

Instructor's Manual and Test Bank

for

Neuman

Social Research Methods Qualitative and Quantitative Approaches

Seventh Edition

prepared by

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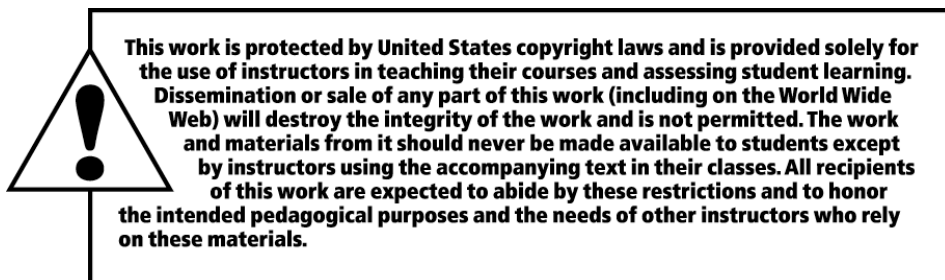
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CHAPTER 1

Why Do Research?

Introduction

Chapter 1 introduces students to social research and how social scientists *do* research. The author assumes that students will initially resist discussing this topic, so he first provides a discussion on lay acquisition of knowledge. In the section “Alternatives to Social Research,” the author introduces students to several alternatives to social research: authority, common sense, media, ideological beliefs and values, and personal experience. By bringing to light lay acquisition of knowledge and its flaws, the author sets the stage for discussing the scientific community and the steps in conducting social research. The “Steps in the Research Process” outlines qualitative and quantitative research separately, and several examples are given at the end of the chapter.

Learning Objectives

After studying Chapter 1, a student will be able to do the following:

1. Place social research as a distinct method in creating knowledge, having advantages over *lay* forms of knowledge formation. A student should be able to explain why social research is superior to alternative ways of knowledge formation.
2. Explain what the scientific community is, how it operates, and how publications fit into the academic life.
3. Be familiar with the culture of the scientific community, including norms and patterns of formal communication (journals).
4. Understand that the social sciences, like all science, is a process, where theories are built upon, torn down and rebuilt stronger.
5. Distinguish the difference between qualitative and quantitative research methods. Specifically, understand how each approach systematically gathers data.

Supplemental Source Material

Jasso, Guillermina. 2004. “The Tripartite Structure of Social Science Analysis.” *Sociological Theory* 22(3): 401-431.

The goal of sociology, and all social science, is to produce reliable knowledge about human behavioral and social phenomena. To reach that goal, we undertake three kinds of activities: theoretical work, empirical work, and, even more basic, we develop frameworks that assemble the fundamental questions together with the fundamental tools that will be used to address them. This article examines the three sets of activities and their interrelations.

Kulygin, Vladimir P. 2003. "Universal Content and National Forms in the Development of Sociological Knowledge: The View of a Russian Sociologist." *Current Sociology* 51(6): 671-687.

Kulygin examines "the dual nature of sociology as both a system of knowledge and a social institution." By examining the influence national cultures have had on the development of a "universal sociological knowledge," Kulygin argues that the varying schools of sociology need to resolve their differences.

Mears, Daniel P., Stafford, Mark C. 2002. "Central Analytical Issues in the Generation of Cumulative Sociological Knowledge." *Sociological Focus* 35(1): 5-24.

Cumulative sociological knowledge is stunted by competing conceptual frameworks. This article diagrams nine analytical issues confronting sociology's goal of generating a cumulative body of scientific knowledge.

Semester Project with MySearchLab

The semester project is designed to get students actively involved in the social research process by writing a 12-18 page research proposal. The project is split into six sections that are suggested to be assigned over the course of the semester in conjunction with the course readings. A final version of the paper is due at the end of the semester. The paper is comprised of six sections: introduction, literature review, methods, measurement, sampling, and discussion/conclusion. This project is writing intensive, and instructors are encouraged to give detailed criticisms on each component of the paper, so when a final draft is turned in at the end of the semester, students are not surprised by their performance grade. The instructor takes the place of editor. Instructors and students should be open to the idea that this project is a process. While papers can be written in a fluid and unobstructed manner over the course of the semester, most papers require multiple revisions and reworking of previous sections as each chapter provides learning opportunities to expand and better each subsequent draft. Each section outline is provided in the corresponding chapter outlines below.

MySearchLab

Pearson Education has set up <http://mysearchlab.pearsoncmg.com/> as a useful tool for students to use when writing academic papers, and should be encouraged along with your university/colleges library as a source for this research proposal.

See <http://mysearchlab.pearsoncmg.com/homepage/students> for subscription information and to set up an account.

Vocabulary Terms

Blind review

Data

Empirical

False consensus

Halo effect

Innumeracy

Junk science

Norms of the scientific community

Overgeneralization

Premature closure

Pseudoscience

Scholarly journal article

Scientific community

Scientific literacy

Selective observation

Social theory

Chapter 2

What Are the Major Types of Social Research?

Introduction

Chapter 2 introduces students to the different dimensions of social research. The author explores how audience, purpose, and time influence social research. Just as audience influences an author writing a novel, audience determines if a research project will be basic or applied. While basic research is briefly outlined, an in-depth introduction to applied research and the varying types of applied research (evaluation, action, and social impact) are explored. The research purpose directs the researcher to collect exploratory, descriptive or explanatory data or a combination of these types of data. Also, the research purpose frames the types of questions the researcher proposes. Depending on the research question, time frames how data will be collected and analyzed. Specific data collection techniques will be surveyed in-depth in later chapters, but quantitative (experiment, survey, and nonreactive research) and qualitative (field research and historical-comparative) methods are briefly outlined.

Learning Objectives

After studying Chapter 2, students will be able to do the following:

1. Explain how the audiences of basic and applied research differ, and how this difference influences the type of research question being investigated.
2. Describe the differences in the types of applied research discussed: evaluation, action and social impact research.
3. Explain how needs assessment and cost-benefit analyses are used by applied researchers.
4. Describe the differences between instrumental and reflexive knowledge.
5. Describe the goals of exploratory, descriptive and explanatory research.
6. Explain the impact of time on the data collection process. Describe how cross-sectional, time series, panel and case studies differ.
7. Identify a research project as being an experiment, a survey, content analysis, existing statistics, field research, or comparative-historical research.

Supplemental Source Material

Levin-Rozalis, Miri. 2003. "Evaluation and Research: Differences and Similarities." *The Canadian Journal of Program Evaluation* 18(2): 1-31.

This article compares and contrasts research (basic research) from evaluation (applied research).

Burnett, Cathleen. 2003. "Passion through the Profession: Being both Activist and Academic." *Social Justice* 30: 135-150.

This article discusses the intersection of research and activism in the applied setting.

Vocabulary Terms

Action research

Applied research

Basic research

Case-study research

Cohort study

Commissioned research

Content analysis

Cost-benefit analysis

Cross-sectional research

Descriptive research

Evaluation research

Existing statistics research

Experimental research

Explanatory research

Exploratory research

Field research

Historical-comparative research

Instrumental knowledge

Longitudinal research

Needs assessment

Nonreactive research

Panel study

Participatory action research

Reflexive knowledge

Social impact assessment

Survey research

Time-series research

Chapter 3

Theory and Research

Introduction

Chapter 3 links research to theory. Just as chapter one juxtaposes scientific knowledge with alternative forms of knowledge formation, this chapter juxtaposes social theory with ideology. Focusing on the tentative nature of theory and the recognition of uncertainty, this chapter invites student to question the common conception that scientific knowledge is “proven.” The author then outlines the components of social theory (assumptions, concepts, relationships and units of analysis). Building on the components of social theory, this chapter addresses the various forms that social theory occupies. Social theory can be categorized on direction (inductive/deductive), level of analysis (macro/micro/meso), focus (substantive/formal), form of explanation (causal/structural/interpretative), and range (generalization/middle-range/framework).

Learning Objectives

After studying Chapter 3, students will be able to do the following:

1. Define social theory.
2. Distinguish the similarities, but more importantly, the differences between social theory and ideology.
3. Identify the major parts of social theory (assumptions, concepts, relationships and units of analysis).
 - a. Understand how symbol and definition make up a theoretical concept, identify how concepts vary in level of abstraction, and differentiate between single and concept clusters, and simple and complex concepts.
 - b. Formulate a proposition and hypothesis from a theoretical orientation.
 - c. Understand how a hypothesis can be stated on different units of analysis, and how theory specifies what unit of analysis is to be investigated.
4. Identify the major aspects of social theory (direction, levels of analysis, focus of theory, and forms of explanation).
 - a. Identify whether a research project approaches social theory as inductive or deductive.
 - b. Distinguish at what level of analysis a social theory operates.
 - c. Identify if a social theory is substantive or formal.
5. Identify and distinguish between structural, interpretive, or causal interpretations.

Supplemental Source Material

Schmuttermaier, John R., Schmitt, David. 2001. "Smoke and Mirrors: Modernist Illusions in the Quantitative versus Qualitative Research Debate." *Sociological Research Online* 6(2).

This article discusses how inductive and deductive research is more similar than different, arguing that all research begins as deduction, while the research process is driven by the deductive-inductive dialectic.

Semester Project

The first component of the research proposal should be assigned after students have read and understand chapter 3. In a 1-2 page paper, students are asked to propose a research hypothesis and to formulate a proposition and hypothesis from a theoretical orientation. Since chapter 2 briefly introduces students to the types of research methods (experiment, survey, field research, etc.), students should tentatively suggest a method of research for the proposed hypothesis. Students should take special consideration in identifying the independent variable, dependent variable, possible spurious relationships (controls), level of analysis, direction of analysis (inductive/deductive), and whether this research is basic or applied.

Instructors should provide meaningful comments and guide the students' research question and tentative method. Give suggestions on how students can strengthen their argument after reading chapter four. Since this component sets the stage of following paper sections, instructors are even suggested to set up meetings with students that are seriously off track. As a bridge to the next assignment in Chapter 5, instructors may wish to provide students with one or two articles relevant to their proposed research.

MySearchLab

Remind students that <http://mysearchlab.pearsoncmg.com> is a useful guide and provides a tutorial on selecting a topic for academic papers.

See <http://mysearchlab.pearsoncmg.com/homepage/students> for subscription information and to set up an account.

Vocabulary Terms

Association	Macro-level theory
Assumption	Meso-level theory
Causal explanation	Micro-level theory
Causal mechanism	Middle-range theory
Concept classification	Negative relationship
Concept cluster	Network theory
Deductive direction	Parsimony
Empirical generalization	Positive relationship
Formal theory	Proposition
Functional theory	Sequential theory
Grounded theory	Structural explanation
Hypothesis	Substantive theory
Ideal type	Theoretical concept
Ideology	Theoretical explanation
Inductive direction	Theoretical framework
Interpretative explanation	Typology
Level of abstraction	Unit of analysis

Chapter 4

The Meanings of Methodology

Introduction

Chapter 4 illustrates the advantages of understanding multiple approaches to sociological theory and research. The chapter explores the positivist, interpretive, and critical approaches to sociology in detail. Also, the chapter introduces students to the postmodern and feminist approaches to sociology briefly. Unlike other introductions to sociological approaches, the author proposes ten critical questions to each approach. Chapter 4 allows students to compare the strengths and weaknesses of each approach along each dimension. The ten questions can be viewed on page 94.

Learning Objectives

After studying Chapter 4, students will be able to do the following:

1. Distinguish between the different approaches on a number of different levels (purpose, nature, agency, etc.).
2. Define the major aspects of positivist (causal laws, determinism, value-free science), interactionist (*verstehen*, meaningful social action, relativism), and critical (dialectic, false consciousness, praxis) approaches.
3. Define the major aspects (to a lesser degree than positivist, critical and interactionist approaches) of feminist and postmodern approaches to social science.
4. Understand how each approach developed and opens new dimensions to social research that other approaches neglect.
5. Distinguish how each major perspective views the fundamental nature of social reality (essentialist, constructionist, realist orientations).
6. Discuss how the value free position in positivism differs from relativism of the interpretative approach and activist stance of critical social science.
7. Contrast how the three approaches see common sense and human nature.

Supplemental Source Material

Thomas, Jan E., Kukulian, Annis. 2004. "Why Don't I Know about These Women?: The Integration of Early Women Sociologists in Classical Theory Courses." *Teaching Sociology* 32(3): 252-263.

This article explains why women sociologists have been marginalized in sociology texts; arguing that theory instructors are not taught to the works of these women sociologists in graduate school, so do not pass on this knowledge to their undergraduate students.

Joas, Hans. 2004. "The Changing Role of the Social Sciences: An Action-Theoretical Perspective." *International Sociology* 19(3): 301-313.

Joas argues that that sociology is suffering from discipline fragmentation, spurred by the domination of cultural studies perspectives. It is argued that an action-theoretical perspective is best equipped to counter this fragmentation.

Vocabulary Terms

Abduction	Natural attitude
Bounded autonomy	Nomothetic
Bracketing	Ontology
Causal laws	Paradigm
Constructionist orientation	Positivist social science (PSS)
Covering law model	Postulate of adequacy
Critical social science (CSS)	Practical orientation
Determinism	Praxis
Dialectic	Reflexive-dialectic Orientation
Epistemology	Reification
Explanatory critique	Relativism
False consciousness	Technocratic perspective
Hermeneutics	Transcendent perspective
Idiographic	Transformative perspective
Instrumental orientation	Typification
Interpretative social science (ISS)	Value-free science
Intersubjectivity	<i>Verstehen</i>
Meaningful social action	Voluntarism
Mechanical model of man	

Chapter 5

How to Review the Literature and Conduct Ethical Studies

Introduction

Chapter 5 introduces students to the literature review process as well as several ethical concerns a social research must consider when conducting research. While other chapters introduce students to the language of social research, the literature review section introduces students to the practice of gathering previous research together. The author discusses where social scientists find previous research (periodicals, journals, books, dissertations, government reports, presented papers, etc.), and how to systematically gather this literature (what to include/exclude, how to locate literature and evaluate research quality). The chapter provides a systematic approach towards note taking. Also, the author explores the advantages and disadvantages of Internet research. The second half of this chapter discusses the ethics of social research. The author discusses how “with research (power) comes great responsibility” – to paraphrase Stan Lee. A discussion of previous abuses of power and the subsequent steps researchers take to make sure that respondents’/participants’ well-being are cared for (use of deception, informed consent, anonymity/confidentiality, etc.) are introduced. The author explores the role of the Institutional Review Board (IRB) in ensuring cooperation with research ethics.

Learning Objectives:

After studying Chapter 5, students will be able to do the following:

1. Conduct different types of literature reviews and understand the reasons for the differences.
2. Locate information in scholarly literature.
3. Become familiar with the different methods of citation and how to locate articles cited.
4. Read an abstract to glean the core information of an article and determine if the entire article is worth obtaining.
5. Create a review of a research article.
6. Understand the benefits and limits of using the Internet for social research.
7. Understand the historical development of a concern for ethics in social research and its origins in specific events.
8. Discuss the fluid aspects of sociological ethics:
 - a. When is it appropriate to deceive participants?
 - b. How does one weigh the benefits of research to the possible consequences of conducting that research?
 - c. How does a researcher deal with special populations?