 - 999. Event not coded on reason list. Use for both first and second reason, regardless of the length of the answer.
 - 000. No event given in C1a, or no second reason or second reason would have the same code as the first reason.
-

E4a,E4b E4. What was it about (MOST IMPORTANT EVENT) that makes it seem to you the most important event? (PROBE FOR CLARIFICATION)

Code up to two different reasons from the EVENT REASON MASTER CODE list (ER) except:

- 998. "None", "nothing", "I don't know"

999. Event not coded on reason list. Use for both first and second reason, regardless of the length of the answer.
000. No event given in C1a, or no second reason or second reason would have the same code as the first reason.
-

E5a, E5b E5. Would you say that (MOST IMPORTANT EVENT) has had any (other) important effects on your own life or that of your family--I mean on how you have lived or how you have looked at things?

Code up to two different reasons from the EVENT REASON MASTER CODE list (ER) except:

998. "None", "nothing", "I don't know"
999. Event not coded on reason list. Use for both first and second reason, regardless of the length of the answer.
000. No event given in C1a, or no second reason or second reason would have the same code as the first reason.
-

EVENT REASON MASTER CODEMEDIA/COMMUNICATION (Section C-03; Section E-17)

- 001. Source of entertainment
- 002. Religious programming; evangelism; spreading the gospel
- 003. Educational value; provides news, documentaries; helps us learn about the world. Makes one aware of larger world; widens horizons
- 004. Telephone specifically: improves communication to others
- 005. (General) improvement in communication; brings world closer together
- 006. Any negative mentions: too much sex/violence; increases materialism, e.g., negative about advertising; displaces personal communications/bad impact on family life
- 009. Other media/communications mentions

TRANSPORTATION (Section C-03; Section E-17)

- 011. Airplane/jet: world more accessible; travel easier; helps business imports and exports
- 012. Better cars/roads make travel easier
- 019. Other transportation and travel mentions

SPACE PROGRAM AND MOON LANDING (Section C-06;
Section E-5)

Positive:

021. Strong (positive) emotional affect of space program/moon landing:
awe/amazement/wonderful/fantastic/wonder
022. Patriotism/pride in U.S. / our country's accomplishments. Shows U.S. can do anything it tries to do.
023. Increase in knowledge and potential knowledge, e.g., exploration of other planets to see if there is life. New discoveries and information, including personal knowledge gained about space; future colonies in space
024. Spin-off technology, e.g., computers, electronics, communication satellites. Emphasis on material by-products or consequences of space projects.
025. Makes world smaller; world problems are everyone's problems now; can't isolate ourselves/ignore others anymore; more international cooperation.
026. Positive economic impact: creation of jobs, incl. for R personally; boost to economy.
027. Defense/military applications; will protect U.S. from attack. Positive reference to Star Wars. Importance of staying ahead of Russians in space exploration/initiatives.
028. Spiritual dimension; showed wonders of creation of God, etc.
029. Other positive space mention.
030. Challenger mention

Negative:

- 031. Negative economic impact: too much money spent, money could be better spent on projects here.
- 032. Opposed to military/defense applications. Disapproval of military influence on space effort.
- 033. Safety concerns; concern about risk to astronauts, etc.
- 039. Other negative space mention.

COMPUTERS, ROBOTICS AND OTHER TECHNOLOGICAL CHANGES
(Section C-18, Section E-2)

Scope of Influence

041. Strong (positive) emotional affect of computers/new technology; awe/amazement/wonderful/fantastic/wonder.
042. Stresses widespread impact/changes derived from computers/new technology; "It's a computer world" -- computer has become a necessity for life/world today. Life is different than in past because of the computer. (If change specific to industry/business, code 43.) Potential of computers for the future -- computer's influence only just begun.
043. Impact/changes to (specific) industry/business--
"automation/computers/robotics changed auto industry greatly." (If specific changes/effects mentioned, code also in 051-057 below.)

Positive Effects

051. Home/daily living improvements; modern conveniences/appliances; makes life easier/better; comparison to old-fashioned methods; including lower costs/increased efficiency for consumers.
052. Makes life more convenient/easier/better (except 051), e.g., 24-hour banks, etc.
053. Increases efficiency; makes work more productive, faster, simpler; saves time/money.
054. Creates new jobs; has improved economy; including R's/family's own jobs now computer related.
055. Increased knowledge; led to new scientific inventions/discoveries, e.g., made moon landing possible.
056. Improves communications; brings the world closer together; makes information more readily available.
057. Important educational tool--use of computers in school..
059. Other positive effects of computers/technology

Negative Effects

- 061. Invasion of personal privacy; they know everyone's business these days; personal records kept, e.g., on credit, etc.; "Big Brother" watches you.
- 062. Makes things impersonal; you deal with a computer not a person.
- 063. Makes things too complex/confusing. Can be personal reference, e.g., "I find them very confusing."
- 064. Makes people lazy, e.g., people can't even add these days, the computer does it for them. People don't bother to think anymore, they let the computer decide.
- 065. Computers can make mistakes/errors/can break down or computers are given as the excuse for mistakes made, e.g., banking errors.
- 066. Eliminate jobs; automation has replaced the need for human workers.
- 069. Other negative effects of computers/technology.

DEPRESSION OF THE 1930'S (Section F-21, Section E-8)

071. Mentions unemployment/people out of work; no jobs.
072. Other hardships/effects: bankruptcy, lack of money/food/shelter, soup lines.
073. Disruption of life (plans), e.g., interrupted schooling, thwarted careers.
074. General negative effects on economy.
075. (Positive) government intervention; economic and social programs, e.g., WPA, FDIC, welfare programs, Social Security, banking laws, etc. (NOTE: If R is negative about such programs, code 76.)
076. (Negative) government intervention or programs; too much welfare, etc.
077. Country united/overcame depression; country pulled together; Roosevelt's capable leadership, increased employment/more jobs not or na whether 075.
078. Country learned lessons from Depression, how to avoid such economic disasters; "we learned from our mistakes."
- Low Priority 79. R worried/thinks there will be another depression

Psychological Consequences of Depression:

080. Made me/people more frugal, used to getting along with less, more conservative; save/plan for the future more/not buy on credit.
081. Makes me/people appreciate what we have more. (May include reference to people today taking everything for granted.)
- Low Priority 082. Vague negative mentions of Depression, e.g., it was a catastrophe/terrible time, etc.
089. Other Depression mentions

WOMEN'S MOVEMENT/ERA/FERRARO (Section C-31; Section E-6)

- 090. Vague/general reference: changed (a lot of) things
- 091. Ended/reduced discrimination against women. Made men and women more equal, e.g., equal opportunity for getting job; equal pay; gave women vote, etc.
- 092. Brought women into occupational world/workplace
- 093. Shows women are as capable as men. Brought women into important positions. Women are taken more seriously.
- 094. Made me/women more self-confident; stand up for our/their rights; made women more independent (financially or otherwise)
- 095. Increased options. Givens women/me more freedom in terms of lifestyle. Women have more choices. Fewer stereotypes about what men and women can or cannot do. Less rigid sex roles.
- 096. Economic necessity cause women to work; women must (help) support the family; divorce forces women to work/be single parents.
- 097. Discrimination still exists; women have not yet achieved (complete) equality, e.g., "Women suffer financially in divorce;" "men still think they should be the boss, " etc
- 098. Negative mentions
- 099. Other pro women's issues mention

CIVIL RIGHTS/RACIAL ISSUES/MLK MENTIONED (Section C-32; Section E-4)

Positive Effects

101. Helped me/blacks obtain employment or better employment (except 102)
102. Affirmative action in employment; quota system helps increase opportunities.
103. Improved educational opportunities for me/blacks; desegregation of schools.
104. Ended/reduced discrimination/segregation in specific areas other than workplace or school, e.g., in housing, hotels/restaurants, etc.
105. Gave blacks (me) the vote.
106. Civil rights ended/reduced injustice in America towards blacks. Gave equal/legal rights. Gave blacks (me) more choices/more options/more opportunities for a "better life." (Usually vague/general response.)
107. Increased confidence of blacks; made blacks/me stand up for (our) rights. Increased self-esteem. Changed blacks' outlook on themselves.
108. Shows blacks are as capable as whites. Brought blacks into leadership positions. Blacks can now use their abilities to the fullest; make more of a contribution to society.
109. Changed general attitudes toward blacks. Created awareness of past inequality; made people more accepting of minorities, less prejudiced; there is more racial harmony. Assertion that all people should be treated equally. Awareness that all people have rights, e.g., to life/liberty/happiness, etc.
110. R claims to be/have always been without prejudice.
119. Other positive effects/aspects of civil rights movement.

Other (Neutral) Categories--The Influence of Civil Rights:

121. R was activist in civil rights movement.
122. Civil rights showed power of protest, influences other/protest movements, e.g., women's movement.
123. Widespread impact of: civil rights affects everyone/so many people (in America or in world); has world-wide implications, e.g., in S. Africa.
124. Mentions Martin Luther King--his life, work, and/or assassination.
125. Civil rights still has a long way to go; discrimination/inequality still exists; battle continues today.
128. Negative references
129. Other neutral effects.

CRIME AND DRUGS (Section C-37; Section E-11)

NOTE: Event answers in this area often include a codeable mention of a "reason," code as the first mention(s) of event explanations (e.g., if c1A (Event) is "the increase of alcohol and drugs," code 133).

Negative Change:

- 131. Moral breakdown in general; no standards of right and wrong. (If emphasis on widespread or general problem, code here and under specific examples if mentioned.)
- 132. (Increased) Crime; mention of rape, murder, lack of physical safety; more violence (include domestic violence); criminals treated too softly, drugs increase crime
- 133. Drugs and alcohol abuse.
- 134. Increased sex; promiscuity; living together; pornography; homosexuality.
- 135. Disapproval of legalized abortion; increase in abortions.
- 136. Loss of religious faith, e.g., against taking prayer out of schools; religion is the source of morality, etc.
- 137. Family breakdown; increase in divorce; mothers not at home; family less important. (NOTE: domestic violence, code 132.)
- 138. Any references to problems of kids/teens: (not schools) kids grow up too fast; kids into sex, drugs, etc. at much earlier age; "Generation Gap"; kids today are spoiled, not enough discipline. (If R specifies areas of kids' problems, code there also.) Worry about grand/children (code personal=4)
- 139. Disrespect; loss of respect for older people, adults, parents, authority, law.
- 141. Less patriotism; lack of pride in country.
- 142. Pervasiveness and effects on society/self Big and bad, we can't keep drugs out; if affects every generation; it's in all the schools; causes problems in education, it destroys you/society.

143. Prevention and Rehabilitation; societal (govt.) and personal (my brother). If personal code 2-4 as necessary in personal reference.
149. Other negative changes.

(ASSASSINATION OF) JFK (Section C-42; Section E-1)

150. Kennedy increased respect for America by other countries
151. (Kennedy) started Peace Corps
152. Works/worked for peace in world, or in specific area
153. Good foreign policy --nec; good at foreign affairs; "I like his foreign policy"
154. "Great impact on the world" --NFS; "changed world history"

Civil Rights

155. Led/Supported Civil Rights. Positive reference to equality, integration, equal rights for race, ethnicity, or gender in U.S.; Made Life Better for Blacks. Focus on economic or social improvement for blacks specifically, rather than equal rights; open job opportunities for blacks.
156. Reduced prejudice; made people think about their prejudices.
157. United the Country. Brought people together, gave the country hope, confidence, increased patriotism.
158. Changed Country Greatly. Affected many people. (General) *Low Priority

Assassination References

- 161. R uses emotional words: grief, personal loss, made people lose hope. Also code here claims that the assassination made R more aware of tragedy of life.
- 162. Made R more aware of importance of man/role. Made R aware of current affairs; became aware of importance of President.
- 163. Assassination was a conspiracy.*
- 164. (Kennedy) If he had lived would have achieved so much/solved so many of the country's problems.
- 169. Other assassination references.

Political Position/Group Membership

- 170. Political party affiliation; "he was a Democrat"
- 171. Ideological position; "he was not a conservative"
- 172. Reference to gender, ethnicity, religion, race; "the first woman candidate;" "a Catholic"

Assassination Linked to R's Memory/Personal Experience

173. Direct personal/tangible or psychological impact on R. "It changed my impression of politicians." "I became less naive." "He set an example for me."
174. Indirect relationship claimed. "Served under him in Europe," "he is from Georgia (too)."
175. Heard about from others. "My father always spoke highly of him," "I heard a lot about him from my parents"
176. Flashbulb memory. "recall just where I was when I learned of his death;" "was in the audience when he spoke" Note: much more specific than category 177.
177. General memory. "He as the first President I knew about." Usually have a vague response with little content other than claim to have personal memory.

Miscellaneous Responses

180. Good President/good leader (vague)
181. Vague Positive: I like(d) him; I like(d) his policies. Other general positive evaluation comments; "good man"
182. Vague Negative: I dislike(d) him; I dislike(d) his policies. Other general negative evaluative comments. *Low Priority
183. Both vague positive and vague negative references.
189. Other leadership mention

WORLD WAR II, PEARL HARBOR (Section C-71;
Section E-3)

Scope of WWII

201. Pearl Harbor, any mention
202. Use of atomic bomb; beginning of atomic age; Hiroshima; start of threat of nuclear war.
203. Winning -- avoided bad outcomes of defeat, e.g., we kept our freedom; otherwise we would be run by Nazis/communists/Japs.
204. Worldwide impact of war; war affected all countries; everyone involved; changed so many lives (tends to be rather vague/general response).
205. "Good War" -- Idealistic view: Good vs. Evil. It was a "just" cause; a "necessary" war.
206. U.S. involvement necessary or just because horror of the Nazis, the holocaust, the evil of Hitler; murder of the Jews; "we had to stop the Nazis"
207. Patriotic time; people supported the government; country unified; national loyalty; war time effort.
208. Lives lost; many people killed. (Killing of the Jews, code 206.)
209. Changed life plans in general (incl. R's own family), broke up families, other general changes (need not be negative).
210. Worry/concern about the progress of the War on the safety of relatives/friends.
211. Led to shortages, hardships -- including R's own family; rationing*
212. Vague negative: War a tragedy/terrible time/traumatic experience -- NFS.
213. Vague positive: Lived life to fullest; had good effects; appreciated everything more-- NFS.

Changes Brought About by WWII

221. Created structure of present world. U.S. and/or Russia as superpowers. Realignment of nations. East-West division. Spread of communism. Beginning of cold war.
222. Ended U.S. isolationist policy; more interaction between nations; beginning of world trade.
223. Industrialization of Japan/Germany. Japanese now major importer to U.S. (may include bad feeling about "losers" ending up in strongest position).
225. Improved Economy. Brought country out of Depression, led to prosperity. People had jobs, money (can refer to either wartime or aftermath).
226. Technological Progress. War led to technological or medical advances--can be specific (e.g., computer revolution) or general.
227. Women entered occupational structure/became more independent; women's movement (usually but not necessarily positive).
228. WWII led to civil rights movement; desegregation of the Army.
229. Change in individual's attitudes; greater permissiveness; moral decline; different values; changing sex roles (usually but not necessarily negative).
230. Baby Boom; population increases after War.
231. Migration/population movement; immigration or movement within U.S.

R's Own or Significant Other's Wartime Experience

- 241. R in WWII and injured/damaged.
- 242. R in WWII no damage mentioned; recalls positive side or effects; got out safely; good friends
- 243. R had close relative (e.g., parent/sibling/spouse/child) in WWII killed or damaged in some way, e.g., injury, depression, etc.
- 244. R had other relative or friend killed or damaged in war.
- 245. R had relatives or friends in war by no damage mentioned; "my father was in the Pacific."
- 248. Other personal wartime experience.
- 249. Other WWII mentions (general)

KOREAN WAR/VIETNAM WAR (Section C-72 and 73;
Section E-9 and 12)

Lack of Purpose to the War

301. The war had no meaning, no clear purpose/goal: "don't know why we were there."
302. The war was unnecessary, stupid, useless or bad: "we shouldn't have been there"; "it was a mistake...it should never had been fought"; "it was wrong"--NFS

Practical Reasons to Avoid Foreign War

311. General isolationist stance: we should not get involved/should stay out of other peoples'/countries business, e.g., we should not stick our nose where we are not wanted; U.S. can't police the world. We can't take on all the world's problems.
312. It was a civil war. We shouldn't take sides in what was an internal conflict. (Distinguished from 311 on grounds that dispute was mainly internal.)
313. We lacked the backing of the Vietnamese/Korean people; The Vietnamese/Koreans didn't want us.
314. We can't/shouldn't try to impose our system of values on another society/on less developed/less democratic societies.
315. Threat of communism not strong enough or serious enough to go to war; America overreacts against communism.
316. Avoid an undeclared war or police action; should only be involved in a declared war.
317. We should fight only if U.S./our country/people directly threatened or if there are significant U.S. interests/concerns at stake.
318. We got too involved, e.g., it's OK to send money or advisors, but not men. We overreached ourselves.
319. Have enough problems of our own--we should take care of our own country's problems.

320. We should be cautious/more thoughtful about getting into (any) war; should have known more about what we were getting into; don't rush into things.

321. We should emphasize peace. Favor negotiation. Avoid war (usually a vague general pacifist sounding response). Fighting not best option. No need for wars.

Costs of War for Soldiers/Veterans/Civilians

331. Loss of life (American or NA who)--wasteful loss of life, loss of "our boys" or young men. (if refers specifically to Vietnamese/Korean lives, code 335.)

332. U.S. soldiers were wounded or damaged through emotional stress, drugs, etc. Include mentions of "Agent-Orange" and delayed health problems.

333. The bad treatment of Veterans. U.S. soldiers/veterans were/are badly treated at home or by U.S. government, e.g., "There was no hero's welcome"; "the soldiers were not treated right when they returned." (May include reference to others treated better, e.g., soldiers from WWII or Vietnam refugees.)

334. Mentions of POW (Prisoners of War) or soldiers MIA (Missing in Action).

335. We hurt the Vietnamese/Koreans; destroyed their villages; killed them. (With or without mention of Americans hurt also.)

Cost of War--Economic

337. War an enormous expense; waste of money; financial drain.

338. War caused economic problems at home, e.g., inflation, unemployment (can refer either to wartime or aftermath).

Responses about Not Winning the War

341. The war was a failure; we didn't win, didn't gain anything. Our work was left unfinished. We didn't accomplish what we expected.
342. We did not/should have tried to win. We should not get into a war we are not prepared to win; We should have fought harder/let the military do their job. General reference to "pulling out all the stops," doing what is necessary to win; should have invaded N. Vietnam/Korea if necessary; continued/extended bombing (except use of "The Bomb" [atomic], code 346). "Hit them with all you've got or get out." The war dragged on too long. We should have ended or gotten out sooner.
343. It was a war we could not win--we should avoid getting into wars we cannot win. We were not prepared (militarily) for guerrilla warfare. We can't win that kind of war. Shouldn't be in land war in Asia.
344. U.S. lost self-respect. Country's confidence shattered by inability to win. Changed our image of ourselves.
345. U.S. lost respect in world because of our involvement in the war or because we didn't win.
346. We should have dropped the bomb (atomic) to end it to save U.S. lives.

Lack of Domestic Support for War--Suspicion of Political Nature of War

- 351. The war lacked support of country/people/congress. We shouldn't get into war unless whole country behind it.
- 352. The war divided our country, divided family, friends, caused conflicts within the U.S.
- 353. The war was motivated by economic interests or big business, e.g., real purpose of war to generate jobs, boost certain industries.
- 354. The war was a political one/politically motivated. The politicians mishandled the war. Government politicians got us into war.
- 355. Created distrust in government/loss of respect for government. Lost faith in our leaders. The government misled us. The public was misinformed.
- 356. Approval of war protests; showed protest works. Protest stopped U.S. involvement; protest good or necessary in some other way.

Defense of War/Opposition to Critics/Mixed Feelings About War

- 361. Positive reference to U.S. involvement in war -- we did our duty as we should; we were (just) trying to help/to keep the peace; U.S. intentions were good but we messed it up.
- 362. Disapproval of protests to war policy. (Include here mild comments, e.g., "even if war wrong we should have stood united," or strong hatred of hippies/protesters/counter-culture.) Disapproval or opposition to government in general.
- 363. Dislike of media's (critical) portrayal/handling of the war.
- 364. Threat of communism justified/necessitated our involvement in the war; communism is bad, should be opposed.

R's Own Vietnam/Korea Related Experience

371. R was physically injured.
372. R suffered emotional damage; drug addiction; low morale because of lack of home support (including disappointing reaction upon returning home).
373. R's life (plans) upset because drafted. Other negative effect of being in Vietnam/Korea; couldn't get job when returned.
374. R in Vietnam/Korea, no mention of further effects on R's life.
375. Any positive reference to R's experience in Vietnam/Korea; R appreciates U.S. more due to familiarity with Vietnamese/Korean conditions or way of life.
376. Worries/concerns about being drafted or going to war; R worried about being drafted or being sent to Vietnam/Korea or had life disrupted because of concern about being drafted.
379. Other personal reference about R's own Vietnam/Korean experience.

Experiences of R's Significant Others in Vietnam/KoreaR's spouse/sibling/parent/child/grandchild

381. Lost/killed in Vietnam/Korea.
382. Injured or damaged in some way.
383. In Vietnam/Korea, no damage mentioned. (Include mention of relative or friend returning from Vietnam/Korea.)
384. R worried about loss or injury or about them being drafted.

R's Friend, Neighbor or Other Relative

385. Lost/killed in Vietnam/Korea.
386. Injured or damaged in some way.
387. In Vietnam/Korea, no damage mentioned.
(Include mention of relative or friend returning from Vietnam/Korea.)
388. R worried about loss or injury or about them being drafted.
389. Other personal reference about any significant others being in Vietnam/Korea.

Miscellaneous

- Low Priority 390. Vietnam/Korea a terrible time. It was a tragedy. It was a very bad time for the country. Vague general negative.
397. Other non-personal Vietnam/Korea explanations or lessons.

TERRORISM, HOSTAGE CRISIS (Section C-75; Section E-10)

- 401. U.S. should be more forceful/aggressive; anger or frustration, outrage; e.g., we let our people be hostages for too long; we should have deported foreigners/bombed Tehran, etc.
- 402. Sympathy with victims and families. Concern with wasted life; sad about Marines killed in Beirut, etc.
- 403. Feeling of vulnerability, concern about being a victim; awareness of likelihood/ease of future attacks.
- 409. Other terrorism/hostage mentions.

ATOMIC ENERGY/NUCLEAR WEAPONS (Section C-01 and 77;
Section E-13)

Anti Nuclear

- 501. Fear of nuclear war; destructive capability of weapons; escalation and spread of nuclear weapons. Apprehension about "arms race."
- 502. Fears terrorist or fanatics use of nuclear weapons, e.g., "real risk is some crazy fanatic will blow us all up."
- 503. Opposed to military or defense programs/expenditures, e.g., against Star Wars.
- 504. Opposed to nuclear power as energy source. Concern about nuclear waste or nuclear reactor accidents.
- 509. Other anti-nuclear mentions.

Pro Nuclear

- 511. Mutual deterrent; nuclear weapons as way of preserving peace; destructive power of weapons stops countries from starting a war.
- 512. Approval of military expansion/defense spending; in favor of Star Wars; asserts nuclear arms valuable (political) weapon.
- 513. Great scientific discovery/invention, e.g., splitting atom great achievement; nuclear research had led to scientific technological advances.
- 514. Nuclear energy makes U.S. more self-sufficient; cheap/convenient source of power; necessary to avoid depletion of natural resources.
- 519. Other pro nuclear mention.
- 520. Other nuclear mentions not clear or NIA whether pro or anti.

WAR IN IRAQ (Section C-81; Section E-14)

697. All reasons

DECLINE OF COMMUNISM (Section C-82-84; Section E-15)

797. All reasons

ENVIRONMENTAL (Section C-88, Section E-07)

897. All reasons

63	Garden City
64	Detroit
65	Belleville
66	Detroit
67	Livonia
68	Detroit
69	Belleville
70	Royal Oak
71	Westland

Record#	LOGNUMBER	CITY
517	1331	Dearborn Heights
518	1332	Madison Heights
519	1333	Madison Heights
520	1334	Ferndale
521	1335	Ferndale
522	1336	Redford
523	1337	Redford
524	1338	Redford
525	1339	Redford
526	1340	Detroit
527	1341	Detroit
528	1342	Detroit
529	1343	Detroit
530	1344	Dearborn
531	1345	Clawson
532	1346	Clawson
533	1347	Clawson
534	1348	Detroit
535	1349	Detroit
536	1350	Madison Heights
537	1351	Plymouth
538	1352	Madison Heights
539	1353	Clawson
540	1354	West Bloomfield
541	1355	West Bloomfield
542	1356	Birmingham
543	1357	West Bloomfield
544	1358	MADISON HEIGHTS
545	1359	Ferndale
546	1360	West Bloomfield
547	1361	GARDEN CITY
548	1362	DETROIT
549	1363	DETROIT
550	1364	DETROIT
551	1365	DETROIT
552	1366	DETROIT
553	1367	DETROIT
554	1368	ROYAL OAK
555	1369	ROYAL OAK

Record#	LOGNUMBER	CITY
655	2100	CENTERLINE
656	2101	CENTERLINE
657	2102	CENTERLINE
658	2103	CANTON
659	2104	CANTON
660	2105	WATERFORD
661	2106	WATERFORD
662	2107	SOUTHGATE
663	2108	PONTIAC
664	2109	PONTIAC
665	2110	PONTIAC
666	2111	WESTLAND
667	2112	SOUTHGATE
668	2113	SOUTHGATE
669	2114	ORION
670	2115	ORION
671	2116	PONTIAC
672	2117	PONTIAC
673	2118	ORION TWP
674	2119	PONTIAC
675	2120	ORION
676	2121	ORION
677	2122	PONTIAC
678	2123	PONTIAC
679	2124	ROSEVILLE
680	2126	ROSEVILLE
681	2127	CHESTERFIELD
682	2128	WARREN
683	2129	DEARBORN
684	2130	DEARBORN
685	2131	DEARBORN
686	2132	WARREN
687	2133	SOUTHGATE
688	2135	PONTIAC
689	2136	WATERFORD
690	2137	DETROIT
691	2138	DETROIT
692	2139	SOUTHGATE
693	2140	SOUTHGATE
694	2141	SOUTHGATE
695	2142	DETROIT
696	2143	DETROIT
697	2144	DETROIT
698	2145	DETROIT
699	2146	DETROIT
700	2147	WARREN
701	2148	TROY
702	2149	TROY
703	2150	DETROIT
704	2151	DETROIT
705	2152	WARREN
706	2153	WARREN
707	2154	WARREN
708	2155	WARREN
709	2156	WARREN
710	2157	DETROIT
711	2158	CENTERLINE
712	2159	CENTERLINE
713	2160	CENTERLINE
714	2161	DETROIT

717	2164	ROCHESTER HILLS
718	2165	ORION TOWNSHIP
719	2166	LAKE ORION
720	2167	LAKE ORION
721	2168	ORION
722	2169	PONTIAC
723	2170	STERLING HEIGHTS
724	2171	STERLING HEIGHTS
725	2172	ROCHESTER HILLS
726	2173	ORION
727	2174	ORION
728	2175	ORION
729	2176	ORION
730	2177	TROY
731	2178	TROY
732	2179	CHESTERFIELD
733	2180	DEARBORN
734	2181	TROY
735	2182	TROY
736	2183	ROSEVILLE
737	2184	SOUTHFIELD
738	2185	ROSEVILLE
739	2186	ROSEVILLE
740	2187	ROSEVILLE
741	2188	DETROIT
742	2189	DETROIT
743	2190	CHESTERFIELD
744	2191	CHESTERFIELD
745	2192	CENTERLINE
746	2193	MACOMB TOWNSHIP
747	2194	MT. CLEMENS
748	2195	ROSEVILLE
749	2196	ROSEVILLE
750	2197	ROSEVILLE
751	2198	MACOMB TOWNSHIP
752	2199	MACOMB TOWNSHIP
753	2200	SOUTHGATE
754	2201	SOUTHGATE
755	2202	ST. CLAIR SHORES
756	2203	SOUTHFIELD
757	2204	DETROIT
758	2205	DETROIT
759	2206	DETROIT
760	2207	DETROIT
761	2208	ROSEVILLE
762	2209	GROSSE ISLE
763	2210	SOUTHFIELD
764	2211	GROSSE ISLE
765	2212	ROSEVILLE
766	2213	DETROIT
767	2214	DETROIT
768	2215	DETROIT
769	2216	DETROIT
770	2217	DETROIT
771	2218	DETROIT
772	2219	DETROIT
773	2220	DETROIT
774	2221	DETROIT
775	2222	DETROIT
776	2223	DETROIT
777	2224	DETROIT
778	2225	DETROIT
779	2226	WARREN
780	2227	DETROIT

783	2230	DEARBORN
784	2231	DEARBORN
785	2232	ROSEVILLE
786	2233	CENTERLINE
787	2234	MACOMB TOWNSHIP
788	2235	MACOMB TOWNSHIP
789	2236	MACOMB TOWNSHIP
790	2237	WYANDOTTE
791	2238	SOUTHGATE
792	2239	WYANDOTTE
793	2240	DETROIT
794	2241	DETROIT
795	2242	DETROIT
796	2243	DETROIT
797	2244	DETROIT
798	2245	WYANDOTTE
799	2246	WYANDOTTE
800	2247	WYANDOTTE
801	2248	DETROIT
802	2249	DETROIT
803	2250	
804	2251	DETROIT
805	2252	DETROIT
806	2253	DETROIT
807	2254	WEST BLOOMFIELD
808	2255	ROCHESTER HILLS
809	2256	ROCHESTER HILLS
810	2257	LAKE ORION
811	2258	CLINTON TWP
812	2259	CLINTON TWP
813	2260	MT. CLEMENS
814	2261	ROCHESTER HILLS
815	2262	CLINTON TWP
816	2263	ORION TWP
817	2264	CLINTON TWP
818	2265	CLINTON TWP
819	2266	DETROIT
820	2267	DETROIT
821	2268	HIGHLAND
822	2269	ROSEVILLE
823	2270	ROSEVILLE
824	2271	ROSEVILLE
825	2272	ROSEVILLE
826	2273	DETROIT
827	2274	DETROIT
828	2275	DETROIT
829	2276	DETROIT
830	2277	ST. CLAIR SHORES
831	2278	ST. CLAIR SHORES
832	2279	ST. CLAIR SHORES
833	2280	TRENTON
834	2281	GROSSE ISLE
835	2282	TRENTON
836	2283	TRENTON
837	2284	TRENTON
838	2285	TRENTON
839	2286	TRENTON
840	2287	ST. CLAIR SHORES
841	2288	CHESTERFIELD
842	2289	WARREN
843	2290	WARREN
844	2291	CANTON
845	2292	WESTLAND
846	2293	WESTLAND

849	2296	DETROIT
850	2297	DETOIT
851	2298	DETROIT
852	2299	DETROIT
853	2300	DETROIT
854	2301	MACOMB TOWNSHIP
855	2302	CLINTON TOWNSHIP
856	2303	EAST DETROIT
857	2304	DETROIT
858	2305	DETROIT
859	2306	DETROIT
860	2307	WYANDOTTE
861	2308	WYANDOTTE
862	2309	WYANDOTTE
863	2310	CLINTON TOWNSHIP
864	2311	CLINTON TOWNSHIP
865	2312	CLINTON TOWNSHIP
866	2313	DETROIT
867	2314	ST. CLAIR SHORES
868	2315	DETROIT
869	2316	ROSEVILLE
870	2317	ROSEVILLE
871	2318	ROSEVILLE
872	2319	ROSEVILLE
873	2320	TRENTON
874	2321	GROSSE ILLE
875	2322	GROSSE ILLE
876	2323	GROSSE ILLE
877	2324	TRENTON
878	2325	GROSSE ILLE
879	2326	GROSSE ILLE
880	2327	BELLEVILLE
881	2328	BELLEVILLE
882	2329	MELVINDALE
883	2330	DEARBORN
884	2331	DEARBORN
885	2332	LIVONIA
886	2333	DETROIT
887	2334	MT. CLEMENS
888	2335	MT. CLEMENS
889	2335	WATERFORD
890	2336	MT. CLEMENS
891	2337	DETROIT
892	2338	MT. CLEMENS
893	2339	STERLING HEIGHTS
894	2340	STERLING HEIGHTS
895	2341	STERLING HEIGHTS
896	2342	STERLING HEIGHTS
897	2343	STERLING HEIGHTS
898	2344	STERLING HEIGHTS
899	2345	STERLING HEIGHTS
900	2346	STERLING HEIGHTS
901	2347	STERLING HEIGHTS
902	2348	STERLING HEIGHTS
903	2349	WESTLAND
904	2350	DETROIT
905	2351	FRASER
906	2352	FRASER
907	2353	CLINTON TWP
908	2354	FRASER
909	2356	DETROIT
910	2357	DETROIT
911	2358	DETROIT
912	2359	LAKE ORION

915	2362	ST CLAIR SHORES
916	2363	FRASER
917	2364	SOUTH LYON
918	2365	STERLING HEIGHTS
919	2366	STERLING HEIGHTS
920	2367	LAKE ORION
921	2368	LAKE ORION
922	2369	WYANDOTTE
923	2370	WYANDOTTE
924	2371	MT CLEMENS
925	2372	MT CLEMENS
926	2373	MT CLEMENS
927	2374	MT CLEMENS
928	2375	MT CLEMENS
929	2376	MT CLEMENS
930	2377	MT CLEMENS
931	2378	DETROIT
932	2379	DETROIT
933	2380	DETROIT
934	2381	DETROIT
935	2382	GROSSE ILLE
936	2383	GROSSE ILLE
937	2384	GROSSE ILLE
938	2385	GROSSE ILLE
939	2386	GROSSE ILLE
940	2387	GROSSE PT FARMS
941	2388	SOUTHFIELD
942	2389	WYANDOTTE
943	2390	WYANDOTTE
944	2391	WYANDOTTE
945	2392	SOUTHGATE
946	2392	NEW HAVEN
947	2394	NEW HAVEN
948	2395	ROSEVILLE
949	2396	NEW HAVEN
950	2397	CLINTON TWP
951	2398	CLINTON TWP
952	2399	NEW HAVEN
953	2400	NEW HAVEN
954	2401	NEW HAVEN
955	2402	NEW HAVEN
956	2403	MACOMB TWP
957	2404	MACOMB TWP
958	2405	CENTERLINE
959	2406	MACOMB TWP
960	2407	MACOMB TWP
961	2408	MACOMB TWP
962	2409	CHESTERFIELD
963	2410	CHESTERFIELD
964	2411	WARREN
965	2412	WATERFORD
966	2413	WATERFORD
967	2414	DETROIT
968	2415	WATERFORD
969	2416	DETROIT
970	2417	ORION
971	2418	EAST DETROIT
972	2419	NEW HAVEN
973	2420	NEW HAVEN
974	2421	NEW HAVEN
975	2422	CHESTERFIELD
976	2423	CLINTON TWP
977	2424	CLINTON TWP
978	2425	CLINTON TWP

981	2428	DETROIT
982	2429	WESTLAND
983	2430	LIVONIA
984	2431	FRASER
985	2432	FRASER
986	2433	FARMINGTON HILLS
987	2434	WATERFORD
988	2435	STERLING HEIGHTS
989	2436	STERLING HEIGHTS
990	2437	LAKE ORION
991	2438	SOUTHGATE
992	2439	LAKE ORION
993	2440	LAKE ORION
994	2441	DETROIT
995	2442	DETROIT
996	2443	DETROIT
997	2444	WATERFORD
998	2445	WATERFORD
999	2446	DETROIT
1000	2447	GROSSE PT FARMS
1001	2448	TRENTON
1002	2449	GROSSE PT FARMS
1003	2450	ST CLAIR SHORES
1004	2451	ST CLAIR SHORES
1005	2452	ORION TWP
1006	2453	GROSSE PT FARMS
1007	2454	DETROIT
1008	2455	DETROIT
1009	2456	DETROIT
1010	2457	PONTIAC
1011	2458	WATERFORD
1012	2459	WATERFORD
1013	2460	WATERFORD
1014	2461	WATERFORD
1015	2462	DETROIT
1016	2463	ST CLAIR SHORES
1017	2464	BELLEVILLE
1018	2465	BELLEVILLE
1019	2466	BELLEVILLE
1020	2467	BELLEVILLE
1021	2468	BELLEVILLE
1022	2469	BELLEVILLE
1023	2470	BELLEVILLE
1024	2471	BELLEVILLE
1025	2472	CLINTON TWP
1026	2473	CLINTON TWP
1027	2474	CLINTON TWP
1028	2475	CLINTON TWP
1029	2476	CLINTON TWP
1030	2477	CLINTON TWP
1031	2478	NEW HAVEN
1032	2479	NEW HAVEN
1033	2480	NEW HAVEN
1034	2481	NEW HAVEN
1035	2482	CLINTON TWP
1036	2483	ALLEN PARK
1037	2484	ORION
1038	2485	ORION
1039	2486	GROSSE ILLE
1040	2487	ALLEN PARK
1041	2488	ALLEN PARK
1042	2489	ALLEN PARK
1043	2490	ALLEN PARK
1044	2491	ALLEN PARK

1047	2494	LAKE ORION
1048	2495	ALLEN PARK
1049	2496	TRENTON
1050	2497	ST CLAIR SHORES
1051	2498	ST CLAIR SHORES
1052	2499	DETROIT
1053	2500	DETROIT
1054	2501	DETROIT
1055	2502	ST CLAIR SHORES
1056	2503	DETROIT
1057	2504	DETROIT
1058	2505	LAKE ORION
1059	2506	ROYAL OAK
1060	2507	ROYAL OAK
1061	2508	ROYAL OAK
1062	2509	STERLING HEIGHTS
1063	2510	STERLING HEIGHTS
1064	2511	WEST BLOOMFIELD
1065	2512	ROYAL OAK
1066	2513	MACOMB TWP
1067	2514	MACOMB TWP
1068	2515	MACOMB TWP
1069	2516	MACOMB TWP
1070	2517	MACOMB TWP
1071	2518	MACOMB TWP
1072	2519	FRASER
1073	2520	FRASER
1074	2521	FRASER
1075	2522	FRASER
1076	2523	SOUTH LYONS
1077	2524	BELLEVILLE
1078	2525	ROSEVILLE
1079	2526	ROSEVILLE
1080	2527	EAST DETROIT
1081	2528	EAST DETROIT
1082	2529	ROSEVILLE
1083	2530	ROSEVILLE
1084	2531	DETROIT
1085	2532	DETROIT
1086	2533	DETROIT
1087	2534	DETROIT
1088	2535	DETROIT
1089	2536	DETROIT
1090	2537	CHESTERFIELD
1091	2538	WARREN
1092	2539	CHESTERFIELD
1093	2540	DETROIT
1094	2541	DETROIT
1095	2542	DETROIT
1096	2543	DETROIT

Record#	LOGNUMBER	CITY
1045	2492	ALLEN PARK
1046	2493	ALLEN PARK
1047	2494	LAKE ORION
1048	2495	ALLEN PARK
1049	2496	TRENTON
1050	2497	ST CLAIR SHORES
1051	2498	ST CLAIR SHORES
1052	2499	DETROIT
1053	2500	DETROIT
1054	2501	DETROIT
1055	2502	ST CLAIR SHORES
1056	2503	DETROIT

Record#	LOGNUMBER	CITY
1152	2544	DEARBORN HEIGHTS
1153	2545	DETROIT
1154	2546	ALLEN PARK
1155	2547	DEARBORN
1156	2548	ST. CLAIR SHORES
1157	2549	ST. CLAIR SHORES
1158	2550	REDFORD
1159	2551	PLYMOUTH
1160	2552	FERNDALE
1161	2553	FERNDALE
1162	2554	ORION
1163	2555	MELVINDALE
1164	2556	ALLEN PARK
1165	2557	ALLEN PARK
1166	2558	CHESTERFIELD
1167	2559	FRASER
1168	2560	BELLEVILLE
1169	2561	BELLEVILLE
1170	2562	TRENTON
1171	2563	ALLEN PARK
1172	2564	BELLEVILLE
1173	2565	BELLEVILLE
1174	2566	BELLEVILLE
1175	2567	BELLEVILLE
1176	2568	LIVONIA
1177	2569	BELLEVILLE
1178	2570	EAST DETROIT
1179	2571	EAST DETROIT
1180	2573	FERNDALE
1181	2574	MT. CLEMENS
1182	2575	DETROIT
1183	2576	MT. CLEMENS
1184	2577	BIRMINGHAM
1185	2578	DETROIT
1186	2579	DETROIT
1187	2581	ST. CLAIR SHORES
1188	2582	DETROIT
1189	2583	NEW HAVEN
1190	2584	CLINTON TWP
1191	2585	CLINTON TWP
1192	2586	WATERFORD
1193	2587	WATERFORD
1194	2588	GARDEN CITY
1195	2589	GARDEN CITY
1196	2590	MACOMB TWP
1197	2591	ROYAL OAK
1198	2592	BIRMINGHAM
1199	2593	DETROIT
1200	2594	DETROIT
1201	2595	DETROIT
1202	2596	DETROIT
1203	2597	DETROIT
1204	2598	DETROIT
1205	2599	DETROIT
1206	2600	FARMINGTON HILLS
1207	2601	LIVONIA
1208	2602	CHESTERFIELD TWP
1209	2603	CHESTERFIELD

1210	2604	CHESTERFIELD
1211	2605	MACOMB TWP
1212	2606	DETROIT
1213	2607	DETROIT
1214	2608	ROSEVILLE
1215	2609	WARREN
1216	2610	DETROIT
1217	2611	OAK PARK
1218	2612	DETROIT
1219	2613	DETROIT
1220	2614	DETROIT
1221	2615	DETROIT
1222	2616	BELLEVILLE
1223	2617	GROSSE ILLE
1224	2618	GARDEN CITY
1225	2619	WYANDOTTE
1226	2620	REDFORD
1227	2621	DETROIT
1228	2622	DETROIT
1229	2623	DETROIT
1230	2624	DETROIT
1231	2625	DETROIT
1232	2626	DETROIT
1233	2627	DETROIT
1234	2628	DETROIT
1235	2629	ROYAL OAK
1236	2630	DETROIT
1237	2631	MADISON HEIGHTS
1238	2632	MADISON HEIGHTS

1001 Belleville	1002 Canton	1003 Clawson
1004 Clawson	1005 Clawson	1006 Livonia
1007 Livonia	1008 Livonia	1009 Canton
1010 Canton	1011 Canton	1012 Canton
1013 Southfield	1014 Southfield	1015 Madison Heights
1016 Madison Heights	1017 Madison Heights	1018 West Bloomfield
1019 West Bloomfield	1020 South Lyon	1021 West Bloomfield
1022 Farmington Hills	1023 Farmington Hills	1024 Royal Oak
1025 Plymouth	1026 Royal Oak	1027 South Lyon
1028 South Lyon	1029 Westland	1030 Westland
1031 Westland	1032 Westland	1033 Westland
1034 Southfield	1035 Southfield	1036 Southfield
1037 Birmingham	1038 Troy	1039 Plymouth
1040 Plymouth	1041 Westland	1042 Westland
1043 Westland	1044 South Lyon	1045 South Lyon
1046 South Lyon	1047 Dearborn Heights	1048 Garden City
1049 Westland	1050 Garden City	1051 Westland
1052 West Bloomfield	1053 West Bloomfield	1054 West Bloomfield
1055 West Bloomfield	1056 Livonia	1057 Livonia
1058 Troy	1059 Troy	1060 Troy
1061 Troy	1062 Canton	1063 Canton
1064 Southfield	1065 Southfield	1066 Westland
1067 Belleville	1068 Belleville	1069 Dearborn Heights
1070 Livonia	1071 Livonia	1072 Livonia
1073 Highland	1074 South Lyon	1075 Highland
1076 Highland	1077 Highland	1078 West Bloomfield
1079 Redford	1080 Livonia	1081 Livonia
1082 Belleville	1083 Madison Heights	1084 Madison Heights
1085 Southfield	1086 Westland	1087 Westland
1088 Westland	1089 Westland	1090 Westland

1091 Westland	1092 Royal Oak	1093 Royal Oak
1094 Royal Oak	1095 Farmington Hills	1096 Farmington Hills
1097 Dearborn Heights	1098 Dearborn Heights	1099 Southfield
1100 Southfield	1101 Southfield	1102 Farmington Hills
1103 Farmington Hills	1104 Farmington Hills	1105 Ferndale
1106 Ferndale	1107 Ferndale	1108 Ferndale
1109 Ferndale	1110 Rochester Hills	1111 Rochester Hills
1112 Rochester Hills	1113 Rochester Hills	1114 Rochester Hills
1115 Rochester Hills	1116 Belleville	1117 Belleville
1118 Livonia	1119 Livonia	1120 Livonia
1121 South Lyon	1122 South Lyon	1123 Redford
1124 Redford	1125 Highland	1126 Highland
1127 Royal Oak	1128 Royal Oak	1129 Royal Oak
1130 Rochester Hills	1131 Madison Heights	1132 Southfield
1133 Livonia	1134 Southfield	1135 Livonia
1136 West Bloomfield	1137 West Bloomfield	1138 West Bloomfield
1139 West Bloomfield	1140 Southfield	1141 Southfield
1142 Ferndale	1143 Ferndale	1144 Ferndale
1145 Ferndale	1146 Ferndale	1147 Ferndale
1148 Farmington Hills	1149 Farmington Hills	1150 Farmington Hills
1151 Farmington Hills	1152 Birmingham	1153 Birmingham
1154 Belleville	1155 Belleville	1156 Belleville
1157 Belleville	1158 Ferndale	1159 Canton
1160 Canton	1161 Canton	1162 Detroit
1163 Detroit	1164 West Bloomfield	1165 Belleville
1166 Dearborn Heights	1167 Royal Oak	1168 Royal Oak
1169 Royal Oak	1170 Southfield	1171 Livonia
1172 Redford	1173 Highland	1174 Highland
1175 Belleville	1176 Belleville	1177 Belleville
1178 Belleville	1179 Farmington Hills	1180 Farmington Hills

1181 Rochester Hills	1182 Canton	1183 Dearborn
1184 Dearborn	1185 Highland	1186 Highland
1187 South Lyon	1188 Dearborn Heights	1189 Westland
1190 Farmington Hills	1191 Farmington Hills	1192 Dearborn Heights
1193 Dearborn Heights	1194 Dearborn Heights	1195 Westland
1196 Westland	1197 Farmington Hills	1198 Southfield
1199 Southfield	1200 Southfield	1201 Detroit
1202 Highland	1203 Detroit	1204 Belleville
1205 Belleville	1206 Canton	1207 Canton
1208 Dearborn	1209 Dearborn	1210 Ferndale
1211 Livonia	1212 Livonia	1213 Garden City
1214 Livonia	1215 Clawson	1216 Clawson
1217 Troy	1218 Southfield	1219 Royal Oak
1220 Royal Oak	1221 Dearborn Heights	1222 Dearborn Heights
1223 Dearborn Heights	1224 Livonia	1225 Farmington Hills
1226 Livonia	1227 Plymouth	1228 Redford
1229 Dearborn Heights	1230 Detroit	1231 Dearborn Heights
1232 Detroit	1233 Madison Heights	1234 Garden City
1235 Farmington Hills	1236 Farmington Hills	1237 Farmington Hills
1238 Birmingham	1239 Birmingham	1240 Birmingham
1241 Dearborn	1242 Dearborn	1243 Ferndale
1244 Ferndale	1245 Madison Heights	1246 Royal Oak
1247 Southfield	1248 Troy	1249 Troy
1250 Rochester Hills	1251 W. Bloomfield	1252 Ferndale
1253 Ferndale	1254 Ferndale	1255 Garden City
1256 Dearborn Heights	1257 Highland	1258 Highland
1259 Highland	1260 Detroit	1261 Westland
1262 Dearborn	1263 Dearborn	1264 Dearborn
1265 Redford	1266 Farmington Hills	1267 Southfield
1268 Plymouth	1269 Plymouth	1270 Canton

1271 Livonia	1272 W. Bloomfield	1273 Royal Oak
1274 Southfield	1275 Dearborn Heights	1276 Dearborn Heights
1277 Dearborn Heights	1278 Dearborn Heights	1279 Plymouth
1280 Livonia	1281 Livonia	1282 Farmington Hills
1283 Farmington Hills	1284 Dearborn	1285 W. Bloomfield
1286 W. Bloomfield	1287 Livonia	1288 Madison Heights
1289 Madison Heights	1290 Ferndale	1291 Ferndale
1292 Ferndale	1293 Ferndale	1294 Garden City
1295 Royal Oak	1296 Detroit	1297 Highland
1298 Southfield	1299 Detroit	1300 Dearborn Heights
1301 Clawson	1302 Garden City	1303 Ferndale
1304 Birmingham	1305 Birmingham	1306 Birmingham
1307 Detroit	1308 Detroit	1309 Detroit
1310 Detroit	1311 Detroit	1312 Westland
1313 Dearborn Heights	1314 Dearborn Heights	1315 Dearborn Heights
1316 West Bloomfield	1317 Dearborn Heights	1318 Dearborn Heights
1319 Madison Heights	1320 Farmington Hills	1321 Ferndale
1322 Ferndale	1323 Ferndale	1324 Birmingham
1325 Livonia	1326 Detroit	1327 Detroit
1328 Detroit	1329 Farmington Hills	1330 Detroit
2001 Centerline	2002 DETROIT	2003 DETROIT
2004 DETROIT	2005 MELVINDALE	2006 WARREN
2007 WARREN	2008 WARREN	2009 CENTERLINE
2010 WARREN	2011 WARREN	2012 MELVINDALE
2013 MELVINDALE	2014 WARREN	2015 WARREN
2016 WARREN	2017 WARREN	2018 WARREN
2019 WARREN	2020 DETROIT	2021 DETROIT
2022 DETROIT	2023 DETROIT	2024 DETROIT
2025 DETROIT	2026 DETROIT	2027 DETROIT
2028 DETROIT	2029 GROSSE POINT FARMS	2030 DETROIT

2031 GROSSE POINTE FARMS	2032 WARREN	2033 WARREN
2034 WARREN	2035 WARREN	2036 WARREN
2037 DETROIT	2038 DETROIT	2039 DETROIT
2040 DETROIT	2041 DETROIT	2042 DETROIT
2043 DETROIT	2044 DETROIT	2045 DETROIT
2046 DETROIT	2047 DETROIT	2048 DETROIT
2049 DETROIT	2050 MELVINDALE	2051 MELVINDALE
2052 MELVINDALE	2053 MELVINDALE	2054 MELVINDALE
2055 MELVINDALE	2056 DEARBORN	2057 DEARBORN
2058 DEARBORN	2059 DEARBORN	2060 WARREN
2061 WARREN	2062 CENTERLINE	2063 GROSSE POINTE FARMS
2064 GROSSE POINTE FARMS	2065 GROSSE POINTE FARMS	2066 DETROIT
2067 DETROIT	2068 CENTERLINE	2069 WESTLAND
2070 DETROIT	2071 GROSSE POINTE FARMS	2072 GROSSE POINTE FARMS
2073 SOUTHGATE	2074 SOUTHGATE	2075 CENTERLINE
2076 PONTIAC	2077 PONTIAC	2078 DETROIT
2079 DETROIT	2080 DETROIT	2081 DETROIT
2082 DETROIT	2083 DETROIT	2084 DETROIT
2085 DETROIT	2086 DETROIT	2087 DETROIT
2088 DETROIT	2089 WARREN	2090 WARREN
2091 DETROIT	2092 DETROIT	2093 WARREN
2094 WARREN	2095 DETROIT	2096 DETROIT
2097 DETROIT	2098 DETROIT	2099 DETROIT
7001 Plymouth	7002 Birmingham	7003 Southfield
7004 Belleville	7005 Livonia	7006 Livonia
7007 Clawson	7008 Livonia	7009 Livonia
7010 Southfield	7011 Belleville	7012 Belleville
7013 Plymouth	7014 Detroit	7015 Garden City
7016 Madison Heights	7017 Plymouth	8001 Clawson
8002 Rochester Hills	8003 Belleville	8004 Southfield

7000 = HVc

8000 = N10

9000 = REF

8005 Rochester Hills
8008 Garden City
8011 Redford
8014 Madison Heights
8017 South Lyon
9001 Highland
9004 Detroit
9007 Clawson
9010 Highland
9013 Ferndale
9016 Dearborn Heights

8006 Dearborn Heights
8009 Dearborn
8012 Dearborn
8015 Royal Oak
8018 W. Bloomfield
9002 Westland
9005 Livonia
9008 Plymouth
9011 Madison Heights
9014 Detroit
9017 Dearborn Heights

8007 South Lyon
8010 Plymouth
8013 Madison Heights
8016 Royal Oak
8019 Madison Heights
9003 Farmington Hills
9006 Madison Heights
9009 Livonia
9012 Madison Heights
9015 Royal Oak