**Appendix A: Transcription notation**

* Cut off sounds are signaled with a dash: sou-
* ((pause)) signals a significant pause
* (.) signals a short pause (a second or so)
* Verbal action like laughing is described in double parentheses: ((laughs))
* ((inaudible)) signals speech and sounds that are completely inaudible
* […] signals where I have omitted words or sentences

**Appendix B: Codebook and explanation of coding scheme**

The definitions in the codebook were primarily based on the relevant theoretical literature, but I also referred to Schildkraut’s (2011) survey questionnaire to help operationalize the definitions. After doing the first round of coding, I created a second codebook to deal with the overflow of descriptions coded as “other.”

|  |  |  |
| --- | --- | --- |
| **Code** | **Definition** | **Examples** |
| 1. Liberalism | Associating American identity with allegiance to liberal values of political and economic freedom, equal opportunity, and hard work.  Schildkraut’s (2011) sub-categories:  - respecting America’s political institutions and laws  - pursuing economic success through hard work  - letting other people say what they want, no matter how much you disagree with them | - “bootstraps mentality”  - “create a life that was better”  - “individualism”  - “hard work”  - “anyone can make it in America”  - “American Dream” |
| 2. Ethnoculturalism | Boundaries of American identity limited to someone based on their ethnic, cultural, religious, or ancestral background.  Schildkraut’s (2011) sub-categories:  -being born in America  -being a Christian  -having European ancestors  -being white | - “white”  - “where you are born”  - “from a different country”  - “Muslim”  - “skin color” |
| 3. Civic republicanism | Associating American identity with active involvement in social and political life, pursuing the well-being of the community (over the individual), and the feeling of being American.  Schildkraut’s (2011) sub-categories:  -doing volunteer work in one’s community  -thinking of oneself as American  -feeling American  -being informed about local and national politics  -being involved in local and national politics | - “civic duty”  - “identifying as an American”  - “fought for farmer’s rights”  - “feel like an American” |
| 4. Incorporationism | Associating American identity with the country’s immigrant legacy, seeing people of all backgrounds as American, and the ability to both assimilate and celebrate difference.  Schildkraut’s (2011) sub-categories:  -carrying on the cultural traditions of one’s ancestors, such as the language and food  -respecting other people’s cultural differences  -blending into larger society  -seeing people of all backgrounds as American | - “immigration as a way of framing our story”  - “everyone is an American in a certain respect”  - “welcoming of new people”  - “celebrates concept of diversity”  - “welcoming of immigrants” |
| 5. Other | Any descriptor that does not fit into the above code categories. See overflow codebook below. |  |

**Codebook for “other” overflow:**

|  |  |  |
| --- | --- | --- |
| **Code** | **Definition** | **Example** |
| Linguistic or verbal indicator | The verbal indications of who is American, which may include what language you are speaking, the degree to which your spoken language aligns with standard American English, and the volume at which you are speaking. | - “accents”  - “loud”  - “speaking English” |
| Physical indicator | The physical indicators that indicate an American, whether it is a specific article of clothing or the way you walk or stand. | - “well-dressed”  - “the way you take up space” |
| Legal indicator | The legal indicators of American identity that are tied up with citizenship, naturalization, and obtaining visas. | - “American citizen”  - “green-card American” |
| Other | Any descriptor that does not fit into the other codes. | - “proud of US”  - “refusing to be silenced”  - “capitalistic”  - “feeling of exceptionalism” |

**Appendix C: Interview Topic Guide & Vignette Text**

|  |  |
| --- | --- |
| Introduction | Explain research  Get signed consent |
| Warm-up/Ice-breaker | * + Is there anything you miss about being the US? |
| Establish baseline of American  identity conceptions            Evaluating Americanness | * + If you were describe to someone what makes you American, what would you say?   + Suppose you had to describe what you believe a true American is like or should be like - what would you say?   + Alternatively, how would you describe a typical American?   + What attributes have been important in making someone a true American in the past?      * + Can you recall a time when you met someone that you believed did not embody or represent a true American? What was the context?   + If you were to meet an American who did not have [insert attribute], what would you think of them?   + Can you recall a time in your life when someone questioned your Americanness? What was the context? |
| Vignette A:  Liberalism  Ethnoculturalism  Civic Republicanism  Incorporationism | Sarah grew up helping her parents run their neighborhood deli. When she was young, the deli was small and only sat around 8 customers. Since, the family business has expanded and operates two other delis in nearby neighborhoods. When applying for college, Sarah decided to pursue a major in business. Inspired by her parents and their years of hard work, she wants to start her own business after graduation.  Emily was born and raised in Philadelphia. Her parents, grandparents, and great-grandparents also lived in Philadelphia, and grew up only a couple streets away. Emily is currently studying for her SAT exams. She’s done well on her practice exams, but every night she prays to God that she’ll get into her first-choice. She’s been thinking about majoring in history ever since she learned the story of her German ancestors immigrating to the US in the late 19th century.  Since she was a child, Margaret has always volunteered with the foodbanks in her community. While attending university in the fall, she researched the different mayoral candidates and found that one had unveiled a plan to provide housing for homeless families. Believing in her civic duty as a citizen, Margaret decides to help out the candidate’s campaign by registering and mobilizing new voters in addition to her university studies.  Victoria grew up in a small town, so going to college in New York City was a big change for her. In her first week, she made dozens of new friends who came from different backgrounds. In the months that followed, they often shared and bonded over recipes and their cultural traditions. When talking to her parents about this later, she described the joy and pride she felt to be in a city, a country, where everyone’s differences could be accepted and even celebrated.   * + Do any of these women, or their attributes, resonate with you as being truly American? Why or why not?     - Are some of these attributes more important in making somebody a true American than others?   + If you were forced to rank these women in order from more American to less American, how would you go about doing this? Walk me through your thought process. |
| Vignette B: | Michael had just gotten out of church on the Upper East Side of Manhattan. He was with his family and some friends, and they were trying to see if there was any room in the restaurant down the street for lunch. Michael and his group of friends and family were huddled outside the restaurant, taking up much of the space on the sidewalk. Two women, who are visibly in a rush, pass Michael's group. Caroline, one of the women, mutters to her friend, “Tourists, why can’t they just go back to their country?”   * Walk me through what you think is happening in this scene and what assumptions you're making about Michael and Caroline. * Position yourself as Caroline - how does she evaluate whether Michael is a foreigner or an American? * Still positioning yourself as Caroline - what additional information, if any, would she need to revise her evaluation of Michael's foreignness or Americanness?     Now imagine that Michael overhears what Caroline has said. He walks up to the two women and says, "I was born in this country!"   * Positioning yourself as Caroline - how does this piece of information influence her perception of Michael?     Michael is a real person:   * His parents immigrated from Taiwan * He was born in Pittsburgh * Attended Harvard and got his BA in Government * Worked for the NYTimes and has received numerous awards for his Criminal Justice Reporting * How are these different attributes used when evaluating Michael's Americanness? |
| Vignette C: | The US congresswoman, Ilhan Omar, made the following comment at a Council on American-Islamic Relations event: “Far too long we have lived with the discomfort of being a second-class citizen and frankly, I’m tired of it and every single Muslim in this country should be tired of it. CAIR was founded after 9/11 because they recognized that some people did something, and that all of us were starting to lose access to our civil liberties.”    The phrase “some people did something” was picked up by different mainstream and social media channels, resulting in a widespread backlash against Omar.   * Putting aside the context of this story for a moment, do you personally believe that intentionally or unintentionally minimizing an event such as 9/11 is un-American? * For some public figures, Omar’s identity as an American is either up for debate or flat out rejected. Some twitter responses include: “You have to wonder if she’s an American first” and “Ilhan Omar isn’t just anti-Semitic – she’s Anti-American.” Why do you think these individuals do not see Omar as an American? * Omar carries many attributes that many would consider as being important for being a true American. These include: having American citizenship, speaking English, being involved in politics. Do these attributes, or others we've mentioned, matter to these individuals when evaluating her Americanness? |
| Conclusion | * Historically, what attributes have you used when evaluating somebody's Americanness? * Go over any questions, concerns, etc.   Thank you! |

**Appendix D. Frequency of four main components, disaggregated by interview**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **American Identity Component** | | **1.**  **Liberalism** | **2.**  **Civic republicanism** | **3. Incorporationism** | **4.**  **Ethno-culturalism** | **5.**  **Other** | **Total** |
| **Interview** | **Section** |
| 1 | Section I | 1 | 2 | 1 | 2 | 5 | 11 |
| Section II | 3 | 4 | 1 | 0 | 1 | 9 |
| Section III | 0 | 0 | 0 | 6 | 5 | 11 |
| **Total** | **4 (13%)** | **6 (19%)** | **2 (6%)** | **8 (26%)** | **11 (35%)** | **31** |
| 2 | Section I | 2 (6%) | 1 (3%) | 9 (25%) | 3 (8%) | 21 | 36 |
| Section II | 2 (33%) | 1 (17%) | 2 (33%) | 1 (17%) | 0 | 6 |
| Section III | 0 | 0 | 0 | 0 | 3 | 3 |
| **Total** | **4 (9%)** | **2 (4%)** | **11 (24%)** | **4 (9%)** | **24 (53%)** | **45** |
| 3 | Section I | 4 (14%) | 0 | 8 (29%) | 3 (11%) | 13 | 28 |
| Section II | 2 (14%) | 3 (21%) | 2 (14%) | 2 (14%) | 5 | 14 |
| Section III | 2 (6%) | 0 | 1 (3%) | 10 (32%) | 18 | 31 |
| **Total** | **8 (11%)** | **3 (4%)** | **11 (15%)** | **15 (21%)** | **36 (49%)** | **73** |
| 4 | Section I | 1 (7%) | 1 (7%) | 0 | 2 (14%) | 10 | 14 |
| Section II | 2 (17%) | 2 (17%) | 2 (17%) | 1 (8%) | 5 | 12 |
| Section III | 1 (7%) | 0 | 0 | 4 (29%) | 9 | 14 |
| **Total** | **4 (10%)** | **3 (8%)** | **2 (5%)** | **7 (2%)** | **24 (60%)** | **40** |
| 5 | Section I | 5 (17%) | 1 (3%) | 1 (3%) | 0 | 22 | 29 |
| Section II | 1 (20%) | 0 | 0 | 2 (40%) | 2 | 5 |
| Section III | 0 | 0 | 0 | 4 (50%) | 4 | 8 |
| **Total** | **6 (14%)** | **1 (2%)** | **1 (2%)** | **6 (14%)** | **28 (67%)** | **42** |
| 6 | Section I | 3 (10%) | 0 | 5 (17%) | 2 (7%) | 19 | 29 |
| Section II | 1 (11%) | 2 (22%) | 3 (33%) | 2 (22%) | 1 | 9 |
| Section III | 0 | 0 | 0 | 3 (43%) | 4 | 7 |
| **Total** | **4 (9%)** | **2 (4%)** | **8 (18%)** | **7 (16%)** | **24 (53%)** | **45** |
| 7 | Section I | 2 (8%) | 0 | 3 (12%) | 6 (23%) | 15 | 26 |
| Section II | 2 (17%) | 2 (17%) | 3 (25%) | 2 (17%) | 3 | 12 |
| Section III | 0 | 0 | 0 | 0 | 7 | 7 |
| **Total** | **4 (9%)** | **2 (4%)** | **6 (13%)** | **8 (18%)** | **25 (51%)** | **45** |
| 8 | Section I | 4 (13%) | 0 | 4 (13%) | 4 (13%) | 20 | 32 |
| Section II | 2 (33%) | 1 (17%) | 1 (17%) | 2 (33%) | 0 | 6 |
| Section III | 2 (12%) | 1 (59%) | 0 | 4 (24%) | 10 | 17 |
| **Total** | **8 (15%)** | **2 (4%)** | **5 (9%)** | **10 (18%)** | **30 (55%)** | **55** |
| 9 | Section I | 1 (4%) | 0 | 0 | 5 (20%) | 19 | 25 |
| Section II | 4 (40%) | 2 (20%) | 2 (20%) | 0 | 2 | 10 |
| Section III | 0 | 0 | 0 | 5 (38%) | 8 | 13 |
| **Total** | **5 (10%)** | **2 (4%)** | **2 (4%)** | **10 (21%)** | **29 (60%)** | **48** |
| 10 | Section I | 6 (29%) | 1 (5%) | 0 | 3 (14%) | 11 | 21 |
| Section II | 2 (25%) | 1 (13%) | 0 | 1 (13%) | 4 | 8 |
| Section III | 0 | 0 | 0 | 5 (63%) | 3 | 8 |
| **Total** | **8 (22%)** | **2 (5%)** | **0** | **9 (24%)** | **18 (49%)** | **37** |