

This is a repository copy of *A tale of two societies : The doing of qualitative comparative research in Hong Kong and Britain*.

White Rose Research Online URL for this paper:
<https://eprints.whiterose.ac.uk/119481/>

Version: Accepted Version

Article:

Jackson, Stephanie Forsythe orcid.org/0000-0001-6981-0712 and Ho, Petula Sik Ying (2017) *A tale of two societies : The doing of qualitative comparative research in Hong Kong and Britain*. *Methodological Innovations*. pp. 1-12. ISSN 2059-7991

<https://doi.org/10.1177/2059799117703117>

Reuse

Items deposited in White Rose Research Online are protected by copyright, with all rights reserved unless indicated otherwise. They may be downloaded and/or printed for private study, or other acts as permitted by national copyright laws. The publisher or other rights holders may allow further reproduction and re-use of the full text version. This is indicated by the licence information on the White Rose Research Online record for the item.

Takedown

If you consider content in White Rose Research Online to be in breach of UK law, please notify us by emailing eprints@whiterose.ac.uk including the URL of the record and the reason for the withdrawal request.



A Tale of Two Societies: The Doing of Qualitative Comparative research in Hong Kong and Britain

Journal:	<i>Methodological Innovations</i>
Manuscript ID	MIO-16-0035
Manuscript Type:	Standard Article
Keywords:	qualitative methods, comparative qualitative research, cross national collaboration, vignette, translation
Abstract:	<p>Abstract</p> <p>This article explores the challenges and opportunities for methodological innovation arising from an exploratory, cross-national, qualitative study of women’s lives in Hong Kong and Britain. We begin by briefly outlining the aims of our study and its original research design, based on life history interviews with young adult women and their mothers in each location. We then turn to a discussion of how this was modified as we recruited participants and conducted the interviews, including the use of vignettes. We aim to be transparent about some of the problems of implementing a symmetrical approach to generating qualitative data in very different socio-cultural settings compounded by the practical difficulties of geographical distance between team members. We argue for a flexible approach that takes account of local cultural sensibilities rather than trying to follow rigidly identical procedures, recognising also that, in any qualitative research team, there will be differences in approach that affect the data produced. We highlight some of the insights yielded by the problems we encountered and, in particular, an accidental innovation that occurred through an ad hoc decision to conduct focus groups with the young women, which we call ‘cross-cultural data feedback’. This innovation involved our participants in contributing to cross-cultural comparison and also brought taken-for-granted assumptions in each setting into sharp relief, as well as sensitising us to issues that proved important to analysing our data. This leads us to raise issues of interpreting and analysing data from differing socio-cultural locations and translating between cultures. We conclude with some recommendations including the potential for future development of our method of cross-cultural data feedback.</p>

Introduction

This paper reports on some of the challenges and benefits of international collaboration in conducting comparative qualitative research, drawing on our experience of working together on a small exploratory study of two generations of women in Britain and Hong Kong. Cross-national collaborative research is now common in Europe, a product of European funding, but it is far rarer to find qualitative, cross cultural studies of societies that are geographically and culturally more distant from each other. Moreover, texts dealing with cross-cultural qualitative fieldwork are generally based on the premise of a researcher from one culture (usually from rich countries or the global north) working in ‘other’ cultures (Liamputtong 2010; Cleary 2013) and therefore focus on issues of cultural knowledge and sensitivity. Where collaboration is mentioned it is generally in terms of outsiders working with local communities or local researchers (Cleary 2013). Our study was not of this kind. We worked as an equal partnership between two principal investigators, one Hong Kong Chinese (H)¹ and the other white British (J) and with the intention of comparing the lives of Hong Kong Chinese and white British women, the majority ethnicities in the two locations.²

As Ryan-Flood and Gill (2010) note, research ‘inevitably presents dilemmas, challenges and choices, which are not always explicated in writing up’ (2010: 2), when the messiness and unpredictability of the process is often glossed over. Yet this very unpredictability can also, as we will show, create opportunities for methodological innovation as well as unanticipated insights into the lives of those we research. In this paper we seek to make transparent some of the

¹ In terms of the points we wish to raise it is necessary to identify each of us as individuals; to maintain anonymity during the review process we are using initials, which will be replaced by names if the paper is accepted for publication.

² We are not concerned with discussing our locations as ‘insider’ or ‘outsider’ in the two settings. This issue has been much discussed in the literature, including the important point that these are not stable or mutually exclusive, (Letherby 2003; Liamputtong 2010).

1
2
3 problems and opportunities arising from working together as cross-national collaborators,
4
5 following the reflexive practice now characteristic of feminist research (Letherby 2003; Ryan-
6
7 Flood and Gill 2010). After briefly introducing the aims of our project we will discuss the
8
9 methods we used, focusing the ways in which the differing socio-economic and cultural contexts
10
11 in which we worked affected recruitment of participants and the conduct of in depth interviews
12
13 and focus groups. We highlight a methodological innovation we developed by chance and
14
15 deployed in the focus groups, ‘cross cultural data feedback’. This method, we argue, has the
16
17 virtue of bringing cultural similarities and differences into sharp relief and in enabling
18
19 participants themselves to be actively engaged in making cross-cultural comparisons. It also has
20
21 the potential to be further developed in new research contexts. We also address some of the
22
23 issues involved in analysing our data, making sense of it in the light of linguistic and cultural
24
25 differences and in relation to conditions of life in the two locations.
26
27
28
29
30
31
32
33
34
35

36 **In the beginning: conceptualising and planning our collaboration**

37
38
39 Our study was framed as an exploration of the impact of social change on women’s personal
40
41 lives and relationships, funded by an ESRC Hong Kong bilateral award.³ The impetus for this
42
43 study was, in part, a product of the rare opportunity afforded by this bilateral scheme to apply for
44
45 funding for cross-national research. But we were not only opportunistic; we had a genuine
46
47 intellectual interest in refocusing academic debates beyond the parochially western. While small
48
49 in scale we set out to address major sociological issues; in particular we sought to challenge the
50
51 Eurocentrism of debates on intimacy and modernity.
52
53
54

55
56
57 ³ Award number RES-000-22-362. The ESRC Hong Kong Bilateral programme is jointly sponsored by the ESRC
58 and the Hong Kong Research Grants Council.
59
60

1
2
3 Mainstream sociological propositions on the transformation of intimacy (Giddens 1992) and the
4 process of individualization (Beck and Beck-Gernsheim 2002) have come under extensive
5 criticism in terms of their assumptions about gender, sexuality and family relationships and the
6 evidence base for their propositions (e.g. Jamieson 1999; Smart 2007; Heaphy 2007). These
7 critiques, however, have largely remained focused on Western contexts; Jamieson's (2011)
8 conceptualization of practices of intimacy is a notable – and welcome – exception. More
9 generally, the theorization of modernity has been marked by its western bias, and attempts to
10 remedy this have been found wanting (see Bhambra 2007; 2014). Even those Asian scholars who
11 have challenged universalizing characterizations of modernity, such as Yan (2007) and Chang
12 (2010) have tended to take as given much of the western sociological narrative of the origins of
13 modernity (author reference to be added). While seeking to unsettle Eurocentrism, our project
14 was, paradoxically, developed as a response to debates that are Eurocentric in origin. This is
15 perhaps inevitable if the aim is to bring the terms of these debates into question.
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34

35 Hong Kong and the UK may seem strange sites for comparison as one is a nation and the other is
36 a Special Administrative Region of China,⁴ and neither can be considered representative of their
37 geographical region (Europe or East Asia). Although this particular comparative case may be
38 very specific, the historical relationship between the UK and Hong Kong, as coloniser and
39 colonised, makes it of particular interest. Both are now part of the rich, post-industrial global
40 North but British colonialism has left its mark. The particular niche Hong Kong occupied in the
41 British Empire was associated with a neglect of the local population.⁵ Up to the 1970s Hong
42 Kong was characterized by 'third world' levels of poverty and, while it is now richer than the
43
44
45
46
47
48
49
50
51
52
53

54
55 ⁴ While here we use 'UK' in discussing the relationship between the two territories, elsewhere we deliberately use
56 'Britain' and 'British' since all the UK interviews were conducted in England and Wales rather than in the UK as a
57 whole.

58 ⁵ For more information on the colonial history and its legacy see Carroll (dates), Tsang 2004, Chiu and Lui 2009.
59
60

1
2
3 UK in terms of GDP per capita, the policies of both the colonial and current administrations have
4
5 resulted in a lack of welfare provision and a huge gulf between rich and poor (Goodstadt 2013),
6
7 forcing its inhabitants into self-reliance in a climate of economic uncertainty. This has had
8
9 consequences for gendered divisions of labour and practices of intimacy (see e.g. Lee 2003). We
10
11 set out to compare women's lives in these two contexts as offering us an opportunity to think
12
13 about the gendered consequences of social change in terms of the intersections between local and
14
15 global inequalities.
16
17

18
19
20 While addressing major sociological issues, the funding available meant that our study would
21
22 have to be modest in its scope.⁶ We planned at the outset to interview 12 pairs of young adult
23
24 women and their mothers in each of the two locations (48 individuals), using the two generations
25
26 of women as a proxy for change over time, and subsequently conducted focus groups with some
27
28 of the young women. From the beginning we recognised the importance of a symmetrical
29
30 approach in order to avoid taking one location as the baseline against which the other was
31
32 assessed – in particular treating Britain as the norm and Hong Kong as 'other'. We therefore
33
34 planned to pose the same research questions and use the same research instruments in both
35
36 contexts while being sensitive to the particularities of local social conditions and cultural
37
38 practices. In order to maximise the comparability of our samples we defined the characteristics
39
40 of our desired participants to ensure as good a match as possible between the British and Hong
41
42 Kong women to be interviewed. We sought young women who were adult but below the average
43
44 age of marriage in both locations and set the age limits as between aged 20 and 26. Since we
45
46 were interested in exploring issues raised by debates around transformations of intimacy and
47
48 individualization, we decided to recruit young women with university level education, those who
49
50
51
52
53
54

55
56
57 ⁶ The British end of the funding was equivalent to an ESRC small grant while the Hong Kong funding was
58
59 considerably less.
60

1
2
3 would have a greater degree of choice in their styles of life than the less educationally privileged.
4
5 We assumed that their mothers would have more diverse backgrounds. Finally, because of the
6
7 complexity of comparing two locations and two generations we agreed that each sample should
8
9 be culturally homogenous, recruiting from the majority ethnic group in each place: Chinese and
10
11 Cantonese speaking Hong Kong women and white British women.
12
13

14
15
16 The interview guide we prepared at the outset was developed by the two PIs in face to face
17
18 meetings. It followed a life history format in order to lead participants through the stages of their
19
20 lives from childhood into adulthood and, for the older women, marriage and parenthood, with a
21
22 focus on interpersonal relationships. We planned to phrase questions to elicit narrative responses,
23
24 encouraging women to tell us about their lives and experiences but we also built in a series of
25
26 prompts to ensure we covered similar ground if information we wanted did not emerge
27
28 spontaneously, for example asking about who lived with them at a given time or about
29
30 relationships with particular others. Towards the end of the interviews we added a few more
31
32 direct questions to explore women's understanding of the social changes they had lived through
33
34 and also deployed vignettes to explore issues that might be difficult to address by other means.
35
36 The guide was designed, as is usual in qualitative research, to be flexible enabling us to adapt to
37
38 women's specific circumstances and to vary questions in response to issues they raised, some
39
40 which we expected to be culturally specific.
41
42
43
44
45
46

47
48 In designing both the guide and specific prompts we were, of course, aware that the flexibility of
49
50 qualitative interviewing means that no two interviews follow exactly the same path, that
51
52 interviews are interactional events and what goes on within them depends on a variety of
53
54 situational elements. This potential variability is increased in collaborative research where more
55
56 than one person is interviewing since each researcher's conversational style is likely to affect
57
58
59
60

1
2
3 their interaction with participants. Additional issues arise in a study such as ours, where different
4 members of the team were conducting interviews thousands of miles apart in different languages
5 and different socio-cultural settings, additional issues arise. There is a delicate balance to be
6 achieved in trying to ensure comparability of data while being sensitive to issues of eliciting it
7 where differing cultural sensibilities are at stake. The cost and practicality of travelling between
8 Hong Kong and the UK, and therefore the limited opportunities we had for face to face meetings,
9 exacerbated the challenges that geographical distance posed. Once fieldwork began we were
10 effectively working in parallel in recruiting and interviewing participants. While we kept in
11 contact and discussed progress through electronic media as we went along, each team lacked
12 detailed knowledge of the ways in which local conditions were affecting the research practices of
13 the other. These factors did not become apparent to us until the full team met face to face six
14 months into the fieldwork and about halfway through the interviewing, which was also when the
15 first focus group was held.⁷

41 **Parallel fieldwork, divergent practices: recruitment and the conduct of interviewing⁸**

42 Since we were recruiting a purposive sample with specific age and educational requirements, and
43 needed both the daughters and mothers to agree to take part, finding participants was not

49 ⁷ The British team consisted of the PI (J) and a postdoctoral researcher (N) who was employed on the project half
50 time for 17 months – the maximum affordable within the funding taking account of other expenses. As well as
51 conducting most of the British interviews and co-facilitating both the Hong Kong and British focus groups, N was
52 involved with the early stages of analysis and is co-author of this and two other papers. The Hong Kong team at any
53 one time comprised the PI (H) and a research assistant. The Hong Kong funding was not sufficient to hire a
54 postdoctoral researcher. Instead a series of short-term Research Assistants, with undergraduate or masters level
55 education, were employed and were mostly involved in support tasks. Only one of these research assistants (who
56 joined the team towards the end of the interviewing) was competent to help with interviews.

57 ⁸ We have discussed the issues raised in this section and the next in greater detail elsewhere (authors 2015).

1
2
3 straightforward. We were eventually able to interview fourteen young Hong Kong women and
4
5 twelve of their mothers and thirteen young British women and twelve of their mothers (51
6
7 individuals in total). The additional young women were those whose mothers had originally
8
9 agreed to be interviewed but who subsequently dropped out, meaning that we had to seek
10
11 additional participants to meet our target of twelve mother-daughter pairs in each location. We
12
13 employed two recruitment strategies, advertising for participants with the appropriate
14
15 characteristics and seeking them through our personal networks. The way this was accomplished
16
17 differed in the two locations and impacted on the process of interviewing and, consequently, the
18
19 data generated.
20
21
22
23
24

25
26 In Britain most participants were recruited through advertising in two university towns, one in
27
28 Northern England and one in the South. Personal networks – referrals from colleagues – resulted
29
30 in the recruitment of four of the pairs. We had expected that most of the first contacts would be
31
32 with the young women who would then approach their mothers; in the event as many mothers as
33
34 daughters were our first point of contact. In Hong Kong, on the other hand, all participants were
35
36 recruited through personal networks. There were good cultural reasons for this in East Asian
37
38 societies where recruiting through personal networks works far better than any other method. It
39
40 fits ‘somewhat more naturally with Confucian mores and expectations than attempting to recruit
41
42 unknown individuals who lie outside networks’ (Park and Lunt 2015 np). It is thus difficult to
43
44 induce people to participate in qualitative research and to build rapport unless they are
45
46 introduced through a known and trusted intermediary; in Chinese societies this is related to the
47
48 importance of personal connections, *guanxi* (see, e.g. Liu 2007). A few of the families were
49
50 already known to H. Other potential participants were recruited through introductions to young
51
52 women from graduate students and staff in Hong Kong Universities. Once the young women
53
54
55
56
57
58
59
60

1
2
3 agreed to be interviewed, they approached their mothers who then met with H in a social context
4
5 in order to gain the degree of trust necessary for the interview to proceed.
6
7

8
9 In the British case, even where personal contacts had been used, the interviewer was unknown to
10
11 the participants. The personal contacts were made through J's networks, while most of the
12
13 interviews were conducted by N. The British women, once recruited, were quite happy to spend
14
15 a few hours discussing their lives with a total stranger, which is not unusual in interviewing in
16
17 Western contexts. H, on the other hand, had to devote considerable time to building relationships
18
19 with the older women, spent extended periods interviewing them and often became involved in
20
21 their lives. The British interviews, however, were generally concluded within two hours and did
22
23 not lead to ongoing relationships with participants. Because of these differences N was able to
24
25 keep more closely to the agreed 'script' of the interview guide than was possible for H.
26
27

28
29 The original intention had been to interview mothers and daughters separately. This was entirely
30
31 feasible in Britain as most daughters had separate residences from their mothers; in the few cases
32
33 where they lived together, there was sufficient privacy to conduct separate interviews in
34
35 participants' homes. In Hong Kong this was rarely possible. In the first place the young Hong
36
37 Kong women all lived with their mothers. They could easily be interviewed separately away
38
39 from their homes, but once mothers were introduced it would have been culturally very difficult,
40
41 and indeed impolite, to separate them from their daughters in order to interview them and would
42
43 probably have made them uncomfortable. Moreover, Hong Kong apartments are very small,
44
45 affording little privacy for separate interviews within domestic space. This was only possible in a
46
47 few cases when a research assistant was able to work with H conducting parallel interviews and
48
49 where it became, in the context, socially appropriate and practically feasible to negotiate separate
50
51 interviewing. The lack of individual interviews does, of course raise questions about issues the
52
53
54
55
56
57
58
59
60

1
2
3 older women may have been unwilling to discuss in their daughters' presence and therefore
4
5 about the comparability of some of our data. Moreover, since these were conversational
6
7 interviews taking place within domestic space, if daughters were present they became actively
8
9 involved in their mothers' interviews. There were, however, benefits to this situation, since
10
11 interactions between mothers and daughters were often revealing. For example, H was able to
12
13 record an altercation between Gabby and her mother, Ms Au,⁹ about the reasons for the latter's
14
15 failure to offer her any information about sex. Ms Au said that she did not find it necessary to
16
17 discuss sex and contraception with her daughters as she assumed that they would have learn it at
18
19 schools and through the Internet, but Gabby disagreed:
20
21
22
23

24
25 Gabby: Schools would only teach you about menstruation but nothing deeper for
26
27 example, premarital sex, I'd want to know more and ask you (mother) about that.
28
29

30
31 Ms Au: You can always go look up the Internet!
32
33

34
35 Gabby: Going on Internet is not the same as hearing your thoughts and opinion!
36
37

38
39 Ms Au: How come such a highly educated person like you would not even go look up
40
41 these things on the Internet? You should know better!
42

43 Such interchanges are very revealing of the dynamics of mother-daughter interaction on
44
45 potentially difficult issues, but we do not have data of this kind from the British women. A
46
47 solution to lack of comparability of data that these different interviewing strategies produced
48
49

50
51 ⁹ All names of participants are pseudonyms. In choosing pseudonyms we followed the form of names used in the
52 interviews. Some of the Hong Kong mothers did not divulge their personal names (though all the British women
53 did) and where this was the case we have used family names. In some previous publications we have used the title
54 'Mrs' but this is not culturally appropriate, hence the usage of 'Ms' here. Chinese women do not change their family
55 name on marriage though they might be referred to as the 'wife of' someone, e.g. Wong *tai* or Wong *tai tai*. We
56 have given the young Chinese women, and the older women who did use personal names, English pseudonyms as it
57 is common practice for Hong Kong women, especially younger women to have both English and Chinese names and
58 to use the former in everyday interaction – all the young women in our sample did.
59
60

1
2
3 might have been to interview British mothers and daughters together, but this was not feasible.
4
5
6 Not only were we unaware of this difference in our interviewing practices until we were halfway
7
8 through the process, but it there would have been practical difficulties in conducting joint
9
10 interviews in Britain. The British mothers and daughters often lived considerable distances apart,
11
12 so that N was travelling all over England and Wales to conduct interviews. It would therefore
13
14 have been difficult and expensive to arrange joint interviews, even had we realised what was
15
16 happening soon enough to change our original plans.
17
18

19
20
21 In retrospect we can see that what was happening was that each set of interviews was proceeding
22
23 on the basis of local, taken-for-granted practices. As far as each of us was concerned we were
24
25 following the agreed interview guide and gathering the data we needed – and we did, despite our
26
27 differences, produce meaningful data, albeit under different conditions. While we were unaware,
28
29 for a time, of the extent of the divergence in our approaches to interviewing we did anticipate
30
31 from the outset differences in data generation arising from idiosyncrasies in personal
32
33 interviewing styles and the specificities of local social and cultural contexts. The vignettes we
34
35 introduced at the end of the interviews were designed, in part, to introduce a degree of
36
37 standardisation. Even standardised research methods, however, may not work in the same way in
38
39 two places and this may tell us something about adapting interviewing techniques to differing
40
41 cultural settings.¹⁰
42
43
44
45
46
47
48
49
50

51 **Using vignettes**

52
53
54 ¹⁰ We also tried using ‘personal community maps’ (Spencer and Pahl 2006) as a way of capturing both the possible
55
56 diversity of family forms and personal relationships within our samples and also differences between Hong Kong
57
58 and British patterns of relatedness – for example the greater importance accorded to extended family relationships in
59
60 Hong Kong (see e.g. Koo and Wong 2009). While this technique worked well with British participants, it proved
impossible to use in Hong Kong and was quickly abandoned (see authors 2016).

1
2
3 Vignettes, fictional scenarios that usually feature a problem or dilemma facing an imaginary
4 protagonist, have been used in social research since the 1980s. They are designed to elicit
5 responses on what someone would or should do in the situation depicted. Instead of asking about
6 attitudes or beliefs in the abstract, vignettes supply contextual information in the recognition that
7 ‘meanings are social and morality may be situationally specific’ (Finch 1987: 106). They are also
8 useful in asking about sensitive issues, enabling participants to talk about an imaginary person
9 and situation rather than their own lives. This was one reason that we decided to use them to
10 explore issues of unplanned pregnancy and lesbianism, which could be difficult issues for Hong
11 Kong women to discuss more directly. We also, however, wanted to avoid glib liberal responses
12 to these issues, which we thought might come from some British women. We kept our vignettes
13 simple, confined to a single set of circumstances combined with an open question. Our vignettes
14 ran as follows:

15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33 *The unplanned pregnancy vignette:* ‘Kate is a single woman in her early 20s. She has a
34 boyfriend and is embarking on a promising career. Kate finds that she is pregnant.’

35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
What are her options and what would you advise her to do?

59
60
The coming out vignette: ‘Claire is a 22 year old lesbian who has never come out to her
mother. She decides the time is right to do so because she has fallen in love and wants to
introduce her girlfriend to her mother.’

How do you think her mother would feel about this?

We had anticipated that Hong Kong and British women would have different opinions on these
issues, which was the case. We have discussed this elsewhere (author references to be inserted).

What was less expected was a marked difference in *how* each group of women responded. We

1
2
3 hoped, and expected, that the open-ended framing of the questions accompanying our vignettes
4 would prompt considerable discussion of the issues they raised. The Hong Kong women,
5 however, gave very brief, cut and dried responses. For example, commenting on the ‘unplanned
6 pregnancy’ vignette Ms Lee said that if her daughter were pregnant she would encourage
7 marriage: ‘if she loves the baby’s father there’s no point in getting an abortion.’ The lesbian
8 vignette prompted similarly minimal and often condemnatory statements. Elsie, for example,
9 said, ‘I would want her to have a normal married life rather than an abnormal relationship’. The
10 only Hong Kong woman who gave a fuller account was a mother who had faced just that
11 situation and told of the struggle she had to accept it. The British women, on the other hand,
12 engaged in extended discussions of each scenario in which they weighed up possible alternatives
13 and elaborated on their own views of issues at stake. Here, for example, are extracts from
14 Susan’s very lengthy and considered reflections on the unplanned pregnancy vignette:
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31

32 Well, her options are to have the baby, to have an abortion, um, to um, if you’re having
33 the baby you’d have to consider what childcare arrangements you were going to be
34 making, is the partner committed to a long term relationship with Kate and the baby,
35 those are all factors that have to be taken into account. What sort of rights she has within
36 her career if any, if she’s already got maternity rights [...] she’d have to talk with her
37 partner and try and establish what his commitment to the baby was, then think about what
38 she really wanted herself because it’s a decision that will affect the rest of her life no
39 matter which way she takes it. [...] I think you just have to say well, other people that
40 love you will support you whatever decision you make, but only you can make that
41 decision. (Susan, British mother)
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 Generally the British responses would be seen as producing 'richer' data and the brevity of the
4
5 Hong Kong responses would be seen as disappointing. These differences, however, might be
6
7 telling us something. We do not think that vignettes are inappropriate to Asian contexts as others
8
9 have used them successfully on a range of issues (e.g. Liu 2007; Kojima 2013). It could be that
10
11 this reticence on issues concerning sexuality is particular to Hong Kong women but this is
12
13 unlikely as they did discuss some related moral issues both in interviews and the focus group we
14
15 conducted with the young women (author reference). The difference could also be simply a
16
17 chance effect of different interviewing styles.¹¹ The most plausible explanation is what we have
18
19 elsewhere identified as the pragmatism of Hong Kong women, arising from the material
20
21 conditions of their lives (author reference). In the case of the unplanned pregnancy, the issue was
22
23 cut and dried to them because the options are limited and these limitations are related to the
24
25 wider social context. The British women, however, were able to engage in lengthy considered
26
27 weighing up of possibilities because there *are* more choices realistically open to young British
28
29 women in Britain than in Hong Kong. In the case of an unplanned pregnancy, for example,
30
31 British women have better employment rights, there is a greater acceptance of single motherhood
32
33 and cohabitation and more social support for single mothers. In Hong Kong the only realistic
34
35 choices are to marry or have an abortion. For the Hong Kong women we interviewed there was
36
37 simply nothing else to be said. Responses to the coming out scenario may also reflect pragmatic
38
39 attitudes since life for lesbians and gay men is much tougher in Hong Kong than the UK (Kong
40
41 2011; Tang 2013) and those lives remain largely hidden from the majority of the population.
42
43 Thus, not only would Hong Kong women, particularly the mothers, see departure from the
44
45 heterosexual norm as extremely difficult to deal with and threatening to the material well-being
46
47
48
49
50
51
52
53
54
55
56

57
58 ¹¹ For more detail on the use of vignettes in Asian contexts see authors 2015)
59
60

1
2
3 of families, but they had few experience of known LGBT people to draw on in responding to the
4 scenario with which they were presented.
5
6

7
8
9 The situation for the British sample was different. Many referred to known lesbian and gay
10 relatives, friends and acquaintances. Even the one British mother with very negative attitudes to
11 lesbianism and homosexuality, Patricia, was able to draw on personal experiences of a gay
12 cousin and a friend with a lesbian daughter to modify her initial response. Whereas she began by
13 saying that the mother would be ‘utterly devastated’ by finding that her daughter was a lesbian,
14 she moved on to imagining her coming to terms with it. Whereas Patricia could refer to
15 knowledge of her own social circle in making sense of the vignette, despite her conservative
16 attitudes, most of the Hong Kong mothers had no such knowledge or experience,
17
18
19
20
21
22
23
24
25
26
27

28 Responses to the ‘coming out’ vignette differed in another respect. Whereas the Hong Kong
29 women focused only on the issue of coping with a lesbian daughter, many of the British women
30 of both generations noticed a particular (and deliberate) feature of the vignette – the relatively
31 late age of coming out and tended to see this as problematic, indicating a strained relationships, a
32 prejudiced mother. Some also suggested the mother would be hurt by the daughter’s past failure
33 to confide in her. For example Lucy, one of the young British women, opened her response to the
34 vignette by saying ‘If I was her mother, I’d be really upset that my daughter hadn’t felt she could
35 come to me with something that affects her life so much.’ Even when the British women did not
36 mention the age at coming out spontaneously, the ways in which they discussed then enabled the
37 interviewer to follow up with simple questions such as ‘how about her age?’ This prompted
38 further thoughts on why the daughter had not come out to her mother earlier. The responses
39 given by the Hong Kong women, on the other hand, worked to close off further discussion,
40 making it difficult for H to probe further without disrupting the rapport she had devoted so much
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 time to fostering. This shutting down of the topic may reflect the concern about ‘face’ (*mianzi*)
4
5 and family reputation, which are still of paramount importance in Hong Kong. Closing off
6
7 options (in relation to both vignettes) is a way of showing disapproval or possibly fear of
8
9 confronting the possibility of ever having to deal with such a situation. The differing ways
10
11 women dealt with the vignettes, we are suggested, may reveal something about the social context
12
13 of their lives.
14
15
16
17
18
19
20
21

22 **Cross-Cultural Data Feedback: the focus group experience.**

23
24 The interviews were initially expected to be our only means of generating data and it was only
25
26 when we were halfway through the interviews that we decided to conduct two focus groups with
27
28 the young women, one in each location. The first of these took place during a six day research
29
30 team meeting in Hong Kong. H had organised this in advance of the J and N’s arrival, thinking
31
32 that it would be useful for the British researchers to have a first-hand ‘feel’ for the lives of Hong
33
34 Kong women. Unlike the Hong Kong interviews, which were conducted in Cantonese, the focus
35
36 group discussion took place in English – in which all the young women, typically for those who
37
38 are University educated, were fluent. All three of us were present. Participants included the
39
40 young Hong Kong women who had already been interviewed and a few we planned to interview
41
42 later. Many of them brought friends along, which resulted in a rather larger group than had been
43
44 anticipated.
45
46
47
48
49

50
51 As this proved very productive, and in keeping with our commitment to operationalising
52
53 symmetrical methods in the two locations, we subsequently conducted a similar focus-group in
54
55 Britain. Like the Hong Kong focus group, the British one involved some of the daughters from
56
57
58
59
60

1
2
3 the sample and a few other young women of similar ages and backgrounds – but for different
4 reasons. In Britain this occurred because of the impracticability of bringing together a
5
6 geographically dispersed group, and we therefore invited the young women local to us and
7
8 recruited additional members.
9
10

11
12
13 In the focus groups we experimented with a new technique, which proved to be very fruitful:
14
15 discussing some of our emergent findings, illustrated with data, from the other location, enabling
16
17 Hong Kong women to comment on British women’s accounts and vice-versa. We are calling
18
19 this, for want of a better term ‘cross-cultural data feedback’. This came about almost by chance.
20
21 J and N had brought transcripts of the British interviews with them to Hong Kong and we all
22
23 thought it would be interesting to have the young Hong Kong women comment on some of the
24
25 accounts of their British contemporaries. Having done this successfully in Hong Kong, we then
26
27 made data from the Hong Kong focus group available to the British one. The effect of this
28
29 process was to involve our participants in the process of making cross-cultural comparisons. Not
30
31 only did it provoke lively discussion and interesting insights into perceptions of cultural
32
33 differences and similarities, but it also brought into the open everyday assumptions about ‘the
34
35 way things are’ in each setting that would otherwise not have been made explicit and issues that
36
37 might not otherwise have emerged (author reference).¹² It also alerted us to subjects we might
38
39 explore more fully in the interviews we had yet to conduct. Two of the issues thus brought into
40
41 sharp relief were modes of disciplining children and the regulation and monitoring of young
42
43 women’s sexual conduct.
44
45
46
47
48
49
50

51
52
53
54
55
56
57 ¹² A film called “Mom Matters” has been made of the Hong Kong focus group, with subtitles in Chinese (author
58 ref.)
59
60

1
2
3 A strong theme that had emerged in the Hong Kong interview data was the use of severe and
4 systematic physical punishment to discipline children. This was not an issue that had featured
5
6 much in our British interviews. When it was mentioned at all, by either mothers or daughters, it
7
8 was to refer to the slapping of children as a very occasional, exceptional and regrettable
9
10 occurrence. In the Hong Kong focus group the issue of punishment was raised again. The
11
12 consensus among the young Hong Kong women was that subjecting children to beatings was
13
14 widespread and acceptable provided the punishment was just and delivered in the context of
15
16 love. Angela, for example, told us that she was regularly beaten with a feather duster, with her
17
18 mother counting down ‘ten, nine..’ etc., but saying all the time ‘I love you’.¹³ Angela felt that
19
20 this was excessive – she would beat her own child ‘but five times would be enough’. Donna also
21
22 saw this as a necessary part of childrearing:
23
24
25
26
27
28
29

30 ‘Although what I learnt at school [from her psychology degree] teaches me that we
31
32 should not physically punish the child, I still think that it is necessary as the child needs
33
34 to be afraid of the parents to a certain extent. You can’t spoil them too much! (Donna)
35
36
37

38 When we shared this with the British group only one participant mentioned physical punishment
39
40 and all agreed that control through guilt was a more common and effective parental strategy:
41
42

43 Carla: ... but like the disappointment thing, that, ‘I’m very disappointed in you’, that was
44
45 used a lot ... just anyone telling you they’re disappointed is horrible
46
47
48

49 All: yeah
50
51
52
53
54
55

56
57 ¹³ Angela was, of course, translating her mother’s words into English in telling her story. We recognise that the
58 words she chose might not ring true for a Cantonese speaker. See below.
59
60

1
2
3 Emily: a positive thing as well, like my parents as well as doing the whole
4
5 disappointment thing and stuff they just sort of show you examples of good behaviour as
6
7 well like, oh look at such, so she's really well behaved, so you'd know what was
8
9 expected, what you emulate as well as what you shouldn't do, you'd have examples or
10
11 like stories in which, you know, the kid was really well behaved and got reward or
12
13 something like that, you kind of got it engraved in you that way as well, it's good to
14
15 behave in this way, and if you behave in this way then we'd be very disappointed
16
17
18

19
20
21 J: so that disappointed really gets to you
22

23
24 Carla: mm, yeah it's horrible
25

26
27 Alexis: still does now, if someone, if my dad says I'm really disappointed, even now you
28
29 feel really guilty, kind of let you down
30
31

32
33 Further exploration of this issue in both sets of interviews confirmed that this was a marked
34
35 difference between our two samples. This should not, however, be taken to mean that guilt and
36
37 shame were unimportant in the disciplining of Hong Kong children – rather that they worked in
38
39 conjunction with corporal punishment, which could itself be experienced as shaming.
40
41

42
43 Another major difference, on which we have reported elsewhere (author references) was in
44
45 mothers' management of their daughters' sexual activity. The British mothers, with one
46
47 exception, accepted that their unmarried daughters were sexually active and had been since their
48
49 teens. The Hong Kong mothers, on the other hand, assiduously policed their daughters' conduct
50
51 and constantly admonished them against pre-marital virginity loss. This issue provoked lengthy
52
53 and lively discussions in the Hong Kong focus group, which were then used as stimulus material
54
55 and lively discussions in the Hong Kong focus group, which were then used as stimulus material
56
57 for the young British women – who were surprised and indeed shocked that mothers could be so
58
59
60

1
2
3 intrusive and that daughters could accept such restrictions. What became evident here, which
4 was nowhere made explicit in the interviews, was how taken for granted it is that young British
5 women, from their teens onwards, will be heterosexually active. It is not that the British mothers
6 and daughters did not mention parental regulation of sexuality – they did – but it was largely in
7 terms of mothers talking about keeping their daughters safe (from unwanted pregnancy and
8 coercive sex). This was is keeping with of the expectation that young women would and did
9 engage in a variety of sexual practices
10

11
12 One aspect of this expectation was that it was common, in the British families, for young women
13 to have boyfriends staying over, and sharing their beds, in the parental home. We were aware
14 that this would be unusual in the Hong Kong context and therefore asked the participants in the
15 Hong Kong focus group to comment on this. We used a data extract from an interview with one
16 of the British participants, Zoe, who complained about an age restriction on her being able to
17 sleep with her boyfriend in the family home, which she had not been allowed to do until she
18 turned eighteen – although her mother had gone with her when she was ‘went on the pill’ a year
19 earlier. The reaction among the Hong Kong women was, universally, that there was no way this
20 would be possible for them even currently, when they are in their twenties (author references).
21 Using cross-cultural data feedback here also provided an opportunity for cultural
22 misunderstanding. Towards the end of the discussion the following sequence occurred:
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Jacqueline: but what kind of, I mean the background of family, how is it like, this family?

J: um, it’s sort of lower middle class, mother’s a teacher um, parents were um, quite
hippy-ish in their youth, so her mother’s a bit sort of alternative, if you like, she’s still a
bit of an aging hippy I guess, in some ways

1
2
3 Jacqueline: and then the house, they have space for them to sleep together?
4
5

6 J had interpreted this question as referring to the attitudes and lifestyle of the family, whereas
7
8 what Jacqueline was asking was whether they very wealthy to have so much space at their
9
10 disposal. In Hong Kong, because of the excessively high cost of housing, most people live in
11
12 very small apartments with limited opportunities for privacy – something we went on to discuss.
13
14 This interchange, while producing a passing sense of embarrassment at her own cultural
15
16 insensitivity on J's part (since she was well aware of the housing situation in Hong Kong) also
17
18 alerted us to something that was to become central to our analysis – the importance of material
19
20 factors in shaping personal lives and relationships (author references).
21
22
23
24
25
26
27
28
29

30 **Analytical strategies – mapping and discovering differences and similarities**

31
32 We do not have the space here to discuss in detail our analytic strategies, but wish to highlight a
33
34 few key points we consider important in comparative analysis. As is generally the case in
35
36 qualitative work, analysis is a complex iterative process. We began developing a rough coding
37
38 frame while we were still interviewing, based both on our research questions and themes
39
40 emergent from the data – many of which we had not expected. This enabled us to begin to map
41
42 generational and cross cultural similarities and differences. Both the coding frame and this
43
44 mapping underwent continual modification and refinement with deeper exploration of the data.
45
46
47 At all stages of this process consultation between us was vital in order to ensure that we each
48
49 understood the other's perspective and were able to provide necessary context essential in
50
51 making sense of the data from the differing locations.¹⁴ In interpreting the data we consistently
52
53
54
55

56
57
58 ¹⁴ By this stage there were just two of us working on the data, J and H, the two PIs.
59
60

1
2
3 paid attention to the wider socio-economic, political and cultural contexts of the women's lives.
4
5 This is vital to avoid the dangers of cultural essentialism (Narayan1998) and especially of any
6
7 orientalist assumptions about Chinese culture.
8
9

10
11 Here we found Lynn Jamieson's (2011) concept of 'practices of intimacy' particularly useful and
12
13 is has now become central to our ongoing analysis; it has sensitised us to both similarities and
14
15 differences between Hong Kong and Britain and enabled us to link accounts of everyday
16
17 practices in their social context. Jamieson developed this concept, in part, as a possible challenge
18
19 to methodological nationalism, suggesting that it could be applied cross-culturally. Practices of
20
21 intimacy', as Jamieson points out, are not necessarily egalitarian. A good example of this is
22
23 parental disciplining of children, where the concept of practices of intimacy enabled us to see our
24
25 data on this issue in a new light. While it may seem odd to think of physical punishment as
26
27 'intimacy', the Hong Kong context alerted us to the possible legitimacy of doing so; in both
28
29 societies parents 'love and punish' (author ref), albeit in different ways. These may be two sides
30
31 of the same coin and therefore part of the practice of parent-child intimacy within families. This
32
33 might broaden ideas of intimacy in terms of what goes in in families and how managing
34
35 children's behaviour relates to overall expectations of family practices and responsibilities.
36
37
38
39
40
41
42

43 The differences between British and Hong Kong child-rearing practices should not, we would
44
45 argue, be analysed as simply cultural, but as also a product of the socio-economic conditions of
46
47 mothers' lives and their daughters' anticipated futures. There are parallels between the
48
49 differences we found in our Hong Kong and British samples and the class differences in
50
51 mothers' regulation of daughters' behaviour identified by Walkerdine and Lucey (1989). The
52
53 strictness of girls' upbringing in Hong Kong should be seen in terms of their mothers preparing
54
55 them to enter a highly competitive educational and working environment in a fiercely capitalist
56
57
58
59
60

1
2
3 economy with almost nothing by way of a welfare state. The mothers themselves had grown up
4
5 in the colonial era when conditions were even worse and life was a struggle for survival; often
6
7 their own education had been sacrificed so that they could contribute to the family economy (cf.
8
9 Salaf 1995). They therefore imposed rigid boundaries on their daughters' conduct in order to
10
11 ensure the latter's future success. The British mothers, having grown up with the establishment
12
13 of the welfare state and benefitted from the expansion of educational opportunities, could afford
14
15 a more 'relaxed' attitude to rearing their daughters (author ref).
16
17
18
19

20
21 We make these points here in order to underline how, in a variety of ways, the material socio-
22
23 economic contexts of life have been woven into the analysis of our data, including taking
24
25 account of the intertwined histories of Hong Kong and the UK and the lasting legacies of
26
27 colonialism and how these histories have influenced practices of intimacy. This does not mean
28
29 that cultural differences are irrelevant, merely that cultural traditions should not be understood in
30
31 isolation as definitive of how a given population behaves. One significant aspect of culture that
32
33 had major consequences for our research is language.
34
35
36
37

38
39 The issue of language further complicated the analytic process given that the interviews were
40
41 conducted in the native language of participants and that, while H is fluent in English, J does not
42
43 speak Cantonese or read Chinese. It is vitally important, however, that transcription and data
44
45 analysis are conducted in the original language. Language matters, as there are often not direct
46
47 translations of culturally specific terms so that translating our Chinese transcripts into English
48
49 would have risked not only a loss of nuance but also possible distortion of meaning. Even those
50
51 who are bilingual can find modes of expression delimited by the language they are speaking at
52
53 any given time. In one of our examples of physical punishment, Angela's story involved her
54
55 translating her mother's words as 'I love you'. These words served as a 'free translation' and
56
57
58
59
60

1
2
3 make perfect sense to an Anglophone audience, but, as a Cantonese speaker would immediately
4 recognise, are unlikely to be a literal translation. The word ‘love’ in Cantonese (and also in
5 Putonghua/Mandarin) is ‘*ai*’, but is rarely used in a familial context among Hong Kong people as
6 it is too strong a word. It is more likely that Angela’s mother used the common phrase ‘*ngo ho*
7 *sek nei*’, which would translate as ‘I really care about you’ – this would have been a rather long-
8 winded expression to use in English and her choice of translation was thus a practical one,
9 capturing a degree of conceptual equivalence (Birbili 2000), but losing some of the cultural
10 specificity.
11
12
13
14
15
16
17
18
19
20
21
22
23

24 Because we did not wish the subtleties of our participants’ words to be lost in translation, we did
25 not work with translations of the Cantonese interviews. Instead the Hong Kong team provided
26 the British team with summaries of the interviews. We then analysed the two data sets separately
27 but to our common, and continually evolving, coding frame, constantly returning to the data and
28 discussing it with each other as we developed our analysis. It is only when we wish to quote a
29 participant that we then translate their words. When we do this, we find ourselves having to
30 make a choice, like Angela, between a literal and freer translation, finding a compromise that
31 conveys a degree of conceptual equivalence. Even where the literal meaning is directly
32 translatable, a literal translation can be baffling to a speaker of another language. An example is
33 provided by the way we dealt with a Hong Kong mother, Ellen, talking about her daughter’s
34 intention to buy her parents an apartment and expressing belief in her daughter’s ability to do so.
35 Having said this she commented, in literal translation ‘we should not look down on our children.’
36 While ‘look down on’ is an expression used in both Cantonese and English, to J this sounded odd
37 applied to a person’s children. In the initial published version (author ref) we settled on
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 ‘underestimate’ as a conceptual equivalent, capturing what Ellen meant but perhaps, in the
4 process, losing some of the cultural specificity. We are still arguing about this!
5
6
7
8
9

10 In other circumstances the literal meaning actually helps in arriving at an appropriate translation.
11 Chinese is grammatically very different from European languages and is written in characters,
12 each one of which represents a concept (which can also of course be spoken). One way of
13 proceeding, particularly with difficult to translate passages of transcript, is to think what each
14 character denotes and connotes. We found it useful to work together with the Chinese transcripts,
15 with H providing first a rough translation of the gist of the passage but then focusing down on
16 the meaning of each character and discussing the translation between us – thus taking advantage
17 of H’s native understanding of Cantonese and J’s more in depth understanding of how varying
18 possible translations are likely to be understood by English speakers. These issues of translation
19 continue to be discussed between us as we carry out further analysis on and writing from our
20 data.
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35

36 **Conclusion**

37
38 Interviews and focus groups can never provide a transparent window into people’s lives; they are
39 products of interaction that has occurred at a particular time and place, and the resultant data are
40 co-produced by researchers and participants within those spatial and temporal limits. The
41 significance of this in relation to the project we have been discussing has become particularly
42 clear to us because of events that occurred in Hong Kong after we had completed our empirical
43 work. If we were doing this research now, after the Umbrella Movement occupations and its
44 subsequent repercussion on Hong Kong residents, where political divisions and polarisation are
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 often manifested within families, especially between generations, we would doubtless have
4 elicited different stories.¹⁵
5
6
7

8
9 This was exploratory research based on small samples, but we have learned great deal from it,
10 not simply about women's lives in different places but also how to do research of this kind.
11
12 Research of any kind can never be 'a straightforward, clinical, easily manageable process' but
13 'inevitably presents numerous challenges' (Ryan Flood and Gill 2010: 2). Cross-national
14 collaboration and is even more challenging than research conducted in a single location. It is
15 clear, however, that the difficulties and challenges we encountered were not merely hurdles to be
16 overcome, or differences in research practice to be ironed out, but actually tell us something
17 about practices of intimacy in different socio-cultural contexts. In particular our experience
18 indicates that while standardisation of research practices might be seen as essential to producing
19 comparable data, it might also lead to a flattening out of meaning and context, and therefore the
20 loss of important insights. In working collaboratively there must be room for researchers to
21 modify their practices in response to local conditions and cultural sensitivities and also to
22 experiment and innovate – above all to be flexible and not to insist on applying western research
23 protocols to setting where they are inappropriate.
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42

43 It was this flexibility and willingness to experiment which led to the development of a useful
44 innovative method – cross-cultural data feedback. We have learnt from the experience of using
45 this method in a rather ad hoc way, as a result of serendipity, and are now beginning to think
46 about the ways in which the process could be improved to benefit our own and others' future
47 cross-cultural research. First, planning it into the research design at the outset would certainly
48
49
50
51
52
53

54
55 ¹⁵ This has become evident from our new study, currently in the pilot phase, of the impact of the umbrella movement
56 and its aftermath on practices of intimacy. We have recorded new strains in familial relationships, but also new
57 forms of solidarity and personal relationships and emerging politicised identities among the younger generation.
58
59
60

1
2
3 help to make it more systematic and effective, with the proviso that it would still be necessary to
4
5 be open to adapting it along the way as unexpected issues and data emerged. Secondly, it is
6
7 particularly helpful to videotape the focus group interaction in order to pick up non-verbal
8
9 responses to the shared data and also, potentially, to play it back to groups from other locations.
10
11 If different languages were in use the videos could be subtitled. This raises potential practical
12
13 and ethical difficulties. The practical issues are ones of timing and asymmetry between groups.
14
15 The first group conducted would not, of course, have another focus group to respond to, but
16
17 could (as our Hong Kong group did) respond to previously collected interview data. It might then
18
19 be possible to hold a second round of more symmetrical focus groups in which videos were
20
21 exchanged between two (or among more) groups. The ethical concerns relate to ensuring consent
22
23 to being videoed its use with other participants, as well as protecting anonymity. Out third
24
25 recommendation is that it would be beneficial for research from differing locations to all be
26
27 present at each focus group, both to feed into it and observe. These are ideas we are working
28
29 with in developing future collaborations, but there may be other ways in which this fruitful
30
31 method could be further developed and modified by us and other researchers.
32
33
34
35
36
37
38
39
40
41
42

43 **References**

44
45
46 Beck, Ulrich and Beck-Gernsheim, Elizabeth (2002) *Individualization: Institutionalized*
47
48 *Individualism and Its Social and Political Consequences*, London: Sage.

49
50
51 Birbili, Maria (2000) 'Translating from one language to another', *Social Research Update* Issue
52
53 31.
54
55

56
57 Chang Kyung-Sup (2010) *South Korea under Compressed Modernity*. London: Routledge.
58
59
60

1
2
3 Cleary, Linda Miller (2013) *Cross-Cultural Research with Integrity*. Basingstoke: Palgrave.

4
5
6 Finch, Janet (1987) 'Research note: The vignette technique in survey research', *Sociology*, 21
7
8 (1): 105-114.

9
10
11
12 Goodstadt, Leo F. (2013) *Poverty in the Midst of Affluence: How Hong Kong Mismanaged Its*
13
14 *Prosperity*. Hong Kong: Hong Kong University Press.

15
16
17
18 Heaphy, Brian (2007) *Late Modernity and Social Change: Reconstructing social and personal*
19
20 *Life*. London: Routledge.

21
22
23 Jamieson, Lynn (1999) 'Intimacy Transformed?' *Sociology*, 33 (4): 477-494.

24
25
26
27 Jamieson, Lynn (2011) 'Intimacy as a concept: explaining social change in the context of
28
29 globalization or another form of ethnocentrism?' *Sociological Research Online*, 16 (4),
30
31 <http://www.socresonline.org.uk/16/4/15.html>

32
33
34
35 Jenkins, Nicholas, Bloor, Michael, Fischer, Jan, Berney, Lee and Neale. Joanne (2010) 'Putting
36
37 it in context: the use of vignettes in qualitative research', *Qualitative Research*, 10 (2): 175-198.

38
39
40
41 Kojima, Kazue (2013) *Gender, Family and Fertility: Why are Japanese Women Having Fewer*
42
43 *Children?* PhD thesis, University of York.

44
45
46
47 Kong, Travis S. K. (2011) *Chinese Male Homosexualities: Memba, Tongzhi and Golden Boy*.
48
49 London: Routledge.

50
51
52
53 Koo, Anita C. and Wong, Thomas W.P. (2009) 'Family in flux: benchmarking family changes in
54
55 Hong Kong society', *Social Transformations in Chinese Society*, 4 (special issue, 'Doing
56
57 Families in Hong Kong'): 17-56.

1
2
3 Lee, Eliza W. Y. (2003) 'Introduction: gender and change in Hong Kong', in E. Lee (ed.) *Gender*
4 *and Change in Hong Kong: Globalization, Postcolonialism and Chinese Patriarchy*. Vancouver:
5 UBC Press.
6
7
8
9

10
11 Letherby, Gayle (2003) *Feminist Research in Theory and Practice*. Buckingham: Open
12 University Press.
13
14

15
16
17 Liamputtong, Pranee (2010) *Performing Qualitative Cross-Cultural Research*. Cambridge:
18 Cambridge University Press.
19
20

21
22 Liu Jieyu (2007) *Women and Work in Urban China: Women Workers of the Unlucky*
23 *Generation*, London: Routledge.
24
25

26
27
28 Park, Sunghee and Lunt, Neil (2015) Confucianism and Qualitative Interviewing: Working Seoul
29 to Soul. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 16 (2), Art 7.
30
31 <http://nbn-resolving.de/urn:nbn:de:0114-fqs150274>
32
33

34
35
36 Narayan, Uma (1998) 'Essence of culture and a sense of history: a feminist critique of cultural
37 essentialism', *Hypatia*, 13 (2): 86-106.
38
39

40
41 Ryan-Flood, Róisín and Gill, Rosalind (2010) 'Introduction', in R. Ryan-Flood and R. Gill (eds)
42 *Secrecy and Silence in the Research Process: Feminist Reflections*.
43
44

45
46
47 Salaff, Janet (1995). *Working Daughters of Hong Kong: Filial Piety or Power in the Family*.
48 NY: Columbia University Press
49
50

51
52
53 Smart, Carol (2007) *Personal Life*. Cambridge: Polity.
54
55
56
57
58
59
60

1
2
3 Spencer, Liz and Pahl, R. (2006) *Rethinking Friendship: Hidden Solidarities Today*. Princeton,
4
5
6 NJ: Princeton University Press.
7

8
9 Tanabe, Akio and Tokita-Tanabe, Yumiko (2003) 'Introduction: gender and modernity in Asia
10
11 and the Pacific', in Hayami, Y., Tanabe, A and Tokita- Tanabe, Y. (eds) *Gender and Modernity:
12
13 Perspectives from Asia and the Pacific*. Kyoto: Kyoto University Press.
14
15

16
17 Tang, Denise Tse-Shang (2013) *Conditional Spaces: Hong Kong Lesbian Desires and Everyday
18
19 Life*. Hong Kong: Hong Kong University Press.
20
21

22
23 Walkerdine, Valerie & Lucy, Helen (1989). *Democracy in the Kitchen: Regulating Mothers and
24
25 Socialising Daughters*. London: Virago.
26
27

28 Yan, Yunxiang, (2009) *The Individualization of Chinese Society*. Oxford: Berg
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60