

Appendix 1: Methodological Choices

This is a multidimensional study that includes two separate investigations on household technologies. One is based on archival research about selected technologies, while the other (most prominent in this book) is based on the ethnography of family life. I also examined secondary data and other studies to compare and place the research material in dialogue with wider and current concerns. I undertook the original investigation on household technologies in 1996, developing a frame for archival collection which I have continuously updated and enlarged to include newer technologies.¹ The earliest phase of the ethnography was done in 1998–9 when I interviewed and observed 16 households. Work on four other households was carried out in 2000 and on three others in 2001–2, the last one being included in 2004.² Various technological innovations have occurred since the late 1990s and inevitably a number of families engaged with the study in its earlier phases were not then having experiences which they might have had if they had been included later on. Secondary material is particularly relevant for this reason.

A lot of research work done in social sciences suffers from the need to respond to current concerns and this appears more pressing in areas where social change is perceived to be faster. While the core empirical material in this book was generated over a recent period, technological innovation and contemporary family life are two such areas. Because of this, and also because of the specific combination of materials produced for different purposes at different times, it seems that a reflection about re-using qualitative data is pertinent for my multi-use of research material. The re-use of data is a particularly energised methodology concern in the first decade of the new century in Britain (Moore, 2007) and I have engaged with this debate with an examination of the ethnographic part of the investigation that informs this book (Silva, 2007b). My position, which is shared with others (SRoL, 2007), is that despite the sense of urgency and the special status given to the issue, re-using data has been quite routine in social sciences. I stress that the processes of re-using data demand a critical reflection about what is included in the social world which is meant to be represented by the research and about what counts as evidence: the actors involved (here included objects) and their roles. I have a privileged position in relation to the use and reuse of the

material in this book since I was involved in its generation. Space considerations preclude a detailed description of the research process, but in this appendix I describe some of the issues involved in the investigations included in this study.

Archival research and data sets³

For this project I utilised the methodology of applying semiotics to the process of data gathering and analysis for the study of technologies, as suggested by Madeleine Akrich and Bruno Latour (1992) (this is most explicit in the analyses in Chapters 4 and 5). Focusing on the needs of households and the market provisions, my leading questions were: who is the product for? What is expected from the machine and from those who operate it? Why? These questions centred on settings, scripts and programmes of actions, as identified through users' manuals, instructions and advice. The method enabled the analysis of the interplay of the intentions of the designer, manufacturer, market researcher and user. The technologies are also examined in relation to what they are for. Besides the concrete accomplishment of tasks, this examination also addresses the changes in morality implicit in particular lifestyles, including gendered labour, associated with specific activities. The mutual shaping of objects and practices involves a wide range of issues beyond the particular usage of the technologies and their roles in household relationships. The interplay of trends in the development of the technologies in both the industry and product markets is also emphasised.

The data sets produced initially for six household technologies – cooker, microwave oven, dishwasher, washing machine, fridge/freezer and disposable nappies – were later expanded to include computers, the Internet, mobile phones, televisions, video-recorders and DVD players. Two data sets were created: (1) a detailed analytic chronology of technical innovations in the selected technologies; and (2) a systematic survey of advertisements and reports on household technologies in women's magazines and feature pages of selected newspapers since the 1920s.

Ethnographic study

The study of families in a 'naturalistic' style is very much desired and rarely achieved. The original design and sampling of the study aimed to investigate home life in a 'natural' way by using video recordings. This was in 1997 and an ESRC award for a 'virtual ethnography' study offered an opportunity which was only partially successful.⁴ This study provided

some basis for observation of families in their own homes which was productively achieved when complemented by the more classic approach to ethnographic research (Silva, 2007b). Interviews and participant observation in the homes constitute the basic research material for the study of the families. Activities for five of the families were also explored by means of video recordings. The core of the observations and information from families in the 24 households derive from interviews carried out by me (17 families) and two research assistants (seven families) and the activities we engaged in with the participants and which we observed.

I will here describe some of the fieldwork choices concerning the sample and analysis.

All households include children of school age. The 16 households in the original sample for the 'virtual ethnography' were all white, married and heterosexual. These were recruited by a marketing research company and the families were paid a fee for access. These households were also video-recorded. I make very sparse use of these recordings, which did not yield significant material (for more information, see Silva, 2007b). The other eight households were recruited via personal contacts in a snowballing process and aimed to fill more specific criteria, as I intended to enlarge the sample to account for diverse styles of family living, including lesbian, lone parent and ethnic households. The resulting ethnic composition is of 18 white (including four Jewish), one Asian, one Afro-Caribbean and four mixed-race white and Afro-Caribbean. Four families have mixed nationality: two British and Canadian, one Jamaican and British and one German and British. Nearly one-third of the families conform to a non-conventional family type, defined as previously separated (cohabiting), lone parent and lesbian, with some of these characteristics appearing together, for example, as a lesbian lone parent. The sample is distributed between different areas of England with a mix of big and small towns including London (seven), locations in East Anglia (two), Lancashire (three), South Yorkshire (three) and North Yorkshire (six). The total interview sample includes 105 individuals: 25 women, 20 men and 60 children (27 girls and 33 boys). Since my purpose was to develop an intensive and detailed portrait of home life, I was able to include only a small number of families. The 45 adults were interviewed separately and the children were most often interviewed with other children in their family, as this was their preferred choice.

The fieldwork was done in the homes and consisted of extensive visits in the daytime and evenings, on weekdays and/or weekends and during holidays. Visits with each family lasted between six and 11 hours and many were revisited, up to three times, depending on their availability and

enthusiasm. A structure of a set of questions was used with each interviewee and sets of equivalent data were completed on each case, focusing on particular topics. These evolved around a focused life story narrative. Although not imposing an ordered structure on the personal accounts, the themes I wanted to address were structured (see the last section of Chapter 1).

To analyse the data, I created a number of categories dealing with socio-demographics and relations with technologies. I also worked with each particular case study on its own, both at the level of the individual and of the household. The research was based on the ethical principles of getting consent and recognising the person as having their own feelings, capacities and wishes to reveal or conceal information. I renegotiated the process of eliciting information as information was being given. I have reflected, and carry on doing so, upon my biography, my relationship to the particular person, her home and her family, and how it felt like to be in this research relationship, as I have proceeded with the analysis and writing about the study.

In the analytic process, social class became a salient category for classification of the households. Here social class is interpreted as a package of assets which includes economic, social and cultural capital. These are unpacked in the analysis. The basic classification outlined in the profile of participants derives from the combined occupational class of the adults heading the household, or the one with the highest occupation, following the current British classificatory system (NS-SeC), grouped into three classes to reflect a stronger social and cultural conception of class than that focused only on the economic characteristics of occupations. The classification reflects the shape of the contemporary class structure (Bennett *et al.*, 2009), although they conceal important internal variations, as the discussion of individual cases in the book illustrate. Professional-executive households comprise professionals, managers in large establishments and large employers. The intermediate-class households include the lower managers, employers of small organisations and intermediate occupations. The working-class households include lower supervisors, technicians, those who account themselves as 'workers', semi-routine and routine occupations. I have also included 'poor' households, usually excluded from social class groupings, in this group. Table A1 shows the distribution of the sample. Table A2 shows special issues about ownership of technologies.

My intellectual journey from my emerging interest in technologies in the home until the writing of this book was not solely compounded of the research processes I outline here, but was greatly affected by changes in my personal life, including a change of job and the impact of new

Table A1 Households by social class and race/ethnicity

Class Race	Professional-executive	Intermediate class	Working class	
White	H1 – Green Tracy and Gabriel + 2 children	H3 – Addison Brenda and Colin + 4 children	H2 – Hughes Katie and David + 2 children	
	H5 – Chambers Rose and Ronald + 2 children ■	H4 – Lakin Marion and Trevor + 2 children	H8 – Seaman Janet and Daniel + 3 children	
	H9 – Bird Wendy and Scott + 2 children	H6 – Goodman Rosanne and Mike + 3 children	H15 – Naylor Jane and Uli + 4 children ■	
	H13 – Webster Chris and Phil + 4 children	H7 – Mitchell Nancy and Alfred + 1 child		
	H14 – Hays-Field Irene and Ian + 3 children	H10 – Rock Rena and John + 3 children		
	H16 – Churchill Diane and Marc + 3 children	H11 – Gibson Frances and Robert + 2 children		
	H17 – Turner-Hill Rebecca and Eleanor + 1 child •	H12 – Wells Lindsay and Ray + 6 children		
	H24 – Lilly-Gow Lucey and Henry + 1 child ■			
	Black		H19 – MacDonald Clare and Raj + 2 children	H20 – Bartholomew Richard + 1 child* (another child lives with mother)
		Mixed race	H23 – James-Cox Jude and Anna + 1 child •	H22 – Barker Josie + 2 children •*

• lesbian household.

* lone parent household.

■ mixed nationality household.

Table A2 Special issues about ownership of technologies

Technology	Numbers	Length of use	To note
Computer	2 homes did not have any (H6, H8) 2 homes did not have it installed (H2 had an old one, H11 had only recently acquired one)	Over half had been acquired since 1995 Over a third had had a computer since before 1995	H1 and H16 worked from home. H17 and H24 partially worked from home. H9 male was a computer system designer
Internet	11 homes did not have an Internet connection	H1 had a connection since 1992 H12 and H16 had a connection since 1995	H1, H12 and H16 worked from home
Microwave oven	5 homes did not own one: H8, H17, H20, H22 and H24	Most homes were long-term users. Over half had owned one since 1995	For households that did not own one: H8 had had one for 8 years, H17 and H22 lesbian households, H20 on student grant, H24 had an Aga cooker
Dishwasher	7 homes did not own one: H12, H17, H18, H19, H20, H21, H22	Most who owned one had acquired it between 1989 and 1995	Homes with no dishwasher were all outside the 'norm' (H12 cohabiting)
Fridge/freezer	All homes owned one, 3 homes had 2: H3, H9, H10	About half had acquired in last 5 years. Secondhand in H4 and H22	
Washing machine	All homes owned one	Most had been in possession for 2–10 years	
Tumble dryer	8 homes did not own one: H8, H11, H18, H19, H20, H21, H22, H23. H6 owned one but never used it. H14 owned a very small one and hardly used it. H2, H4 and H17 owned a washer/dryer	Most in possession had had them for 2–10 years	Over half rarely used a tumble dryer

Table A2 (Continued)

Technology	Numbers	Length of use	To note
Television	Only H16 did not own one	Only H20 had one set. Others owned various sets with different 'ages': 6 sets: H3; 5 sets: H4, H12, H15	Always located in lounge + another room (kitchen or bedroom)
VCR/DVD player	All but H16 owned a VCR/DVD player. H16 had just acquired a CD-Video player in 1998	As a rule more recent ownership than TV. 4 sets: H4; 3 sets: H12, H13, H11. 5 homes had just one set	Location as for television set

academic themes, chiefly that on 'cultural capital and social exclusion', a project I developed with colleagues from 2002 to 2008 (Bennett *et al.*, 2009). I had begun the study being interested in historical changes and the particular way English families with children organised their daily lives. Yet, unexpected themes also emerged, in particular sexuality (Chapter 8), and the varied significance of individual and household resources for cultural capital and social class, developing some of my earlier concerns (Silva, 2006) and reinforcing findings from another study I co-authored (Bennett *et al.*, 2009).

When asked what I learned from all of this, I answer that as an academic I now know better that discipline boundaries offer little to the development of fields of enquiry on real dimensions of the social. I also know that a methodological approach employing a range of methods complementing one another offers the most productive means of addressing complex social phenomena (Silva, Warde and Wright, 2009). As a person living in Britain, I have experienced the welcome of strangers in their interest to share their stories and everyday habits, of showing how they do things and what sense they make of what they do. I learned much from the people in this study, which also helped me with my living in practical ways and in understanding my own practices, both as part of this culture and as different from it. As a person in the world I discovered that at many levels all the homes in this study felt like home. Many of these stories could be happening elsewhere, anywhere. A large proportion of the technologies appearing here could be simple objects used elsewhere, and it would still have a significant position in the relationships between individuals. Yet, there are also various particularly significant occurrences in these stories that are specific of British culture.

Appendix 2: Profile of Participants

For reference while reading, I provide profiles of participants. All names are pseudonyms and the brief demographic information and family situation and location aim to protect their identification. While the profiles offer specific information that might be of assistance in interpreting findings, considerable material from observation and interaction with participants is not included here. My aim was to tell a collective story focusing on individual situations. Income data refer to approximate *net* values.

H1 – Tracy (38) and Gabriel (41) **Green** were both architects. They lived in a large city in Yorkshire. She worked from home, officially part-time, but said work occupied her full time. He was director and partner at a practice in Lancashire. They had two sons, Oliver (8) and Ben (5). Both children were in private schools. They had two computers, two laptops, two television sets and were early Internet users. They owned all the other technologies. Income was £45,000 (woman's share = £15,000).

H2 – Katie (31) and David (30) **Hughes** lived in rural Yorkshire. She worked part-time in a supermarket carrying out shelf maintenance. He was a self-employed builder. They had two girls: Felicity (6) and Molly (4). They did not own a computer or a tumble dryer. Income was £14,000 (woman's share = £4,000).

H3 – Brenda (33) and Colin (35) **Addison** lived in a large Yorkshire town. She worked as a housewife and part-time fitness instructor for the City Council. He was a self-employed builder. They had three children in state school: Charlie (13), Daniela (11) and Eric (10) and a seven-month old baby Harry. They owned one computer but had no Internet connection. All other technologies were owned. Income was £37,000 (woman's share = £2,500).

H4 – Marion (43) and Trevor (42) **Lakin** lived in north London. They were Jewish. She worked as a cleaner, childminder and housewife. He was a bankrupted salesman. They had two boys, Keith (13) and Sean (8), in the local comprehensive. Sean also worked on a West End musical. They had all sorts of technologies including a computer and Internet access, but no tumble dryer. Income was £13,800 (woman's share = £2,800).

H5 – Rose (41) and Ronald (43) **Chambers** lived in north London. She was Canadian and worked as a school management officer for the Local

Authority. He was a classical music radio programme producer. Their children, Susie (10) and Steve (6), were in the local comprehensive school. They had one computer with Internet access, two television sets and all other technologies. Income was £59,000 (woman's share = £21,000).

H6 – Rosanne (37) and Mike (41) **Goodman** lived in North London. He was a sales manager in household textiles and she was a housewife who occasionally did some home-hairdressing. They had three children: Eliot (9), Tony (6) and Jonah (18 months). They were orthodox Jews and the children attended the Jewish school. They had no computer or Internet access, but owned two television sets and all the other technologies. Income was £25,000 (woman had no earnings).

H7 – Nancy (37) and Alfred (38) **Mitchell** lived in north London. She worked as a school lunchtime supervisor and a 'mystery' shopping researcher. He was a dental technician with his own practice. They were Jewish and had a son, Peter (8), who went to the local state school. They had one computer but no Internet access and owned all the other technologies. Income was £32,000 (woman's share = £4,000).

H8 – Janet (35) and Daniel (39) **Seaman** lived in a Yorkshire city. She worked as a tutor on cake decoration in community education and he was a boilermaker in a steel factory. Their three girls, Megan (10), Sophie (7) and Alex (4), attended the local state school. A childminder also looked after Alex. They did not own a computer, microwave oven or tumble dryer. Income was £24,000 (woman's share = £6,000).

H9 – Wendy (40) and Scott (40) **Bird** lived in East Anglia, in a small town. She was a housewife and private maths tutor who also volunteered with the local Red Cross. He was a computer systems designer for a large financial company. They had two children, Olivia (9) and Hugh (7), attending the local state school. They had all sorts of technology in the home, including two computers, one laptop and were early Internet users. Income was £35,000 (woman's share = £1,600).

H10 – Rena (44) and John (50) **Rock** lived in a small village in East Anglia. Rena worked as a housewife and occasional boat cleaner. John was an operator's manager for a large offshore company. They had three sons: Alan (17) studied at a private engineering college, while Geoff (14) and Patrick (12) were at the local state school. They owned all sorts of technologies and were early Internet and mobile phone users. Income was £40,000 (woman's share = £1,200).

H11 – Frances (40) and Robert (42) **Gibson** lived in rural Yorkshire. She worked as a bank official in a job-share position. He was sales manager for a telecommunications firm. Their children were George (9), who went to the local state school, and Emma (4), who went to

the nursery in the same school as her brother. Computing technology had not made its way into the household by 1999. They had all other technologies but no tumble dryer. Income was £35,000 (woman's share = £9,000).

H12 – Lindsay (40) and Ray (45) **Wells** lived in a Lancashire town. She was a manager of an online retailer shop. He owned his own plumbing maintenance business. This was a second marriage for both and jointly they had six children who fully or partially lived in the household: Geoff (20), Cathy (14), Caroline (14), Vicky (11), Marcia (8) and Jack (4). They had a computer and Internet access, used mainly for business. All other technologies were owned. Income was £38,000 (woman's share = £10,000).

H13 – Chris (44) and Phil (46) **Webster** lived in a Lancashire town. She worked as a school crossing and playground supervisor and hairdresser from home. He was an actor, writer and director for theatre and television and was fairly well known for his work. They had four children in the local state schools: Greg (13), Georgia (11), Josh (8) and Joseph (6). The computer was lodged in the adults' bedroom. They had Internet access and all other technologies. Income was £25,000 (woman's share = £4,500).

H14 – Irene (39) and Ian (40) **Hays-Field** lived in a Lancashire town. She was a reference librarian in the public library. He was an engineer with a large engineering company. Their children, Katie (11) and twins James and Christopher (8), attended the local state school. They had two computers with modems and all sorts of technologies in the home. Income was £32,000 (woman's share = £9,000).

H15 – Jane (35) and Uli (35) **Naylor** lived in north London. She owned a small pre-school nursery and he was a safety and quality mechanical engineer for underground trains. He was of German descent. Their children, Will (13) and triplets Bob, Sonia and Bianca (7), attended the local state school. They did not have Internet access but owned all other technologies. Income was £27,000 (woman's share = £8,000).

H16 – Diane (43) and Marc (44) **Churchill** lived in a semi-detached house in north London. She was a lecturer in education and he was an academic Reader in information management. Their children, Greg (15), Hannah (11) and Alice (9), were in the local state schools. Kirk (41) was Diane's brother who lodged with them. They had four computers with Internet access. They had no television, though Kirk had one in his bedsit. All other technologies were owned. Income was £80,000 (woman's share = £33,000).

H17 – Rebecca **Turner** (46) and Eleanor **Hill** (51) lived in a small Yorkshire village. They were lesbians, cohabiting with Deborah (10),

at state school, who was Rebecca's daughter from a previous lesbian relationship. Rebecca had a PhD and worked as an academic researcher. Eleanor worked as a university student advisor. They had three computers in the house, although they were late internet connectors. They did not own either a dishwasher or a tumble dryer. Income was £27,000 (half from each).

H18 – Lynn **Murray** (45) was white and had mixed race children (white Afro-Caribbean). She lived in a Yorkshire city and was lone mother of the **Hall** children: twins Gillian and Hayley (11), Chantal (8) and Sara (5). Lynn was unemployed and the family lived on benefits. They did not have a dishwasher, tumble dryer or Internet access. Income was £7,000 (from benefits).

H19 – Clare (33) and Raj (36) **MacDonald** lived in a large Yorkshire city. She was a secretary for a charity, working in a job-share position. He was a civil engineer. They were Asian (Indian descent). Their children, Katherine (10) and Nigel (6), were at state school. They owned a computer but had no Internet access. They did not own a dishwasher or a tumble dryer. Income was £30,000 (woman's share = £10,000).

H20 – Richard **Bartholomew** lived in a Yorkshire city. He was a black Afro-Caribbean lone father of Hazel (8), who lived with her mother, and Thomas (15), who attended the local comprehensive and lived with him. He was a postgraduate student. He owned a computer but had no Internet access. Income was £8,000 (from a student grant).

H21 – Lianne **Al** (40) and Fred **Thompson** (38) lived in a Yorkshire city. She worked as a part-time jewellery returns clerk for a mail order company. He was on incapacity benefit, doing an Open University degree. Lianne was white and British and Fred was Afro-Caribbean from Jamaica. Their children, Adam (9) and Edward (3), attended the Catholic school and nursery near their home. They had a computer and Internet access, but no dishwasher or tumble dryer. Income was £11,400 (about half from each, Fred's share coming from benefits).

H22 – Josie **Barker** (42) lived in south London with her two children, Michael (11) and Cassie (4). He went to the local comprehensive school and she was looked after by a combination of childminders and nursery. Josie worked as a trade union officer for lesbian and gay issues – she was a lesbian, white, and her children were mixed race (white Afro-Caribbean). She owned a computer with Internet access, but no microwave oven, dishwasher or tumble dryer. Income was £20,000.

H23 – Jude **James** (37) and Anna **Cox** (38) lived in a Yorkshire town. Jude was a full-time teacher (head of her subject) and Anna was a literacy consultant to the Local Authority. They cohabited with Anna's son from

a previous relationship, Alex (9), who went to the local state school. They had an 'Internet room' with two computers and a third computer in the child's bedroom. They did not own a tumble dryer. The women were white and the child was mixed race (white Afro-Caribbean). Income was £46,000 (about half from each).

H24 – Lucey **Lilly** (50) and Henry **Gow** (53) lived in a large Lancashire city. They were white, married and had a son, Stuart (14). She was a solicitor and he was an orthopaedic consultant. They had one computer and three laptops with Internet access and owned all other technologies. She was Canadian. Income was £82,000 (woman's share = £34,000).

Notes

Chapter 1

1. I use the term 'innovator' to designate the unspecified assembly of designers, manufacturers and marketing professionals implicated in technological innovation processes.
2. I use the expression 'talk' to indicate ways of communicating with and through. I am interested in the relationality between objects and individuals and also about the researcher relationship in the investigation of these relations.
3. The environmental and animal worlds are, of course, players in this field, as usefully reflected on in Giffney and Hird (2008).

Chapter 2

1. I chose *net* income values because most women's earnings were not taxable and the idea of 'income brought home' was easier to talk about and compare.
2. In another study I carried out with colleagues, we found that wives of 'elite' men tended to display more traditional gender roles, as did the husbands (Bennett *et al.*, 2009: Chapter 12).
3. Of course, in saying this I do not assume that the undoing of traditional arrangements of gender implies an end to male domination. This may simply be reworked.

Chapter 3

1. I draw here from arguments I developed in an earlier paper: Silva, 2002a.
2. Overall, time spent cooking and cleaning from the 1960s to the mid-1990s in 20 North American and European countries decreased for women by just under one hour per day, while men's time increased by 20 minutes daily (Sullivan, 2000; cf. Gershuny, 2000).
3. A similar trend was observed in Australia by Bittman, Matheson and Meagher (1999).
4. Household H24 included in the study in 2004 constitutes a particular case for which routines in the home were not explored. There is no full interview for the man in household H2. In two households, partners were of the same sex.
5. This replicates some points from an earlier analysis of a smaller sample: Silva, 2002b.

Chapter 4

1. For a more detailed exploration of these issues, see Silva, 2000a.
2. Most references are housed at the Blanche Leigh Special Cookery Collection, Brotherton Library at the University of Leeds. See also the University of

Cambridge Central Library, the British Newspaper Library and the National Magazine Company Library.

3. In electric cookers, probably the first electric thermostat control, the Revostat, was introduced in 1935 by the Revo Electric Company Ltd.
4. In the censuses, in 1951 private domestic service amounted to only 15 per cent of the 1931 level.
5. Corley (1966: 111) notes, for instance, that pre-War electric cookers even retained the familiar but cumbersome knobs and bars inherited from the gas stove, while improved 'snap' handles were not introduced until after the War.
6. Cowan's (1983) brilliant analysis of four centuries of household technological development includes a chapter on 'The Roads Not Taken', with references to some missed alternatives of this kind in the American market.
7. On the decline of home cooking in the USA, see Pillsbury, 1998: 187–97.
8. An Aga is a cast-iron heat-storage cooker that runs on gas, electricity, oil or coal (older models), allowing great versatility in cooking and a permanently warm kitchen, suited to cold weather countries. It costs an average of £3,000 for a basic four door model.
9. Marks & Spencer (M&S) is a high street shop chain which offers upmarket cooked and pre-prepared meals. It has become synonymous with taste and ease in eating at home.
10. The trends in my study broadly converge with those found by Frances Short (2006) in her interesting study of cooking as one of the 'kitchen secrets'.

Chapter 5

1. Notable engagements in the field of domestic cleaning are found in Ackerley (1994) and Martens and Scott (2005).
2. See details on the historical developments of technologies in Silva, 1997a.

Chapter 6

1. I discuss this case with a particular focus on gender and consumption in Silva, 2000b and 2007.
2. Habitat is a middle-class design furniture and home accessories shop.
3. I give an account of this case in a previous paper (Silva, 2000b). The original narrative is from Emma Heron.

Chapter 7

1. In the construction of my vignettes I closely followed Janet Finch's (1987) advice.
2. The cases did not allow for detailed discussion of other identity issues which might have affected these situations.
3. The issue of relevance brings about the example of Latour's (1996) rich study of the failed development of the electric car system in 1980s Paris. Perhaps the difficulties of some individuals to operate VCRs led to designs for an easier operation of DVD players.

Chapter 8

1. My use of the concepts of 'noisy' and 'muted' sexuality aims to capture the different registers in the politics of pleasure between extraordinariness and ordinariness implied in practices that are in the first case visible (or that achieve visibility when a 'secret' practice is disclosed) against the normalisation and invisibility prevailing in the latter.
2. The PAS was the central London clinic carrying treatments of the British Pregnancy Advisory Service (BPAS), which stored donor sperm before the Human Fertilisation and Embryology Act came into force in 1993.
3. Josie's net income was about £20,000 and she did not own her London flat. Rena's household net income was about £40,000 and their East Anglian house was fully owned.
4. My initial contact with this family is from 2002, although their formal inclusion in the study dates from 2004.
5. 'Cookies' are a mechanism by which website operators can place a unique identifier on each user's machine. The site can then compile a history of each user's activities across browser sessions.
6. Numerous cases of discoveries of Internet practices involving sex have been reported. Examples include: (1) Shock at husband's police arrest for downloading child porn (*Observer, First Person*, 5 August 2007). (2) Husbands looking at porn sites daily for years on end (*The Guardian, G2*, 26 May 2008). (3) Family negotiations to protect children from pornography use by fathers (*The Guardian, Family*, 27 August 2008). (4) Real life divorce following husband being caught on the *Second Life* site, where adults can fantasise alternative selves, bodies and lives, shagging a computerised beauty who he planned to marry in real life (*The Guardian, G2*, various dates, November 2008).

Appendix 1

1. I benefitted from CRESC (ESRC Centre for Research on Socio-cultural Change) funding for research updating and Hannah Knox assisted me with this work in 2006–7.
2. Funding for the expanded sample was provided by the School of Sociology and Social Policy, University of Leeds and the National Everyday Cultures Programme in Sociology at the Open University. Emma Heron assisted with the work in 2000 and Pippa Stevens in 2001–2.
3. This study was funded by the ESRC (award no. R000231700). For a fuller account of the material reviewed, see Silva, 1997b.
4. The study was funded by the ESRC under the 'Virtual Society?' Research Programme (award no. L132251048). Details about this experiment can be found in Silva, 1999a and 2007b.

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