

Translating Texts into Interpretations and Numbers

Department of Government
London School of Economics and Political Science

Preview

- Two weeks on data collection
 - Text analysis
 - Interviewing methods

- Problem Set 3
 - Due November 21

- Problem Set 4
 - Discuss in class next 2 weeks
 - Due December 5

- 1 Texts as Sources
- 2 Content Analysis
- 3 Practicalities/Reflection

Research Proposal

- This is a *prospectus*
 - Introduction
 - Theoretical literature review
 - Plan of data collection
 - Planned analysis
 - Reflective, critical conclusion

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- Presentations are intended for feedback
 - You can change your topic later
 - Please also use office hours

- 1 Texts as Sources
- 2 Content Analysis
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What counts as text?

- Primary sources
 - Raw, original evidence

- Secondary sources
 - Interpretations of raw evidence

- Tertiary sources
 - Compendia or indices of two other types of sources

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 - What do we gain? What do we lose?

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- Text as DSOs
 - Treat texts as units of analysis
 - What do we gain? What do we lose?

Challenges of Text

- 1 Source “Quality”
- 2 Subjectivity and differing perspectives
- 3 Historiography
- 4 Selection and confirmation bias

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But these are really the challenges of *any* research!

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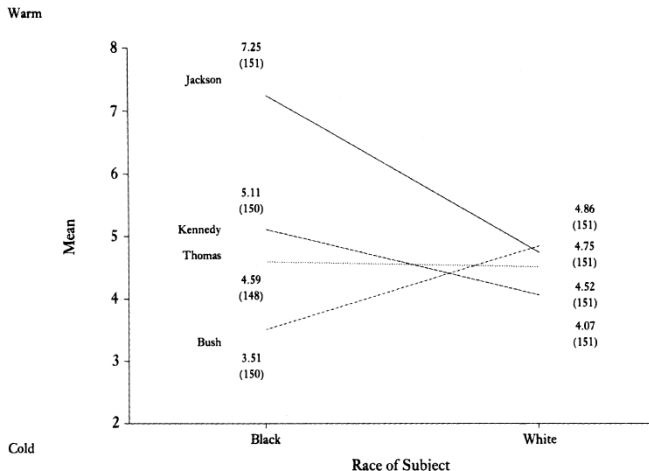
But the biggest issue is that once we have some texts, our interpretations are inherently subjective!

Consider the following quote from a U.S. politician:

African Americans must stop making excuses and rely much more on themselves to get ahead in society.

What does it mean? Is it positive or negative? Is it prejudicial?

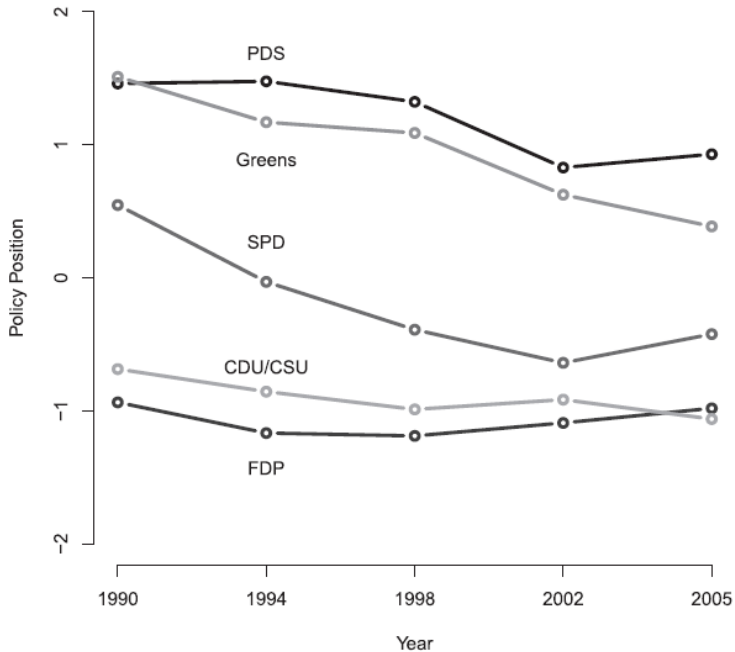
WARMTH TOWARD POLITICAL LEADER BY RACE OF SUBJECT
(*N* IN PARENTHESES)

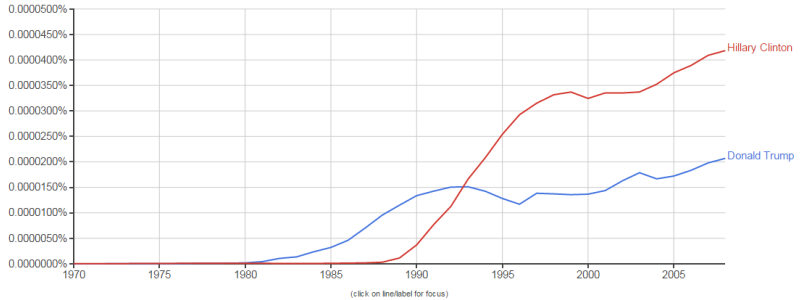


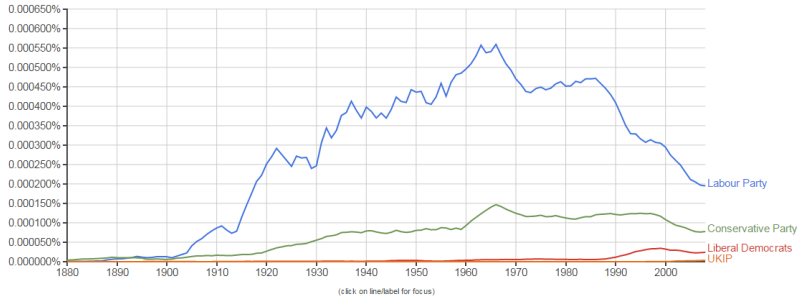
Kuklinski & Hurley. 1994. "On Hearing and Interpreting Political Messages: A Cautionary Tale of Citizen Cue-Taking." *Journal of Politics* 56(3): 729-751.

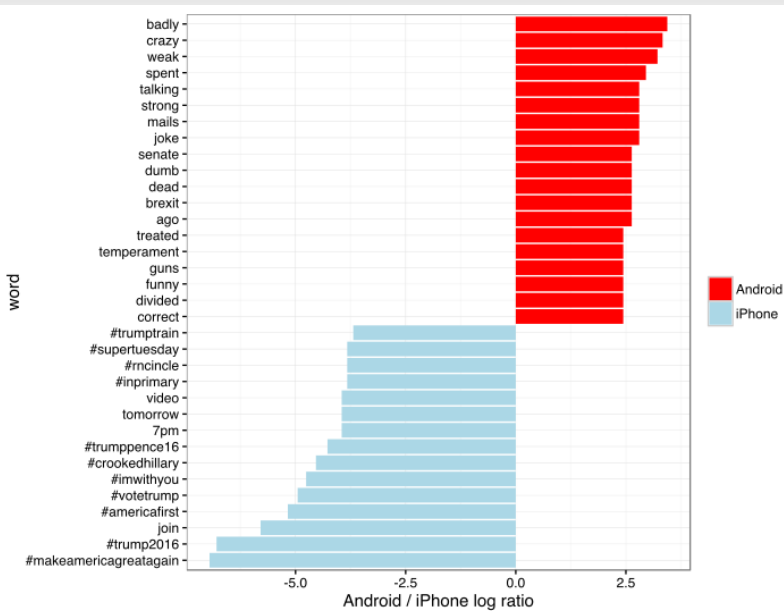
Content Analysis

- Definition: “systematic description of the contents of a communication”
- Treat texts as DSOs or a source of multiple DSOs
 - Data set observation: score for a case on a variable
- Technique can be applied to any kind of document

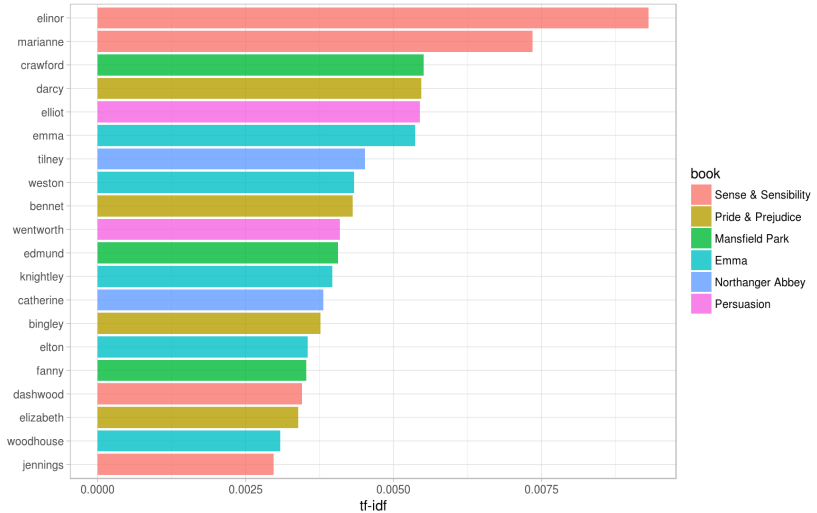








Highest tf-idf words in Jane Austen's Novels



Content Analysis Process

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- 4 Create a *codebook* that describes how to operationalize concepts using text
- 5 Assign scores to text units based on codebook
- 6 Aggregate and summarize results

Example 1: Categorization

- Common RQ relates to categorization:
What is this text saying?
- Example RQs:
 - What arguments are raised in this text?
 - Are certain ideas more prevalent in some texts than others?
 - How is an issue discussed in politics?

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- Running ex.: UKIP's 2015 Manifesto

Example 1 (Frames/Discourses)

If only all politicians could believe in Britain as UKIP does. If only they could share our positive vision of Britain as a proud, independent sovereign nation, a country respected on the world stage, a major player in global trade, with influence and authority when it comes to tackling the pressing international issues of the day.

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Developing Codebooks I

- Developed *deductively*
 - 1 Start with set of concepts
 - 2 Describe how those concepts might be expressed in text
 - 3 Create a “coding scheme” by which to score a case on a variable

Developing Codebooks II

- Developed *inductively*
 - 1 Examine texts for key ideas and expressions
 - 2 Create a set of categories that summarize those expressions
 - 3 Examine new texts for expressions of those categories
 - 4 Expand and clarify the codebook as new concepts or expressions emerge

Codebook Example I

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- 3 More complex example:
 - Assign +1 if mentions “Europe” positively
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 - Assign 0 if text does not mention “Europe”
- 4 List all frames used in the text

Example Scoring Sheet

	Mention	Count	Affect	Frame
UKIP				
Conservative				
Labour				
LibDems				
SNP				
Greens				

Example 2: Dictionary Methods

- Rather than rely on subjective interpretation, dictionary methods create a “dictionary” of terms or expressions that operationalize a concept
- Score is based on word presence of words or their frequencies
- Often, goal is to categorize the text based on how it scores relative to other texts

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- Score is based on word presence of words or their frequencies
- Often, goal is to categorize the text based on how it scores relative to other texts
 - Sentiment (positivity/negativity)
 - Ideology (left/right)

Affect/Sentiment

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Affect/Sentiment

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If only all politicians could *believe* in Britain as UKIP does. If only they could *share* our **positive** vision of Britain as a **proud**, *independent sovereign* nation, a country **respected** on the world stage, a *major* player in global trade, with **influence** and *authority* when it comes to tackling the pressing international issues of the day.

Unit of Analysis

It can be difficult to decide what the correct unit of analysis is. Possibilities include:

- Author/Source
- Text as a whole
- Section
- Page
- Paragraph
- Sentence
- Sentence fragment
- Word

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Smaller units can always be *aggregated* later, but larger units cannot be *disaggregated* later

Example Scoring Sheet (Paragraph-level)

	Mention	Count	Affect	Frame
UKIP				
Conservative				
Labour				
LibDems				
SNP				
Greens				

Example Scoring Sheet (Sentence-level)

	Sentence	Mention	Affect	Frame
UKIP	1			
UKIP	2			
UKIP	3			
UKIP	4			
UKIP	5			

Sentence

If only all politicians could believe in Britain as UKIP does.

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Sentence fragments

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“Bag of Words” Approaches I

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“Bag of Words” Approaches II

only all politicians could believe Britain UKIP
does only they could share our positive vision
Britain proud independent sovereign nation
country respected world stage major player
global trade influence authority comes
tackling pressing international issues day

“Bag of Words” Approaches III

independent sovereign nation country international
world global

positive proud respected major influence authority

politicians player Britain Britain UKIP

believe share tackling pressing

could could does comes

vision stage day trade issues

only only all they our

N-grams and “words”

- “Bag of words” usually uses *unigrams*

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 - family, families, familiarity, and familial all become *famil*.
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- These allow for *multi-word expressions*
 - “If only” has a negative connotation even though “if” and “only” are basically neutral words on their own

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Content Analysis in Practice

- Inductive processes generally require a “training set” and “test set”
 - Establish coding scheme on “training set”
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- Inductive processes generally require a “training set” and “test set”
 - Establish coding scheme on “training set”
 - Apply it to broader “test set”
- Be cautious about scope conditions
- Develop a precise and reliable codebook

Intercoder Reliability

- Definition: “extent to which two (or more) coders agree on scores”

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- Definition: “extent to which two (or more) coders agree on scores”
- Have multiple coders analyze same text using coding scheme
- Assess % of time they assign same scores
- Increase specificity of codebook if reliability is low (less than 80%)

Manual versus Automated Techniques

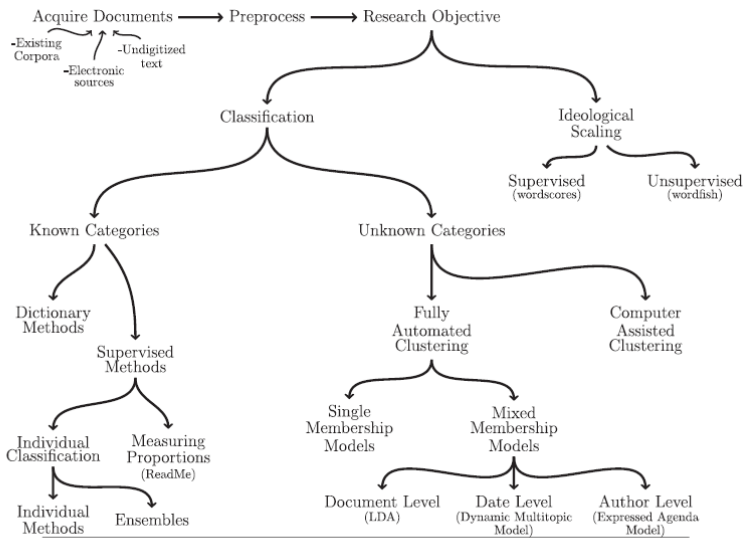
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- Automated methods can be computationally intensive
- Automated methods make assumptions, but so do manual methods



“Quant” or “Qual”?

Given what you know now, in what ways is content analysis a “qualitative” versus “quantitative” research method?

Hands-On Practice

- There is no explicit lab for this topic
- If you are interested, consider reading the Recommended text for this week, which includes hands-on exercises in R:
<http://tidytextmining.com/>

