

SOLUTIONS MANUAL

A spiral-bound notebook with a black cover. The text "IMAGE COMING SOON" is printed in large, white, bold, sans-serif capital letters in the center of the cover. The spiral binding is on the left side.

**IMAGE
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CHAPTER 2

THE LOGIC OF SOCIAL RESEARCH

Chapter Outline

Sources of Knowledge

Tradition
Experience
Common Sense
Journalism
Science
Scientific Practice

Theories in Research and Practice

What Is a Theory?
The Functions of Theories

Concepts and Hypotheses

Defining Concepts
Developing Hypotheses
Concepts and Operational Definitions among Minority Populations

Perspectives on Science

Deduction versus Induction
Types of Explanation
Paradigms in Science

Cause-and-Effect Relationships

Changes in the Seventh Edition

1. Research in Practice 2.1 has been updated with recent research on the effectiveness of gay families in raising children, which helps to further the point of the section about policy being driven by research. (See pp. 25-26.)

Suggested Lecture Topics

1. SCIENCE VERSUS OTHER SOURCES OF KNOWLEDGE Additional discussion of the differences between science and the other sources of knowledge may be desirable. Emphasizing the unique features of science and how they make science such a powerful source of reliable information will assist students in developing an appreciation for what the scientific approach can bring to practice and how it can reduce the pitfalls associated with the other sources of knowledge. Although somewhat dated, the classic "The American Soldier--An Expository Review," by Paul Lazarsfeld, pp. 378-380, *Public Opinion Quarterly*, 1949, provides a good example of science versus common

sense. It presents six quite logical beliefs concerning soldiers and their behavior that research proved to be totally incorrect. Another useful source is Neil Agnew and Sandra Pyke, *The Science Game*, 6th ed., Englewood Cliffs, N.J., Prentice-Hall, 1994. This very readable book presents the basics of science with a particular emphasis on the social sciences.

2. **THEORIES IN SOCIAL RESEARCH** Given the amount of misunderstanding about theories and their use in both research and practice, lecture coverage of this topic is warranted. Our running example in this section is Sutherland's theory of differential association. This would be a good choice for further discussion in lecture because it is set forth as nine quite straightforward interrelated propositions that clearly illustrate our definition of theory. The theory can be found in any edition of Sutherland and Cressey's *Criminology* textbook. Another useful source is the classic, *Social Theory and Social Structure*, by Robert K. Merton, New York, The Free Press, 1968. The two most useful essays are "On Sociological Theories of the Middle Range" and "The Bearing of Sociological Theory on Empirical Research." For a good presentation of the role of theory in applied research and practice, see Francis J. Turner, *Social Work Treatment*, 2d ed., New York: The Free Press, 1979; and C. J. Larson, "Theory and Applied Sociology," *Journal of Applied Sociology*, 12 (1995), 13-29.
3. **CONCEPTS, DEFINITIONS, AND HYPOTHESES** Because these are basic components of theory and research, their initial introduction to students can benefit from discussion in lecture. Some students have trouble with the difference between nominal and operational definitions, particularly in developing operational definitions that reflect the nominal definition of the concept in question. Additional discussion in lecture together with some practice exercises is helpful in clarifying these definitions. The role of hypotheses in research is also troublesome for some students. A common reaction is to question the need for stating hypotheses prior to doing the research. Emphasizing how hypotheses are used as predictions which can then be rigorously tested against the empirical data will help convince the doubters as to the need for hypotheses. As Merton puts it so well, "Post factum explanations remain at the level of plausibility rather than leading to compelling evidence" (Robert K. Merton, *Social Theory and Social Structure*. New York: The Free Press, 1968, p.147). One useful source is *Thinking Methodologically*, by Sheldon Goldberg and published by HarperCollins, 1992.
4. **THE CONCEPT OF CAUSE** Although we devote a considerable amount of space to this topic, it is such a central issue in research that further elaboration in lecture may be desirable. A very useful source of examples of the issues involved in establishing causal relationships using real data is Travis Hirschi and Hanan Selvin, *Delinquency Research: An Appraisal of Analytic Methods*, New York, The Free Press, 1967. Though focusing on delinquency, the book is much broader in scope outlining virtually all of the issues surrounding the concept of cause. Of particular value is their discussion of numerous false criteria of causation that have cluttered the literature. For someone interested in a more sophisticated presentation of the problems surrounding causal inference, a good source is the introductory chapter of Hubert M. Blalock's *Causal Inferences in Nonexperimental Research*, Chapel Hill, The University of North Carolina Press, 1964.
5. **A CRITICAL VIEW OF SCIENCE** Over the past few decades, much debate has occurred regarding the logical-empiricist view of scientific activity. The basic argument is that actual scientific work is not nearly as logical, rational, objective, or disinterested as the logical-empiricist philosophy suggests. Rather, scientific activity is influenced by many non-logical, non-rational forces (gender and race, fads and fashions, struggles for fame and fortune, to name a few). However, retrospective accounts of scientific work make it look like the logical process often described in many research methods texts. This critical view can be difficult to explain to students

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who are just learning the idealized version of what science is all about, but we have introduced it in a few places in the text (for example, the discussion of male and female “voices” in Chapter 4). The discussion can be introduced in association with Chapter 1 and then explored in more depth with later chapters. Three sources for such lecture material are Thomas Kuhn *The Structure of Scientific Revolutions*, Chicago: University of Chicago Press, 1962; Paul Feyerabend, *Against Method: Outline of an Anarchistic Theory of Knowledge*, London: Verso, 1975; and Peter Galison and David Stump (eds.), *The Disunity of Science: Boundaries, Contexts, and Power*, Stanford, Calif.: Stanford University Press, 1996.

6. TO ERR IS HUMAN—THAT’S WHY WE NEED SCIENCE The text presents the superiority of science over other sources of knowledge, but another approach to convincing students of the need for a scientific approach is to present a lecture on how casual human observation is prone to err and how science protects against such error. There are many good sources on this topic, but an entertaining one is the book by Thomas Gilovich, *How We Know What Isn’t So: The Fallibility of Human Reason in Everyday Life*, available from The Free Press, 1991. Gilovich discusses such topics as the misperception and misinterpretation of random data, how human motivation and social determinants influence what we believe, and how science serves to challenge dubious beliefs.

Class Discussion Topics

1. Supply the students with a list of several common concepts in the human services. Have them locate nominal and operational definitions from the literature for each of the concepts. Are the definitions for each concept the same? Are there alternative operational definitions for some of the concepts? In those cases where there are alternatives, discuss them in terms of which seem to be the best and why. Two issues of the journal *Social Work* are devoted to conceptual issues in the human services: vol. 22, no. 5, 1977 and vol. 26, no. 1, 1981.
2. The process of deduction comes into play at numerous points in conducting social research. At some point, it is used to deduce operational definitions from nominal definitions, to deduce hypotheses from theories, and to deduce conclusions from the data, to name a few examples. Given the ubiquity of deduction in research, a valuable exercise can be created using syllogisms. Syllogistic logic can be very similar to deduction in research. In fact, stripped of their elaborate prose, theories can often be rewritten to take the form of syllogisms. For example, part of Durkheim's theory of suicide can be rewritten as follows:

Premise 1. Social cohesion provides psychic support to group members subjected to acute stresses and anxieties.

Premise 2. Suicide rates are functions of unrelieved anxieties and stresses to which persons are subjected.

Premise 3. Catholics have greater social cohesion than Protestants.

Therefore: Lower suicide rates should be anticipated among Catholics than among Protestants.

Discussing syllogistic logic in class and providing the students with a series of syllogisms to practice on can serve to enhance their deductive skills. It is also rather fun and the students seem to enjoy it. Syllogisms are typically discussed in most any introductory logic text. A couple that can be recommended are: Irving M. Copi, *Introduction to Logic*, 9th ed., New York, Macmillan, 1994, and Peter A. Facione and Donald Scherer, *Logic and Logical Thinking*, New York, McGraw-Hill, 1978.

3. Positivist versus nonpositivist approaches to science is a complex topic, but students can begin to appreciate the issues by comparing studies that have been conducted from each approach. Research in Practice 5.1 contrasts a qualitative study on domestic violence with a quantitative survey. Have students read a pair of studies such as these and give their reactions. How did the qualitative study sensitize them to the world of the research participant? What contributions to understanding the phenomenon does the quantitative study bring that cannot be derived from the qualitative study? How do the two studies appear to contradict or complement each other?