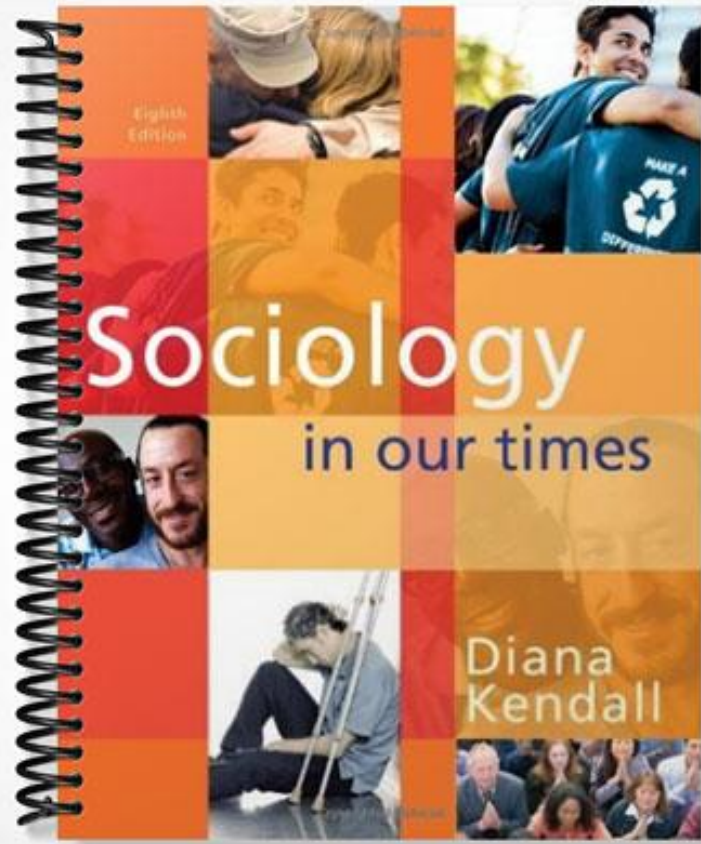


SOLUTIONS MANUAL



Eighth Edition

Sociology

in our times

Diana Kendall

Chapter 2

Sociological Research Methods

Quick Start Question

CHAPTER 2 Sociological Research Methods

Quick-start question: *Do you think a personal act like suicide is also a social issue?*

Additional quick-start questions:

- What three values are most important to you?
- How are these values reinforced and challenged?

APPLIED ASA RECOMMENDATIONS IN THIS CHAPTER

Make sure to check out Appendix A, which contains activities written by Dr. Hironimus-Wendt that specifically correlate to these ASA Recommendations.

4. Departments should infuse the empirical base of sociology throughout the curriculum, giving students exposure to research opportunities across several methodological traditions, providing repeated experiences in posing sociological questions, developing theoretical explanations, and bringing data to bear on them.
5. Departments should structure the curriculum of required major courses and substantive elective courses to have at least four levels with appropriate prerequisites. At each succeeding level, courses should increase in both depth and integration in the major while providing multiple opportunities for students to develop higher order thinking skills and to improve their written and oral communication skills.
6. Within this four-level model, departments should also structure the curriculum to include one (or more) content area of substantive sequences which cut across two or more levels of the curriculum. Departments should design sequences to develop students' skills in empirical and theoretical analysis along with their knowledge about one or more specialty areas within sociology.

BRIEF CHAPTER OUTLINE

Why is Sociological Research Necessary?

Common Sense and Sociological Research

Sociology and Scientific Evidence

The Theory and Research Cycle

The Sociological Research Process

The Conventional Research Model

Chapter 2

A Qualitative Research Model

Research Methods

Survey Research

Secondary Analysis of Existing Data

Field Research

Experiments

Multiple Methods: Triangulation

Ethical Issues in Sociological Research

The ASA Code of Ethics

The Zellner Research

The Humphreys Research

STUDENT LEARNING OBJECTIVES

The idea is simple but revolutionary: learning objectives put the focus on the student and learning rather than the teacher and teaching methods. - Wendy Cown

According to Bloom's Taxonomy, in the beginning you introduce general concepts and specific skills. You then verify that students can recall information and understand its meaning. Later, you explain how the concepts and skills interrelate so that students are able to create more independently and think more abstractly. Finally, you verify that students can apply the knowledge in concrete situations, break the information down into component parts, apply the knowledge in a new way, and judge the value of the information (Cown).

Category	Chapter 2: Learning Objectives
KNOWLEDGE: Remembering previously learned material	<ul style="list-style-type: none">• Describe the key steps in conducting qualitative research.• State the major strengths and weaknesses of secondary analysis of existing data.• Describe the major ethical concerns in sociological research.
COMPREHENSION: The ability to grasp the meaning of the material	<ul style="list-style-type: none">• Describe the research cycle from the deductive and inductive points of view.• Describe the six steps in the conventional research process.• Explain why validity and reliability are important considerations in sociological research.• Explain the concept of triangulation.
APPLICATION: The ability to use material in	<ul style="list-style-type: none">• Describe the need for systematic research.

new and concrete situations	
<p>ANALYSIS: The ability to break down material into its component parts so that its organizational structure may be understood</p>	<ul style="list-style-type: none"> • Differentiate between quantitative and qualitative research and give examples of each. • Distinguish between a representative sample and a random sample and explain why sampling is an integral part of quantitative research. • Describe the major types of surveys and indicate their major strengths and weaknesses. • Describe the major methods of field research and indicate when researchers are most likely to utilize each of them. • Describe the structure of an experiment and distinguish between laboratory and field experiments.
<p>SYNTHESIS: The ability to put parts together to form a new whole</p>	<ul style="list-style-type: none"> • Indicate the relationship between dependent and independent variables in a hypothesis.
<p>EVALUATION: The ability to judge the value of material for a given purpose</p>	<ul style="list-style-type: none"> • Distinguish between sociology and common sense.

Focus on the Student: How to Use Learning Objectives to Improve Learning by Wendy Cown
www.bboxesandarrows.com/archives/focus_on_the_student_how_to_use_learning_objectives_to_improve_learning.php

Based on Benjamin S. Bloom (ed.). (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I, cognitive domain*. New York and Toronto: Longmans, Green.

KEY TERMS: defined at page number shown and in glossary

- | | | |
|------------------------|-----------------------------|----------------------------|
| content analysis, 56 | Hawthorne effect, 63 | reliability, 47 |
| control group, 62 | hypothesis, 45 | research methods, 51 |
| correlation, 62 | independent variable, 45 | respondents, 52 |
| dependent variable, 45 | interview, 53 | secondary analysis, 54 |
| ethnography, 59 | participant observation, 58 | survey, 51 |
| experiment, 61 | probability sampling, 47 | unstructured interview, 60 |
| experimental group, 62 | questionnaire, 52 | validity, 47 |
| field research, 58 | random sampling, 46 | |

CHAPTER LECTURE OUTLINE

1. WHY IS SOCIOLOGICAL RESEARCH NECESSARY?

ASA Objectives 4 and 6

- A) Sociologists obtain their knowledge of human behavior through research in order to move beyond guesswork and common sense.
- B) This is more accurate.
- C) Common Sense and Sociological Research

LEARNING OBJECTIVE:
Distinguish between sociology and common sense.

QUESTIONS & ISSUES: What has research contributed to our understanding of suicide?

- i) Traditional views of suicide have held that it was a sin, a crime, or mental illness.
 - a) Durkheim questioned this and argued that high suicide rates were characteristic of large-scale societal problems.
 - b) While we might think that common sense, our personal experience, or the media may help us to understand suicide, common sense is too subjective, and the media are influenced by the need for ratings.
 - c) It is important that we be able to evaluate the information objectively.
 - d) The quantity of information that we receive has grown dramatically.
- D) Sociology and scientific evidence
 - i) Sociology involves debunking—the unmasking of fallacies.
 - ii) We can answer questions with a normative approach that is based on strong beliefs, or we can rely on an empirical approach that incorporates systematic collection and analysis of data.
 - iii) Sociologists typically use two types of empirical studies—descriptive and explanatory.
 - a) Descriptive studies try to find out what is happening to whom, where and when.
 - b) Explanatory studies try to explain “why?” by looking at cause and effect relationships.

QUESTIONS & ISSUES: What is the relationship between theory and research?

- E) The theory and research cycle
 - i) The relationship between theory and research has been described as a continuous cycle.
 - ii) This cycle consists of deductive and inductive

LEARNING OBJECTIVE:
Describe the research cycle from the deductive and inductive points

approaches.

of view.

- a) In the deductive approach, the researcher begins with a theory and generates hypotheses, which leads to data gathering, then generalizations, and finally to support or refutation of the theory.
- b) In the inductive approach, the researcher collects information, creates a generalization, uses the generalization to create a theory, and then tests the theory through the formation of hypotheses.
- iii) Theory gives meaning to research—research helps support theory.

QUESTIONS & ISSUES: What are the steps in the conventional research process?

2. THE SOCIOLOGICAL RESEARCH PROCESS

ASA Objectives 4 and 6

- A) Some research is quantitative, while some is qualitative.
 - i) **Quantitative research** has the goals of scientific objectivity and measurable data.
 - ii) Quantitative research typically relies on complex statistical techniques (e.g., statistically examining the relationships among church memberships, divorce and migration, and the impact on suicide rates).
 - iii) **Qualitative research** relies on interpretation and description of underlying meanings and patterns of social relationships (e.g., analyzing the content of suicide notes).
- B) The **conventional research model** (based on the quantitative approach):
 - i) Select and define the research problem.
 - a) Selection may be based on a gap in knowledge, an effort to test a theory, or an effort to challenge misconceptions.
 - ii) Review previous research.
 - a) A review helps to clarify issues and focus the direction of research.
 - b) Sometimes there is little research to go on (this was the case for Durkheim).
 - iii) Formulate the **hypothesis**.
 - a) This is a statement of the relationship between two or more concepts.
 - b) Concepts will need to be converted to variables.

LEARNING OBJECTIVE:
Differentiate between quantitative and qualitative research, and give examples of each.

LEARNING OBJECTIVE:
Describe the six steps in the conventional research process.

- c) The most fundamental relationship is between an **independent** and **dependent variable**.
- d) Operational definitions are given for variables, which specify their measurable properties.
- iv) Develop the research design.
 - a) To do this, you must consider the unit of study and the time frame.
 - b) A unit of analysis is what or who is being studied—individuals or social groups may be the units of analysis.
 - c) The time frame may be longitudinal (over time) or cross-sectional (at a single point in time).
- v) Collect and analyze the data.
 - a) Decide on the population and select a sample.
 - b) In **random sampling**, every member of a population has the same chance of being selected.
 - c) In **probability sampling**, people are chosen because they have certain characteristics.
 - d) In addition to sampling issues, researchers must deal with the issues of validity and reliability.
 - (1) **Validity** concerns the issue of whether we are measuring what we are supposed to be measuring (e.g., is church membership an accurate indicator of religious belief).
 - (2) **Reliability** concerns the extent to which a study yields consistent results (e.g., different interviewers may produce different results depending on how they pose questions).
 - e) Draw conclusions and report the data by publishing in scholarly journals.

LEARNING OBJECTIVE:
Distinguish between a representative sample and a random sample and explain why sampling is an integral part of quantitative research.

LEARNING GOAL:
Explain why validity and reliability are important considerations in sociological research.

QUESTIONS & ISSUES: What can qualitative methods add to our understanding of human behavior?

- C) A **qualitative research** model
 - i) This is used when the research question does not easily lend itself to numbers and statistical methods.
 - ii) The outcome is a complex, more holistic picture of a particular social problem.
 - iii) Qualitative researchers may engage in problem formulation to clarify a research question and create questions that concern and interest research participants.
 - iv) In this way, respondents may suggest avenues for

LEARNING OBJECTIVE:
Describe the key steps in conducting qualitative research.

research.

- v) In a qualitative study, the next step is to collect and analyze data to assess the **validity** of the starting proposition.
- vi) Usually, this is done in a natural setting, so the researcher can play a background role and participants can use their own language, rather than the researcher's.
- vii) Unique features of the qualitative approach are:
 - a) The researcher begins with a general approach rather than a highly detailed plan.
 - b) The researcher has to decide when the literature review and theory application should take place.
 - c) The study presents a detailed view of the topic.
 - d) Access to people that can provide the necessary data is crucial.
 - e) Appropriate research methods are important for gathering useful qualitative data.

3. RESEARCH METHODS

ASA Objective 6

- A) **Research methods** are specific strategies for systematically conducting research.
- B) Survey research
 - i) A **survey** is a poll in which the researcher gathers facts or attempts to determine the relationships among facts.
 - ii) Researchers frequently select a representative sample to answer questions about their attitudes, opinions, or behavior.
 - iii) **Respondents** are persons who provide data for analysis through interviews or questionnaires.
 - iv) Gallup and Harris polls are among the most widely known large-scale surveys.
- C) Types of surveys
 - i) A **questionnaire** is a printed research instrument containing a series of questions to which subjects respond.
 - a) The most commonly used technique is the self-administered questionnaire.
 - b) Advantages of this technique include speed and simplicity of administration.
 - c) Disadvantages include a low response rate.

LEARNING OBJECTIVE:
Describe the need for systematic research.

LEARNING OBJECTIVE:
Describe the major types of surveys, and indicate their major strengths and weaknesses.

- ii) Data may also be collected with an **interview**, in which the interviewer asks the respondent questions and records the answers.
- iii) Advantages of interviews include the fact that they are more effective in dealing with complicated issues and provide an opportunity for face-to-face communication between the interviewer and the respondent.
- iv) Disadvantages include the cost and time involved in conducting the interview and analyzing the results.

Strengths and weaknesses of surveys

- v) Strengths include:
 - a) Being able to describe a large population without having to interview every person in that population
 - b) Enabling the researcher to assess the importance of many variables
 - c) Allowing the researcher to document the extent of a problem or note changes in an issue
- vi) Weaknesses include:
 - a) **Respondents** are often forced to answer in ways they normally wouldn't.
 - b) Survey data sometimes over- or underestimates the extent of a problem.

D) **Secondary analysis** of existing data

- i) In **secondary analysis**, researchers use existing material and analyze data that were originally collected by others.
- ii) Existing data are available from NORC, Roper Center for Public Opinion Research, books, magazines, radio, television, and personal documents.
- iii) Secondary research is referred to as unobtrusive because it has no impact on the people being studied.
- iv) Analyzing existing statistics
 - a) In analysis of existing statistics, the unit of analysis is often not the individual, but rather a group.
 - b) A contemporary study of suicide conducted by Breault tested Durkheim's idea that Catholics were less likely to commit suicide than Protestants.
- v) Analyzing content
 - a) **Content analysis** is the systematic examination of cultural artifacts or various forms of communication to extract thematic data and draw conclusions about social life.

- (1) **Cultural artifacts** are products of individual activity, social organizations, technology, and cultural patterns.
- (2) Among the materials studied are written records such as books, letters, poems, and narratives, and visual texts such as movies, television, advertisements, and greeting cards.
- (3) **Content analysis** provides objective codes for analyzing written material, and allows for the counting and arranging of data into identifiable categories.
- (4) Suicide notes have been analyzed for years.

b) Strengths and weaknesses of **secondary analysis**

- (1) Strengths include that data are readily available and inexpensive, that researcher bias may be eliminated, and that longitudinal patterns may be identified.
- (2) Weaknesses include incompleteness, lack of authenticity, and inaccuracy.

LEARNING OBJECTIVE: State the major strengths and weaknesses of secondary analysis of existing data.

E) **Field research**

- i) **Field research** is the study of social life in its natural setting: observing and interviewing people where they live, work, and play.
 - a) These methods are used to generate qualitative data.
 - b) Observation
 - (1) May be either detached or participant
 - (2) Detached observation occurs when the researcher engages in systematic observation but does not interact with the group being observed.
 - (3) **Participant observation** occurs when the researcher takes part in the activities of the group that (s)he is studying.

LEARNING OBJECTIVE: Describe the major methods of field research and indicate when researchers are most likely to utilize each of them.

ii) **Participant observation**

- a) The process of collecting data while participating in the activities of the group that the researcher is studying.
- b) This method generates more “inside” information.
- c) This method requires more time and is highly dependent upon the expertise of the researcher.

iii) **Case studies**

- a) Most **participant observation** takes the form of a

case study, which is an in-depth, multifaceted investigation of a single event, person, or social grouping.

- b) When case studies involve a number of cases, they are known as multiple case studies.
- c) Many researchers “back into” their research topics by finding themselves in situations that raise important questions.

iv) **Ethnography**

- a) Ethnography is a detailed study of the life and activities of a group of people by researchers, who may live with that group over a period of years.
- b) Ethnography usually takes place over a longer period than participant observation.

v) **Unstructured interviews**

- a) This is an extended, open-ended interaction between an interviewer and an interviewee.
- b) The interviewer must be able to shift gears quickly and know the subject matter well.
- c) An example of this technique is Feagin’s study of middle-class African Americans.
- d) This technique requires careful listening.

vi) The **interview** and sampling process must be planned carefully, and often relies on snowball sampling.

vii) Interviews, along with **participant observation**, are often used to construct theory. The term “grounded theory” is used to describe this inductive process of theory construction.

viii) Strengths and weaknesses of **field research**

- a) One strength is that this method allows the researcher to understand from the inside what may not be obvious from the outside; also, these studies provide rich, detailed data on groups that have often been excluded before.
- b) A major weakness concerns the lack of generalizability to a larger population.

F) **Experiments**

i) **Experiments** are carefully designed situations in which the researcher studies the impact of certain variables on subjects’ attitudes or behavior.

ii) Types of experiments

- a) **Laboratory experiments** divide subjects into two

**LEARNING
OBJECTIVE:
Describe the
structure of an**

- groups: a **control group** and an **experimental group**.
- b) The experimental group is exposed to the **independent variable**; the control group is not.
 - c) The members of the two groups are matched for similarity so that comparisons between the two groups can be made.
 - d) In the simplest experiment, subjects are pretested (measured) in terms of the **dependent variable**, exposed to the independent variable, then measured again.
 - e) The experimental and control groups are compared to see if there are any differences.
 - f) Some experiments are natural experiments, in which natural events occur (e.g., a disaster).
- iii) Demonstrating cause and effect
- a) Must show that a **correlation** exists between the two variables. Correlation exists when two variables are associated more frequently than would be expected by chance.
 - b) Must ensure that the independent variable precedes the **dependent variable**.
 - c) Must make sure that any change in the **dependent variable** is not due to some extraneous variable; some changes are due to spurious correlations.
- iv) Strengths and weaknesses of **experiments**
- a) Advantages include the high degree of control, the low cost, the small number of subjects, and the ability to replicate many times.
 - b) Disadvantages include artificiality, a less communal approach to data gathering, biases on the part of the researcher, and subject reactivity.
 - c) The **Hawthorne effect** is an example of how subjects may react to their knowledge of being studied.

experiment, and distinguish between laboratory and field experiments.

LEARNING OBJECTIVE: Indicate the relationship between dependent and independent variables in a hypothesis.

QUESTIONS & ISSUES: Why is it important to have a variety of research methods available?

- G) Multiple methods: triangulation
 - i) Many sociologists believe it is best to combine multiple methods in one study.
 - ii) Triangulation is the use of multiple data sources, investigators, and theoretical perspectives in a study.

LEARNING OBJECTIVE: Explain the concept of triangulation.

QUESTIONS & ISSUES: Why is a code of ethics for sociological research necessary?

4. ETHICAL ISSUES IN SOCIOLOGICAL RESEARCH

ASA Objectives 4, 5 and 6

- A) The study of people raises ethical concerns.
- B) The ASA has developed a code of ethics that researchers must follow.
 - i) Researchers must try to maintain objectivity and integrity by disclosing their findings in full and including all possible interpretations.
 - ii) Researchers must safeguard subjects' right to privacy.
 - iii) Researchers must protect confidential information provided to them by respondents, even when the information is not considered to be privileged and legal pressure is applied to reveal this information.
- C) The Zellner Research
 - i) William Zellner did research on people killed in single car crashes that he thought might have been "autocides."
 - ii) He interviewed people who knew the victim in order to determine whether they had information about the deceased that might suggest the person had been suicidal, but only told them that their participation could help to prevent future accidents.
 - iii) From the data he collected, he concluded that about 12 percent of the wrecks were autocides.
 - iv) Was this research unethical because he misrepresented the reasons for his study, or does the right to know outweigh the right to privacy?
- D) The Humphreys Research
 - i) Laud Humphreys investigated homosexual conduct in public restrooms.
 - ii) He did not ask the permission of his subjects, nor did he inform them they were being studied.
 - iii) He pretended to be a lookout, while he systematically recorded the encounters.
 - iv) Because he was interested in the everyday lives of the participants, he recorded their license plate numbers and tracked down their names and addresses.
 - v) Later, he arranged for them to be included in a medical survey, and he interviewed them personally.
 - vi) He found that most were married and led conventional lives.
 - vii) The fact that he did not identify himself as a researcher

LEARNING OBJECTIVE:
Describe the major ethical concerns in sociological research.

led to widespread criticism.

LECTURE IDEAS

Statistics in the News	Explain some of the statistical procedures that have been presented in recent news stories.
Relate Theory and Research	If students are required to do a research paper or research experiment for the course, lecture on strategies for doing their specific assignment. Have them share topics they are considering and help them phrase their topics into a researchable question. Then have them examine a theoretical perspective that may best ground their topic, as well as various methods and methodologies for carrying out the study.
Scientific Revolutions	<p>Thomas Kuhn’s remarkable book, <i>The Structure of Scientific Revolutions</i>, continues to influence students in the sciences. Introduce your class to the concept of paradigms and how they shape the ways we think about problems.</p> <p style="text-align: center;">“Under normal conditions, the research scientist is not an innovator but a solver of puzzles, and the puzzles upon which he concentrates are just those which he believes can be both stated and solved within the existing scientific tradition.” —Thomas Kuhn</p>
Research Sampling	Bring to class research articles from sociological journals. Use these to demonstrate the differences between the various research methods. Project the methods section of each article up on a screen if possible. Many students will not have seen a research article before. Explain the differences between popular publications and scholarly articles.
Ethics in Research	Discuss with your class some of the ethical dilemmas that face researchers who are investigating controversial issues (abortion, drug abuse, political corruption). What are the ethical boundaries that guide the use of human subjects? Describe the responsibilities that the researcher must carefully uphold. What does it mean when a researcher is expected to uphold the public trust?
Quantitative and Qualitative	Explore the differing rationales for using these two approaches to research. Bring to class examples of research conducted using each method.

QUESTIONS FOR DISCUSSION

Those that are *bold and italicized* are suggested for use with WebTutor™ Advantage.

1. What are some ways that the interpretation of social research can be misrepresented?

Chapter 2

2. What is the difference between common sense and scientific information? Why is scientific information more reliable?
3. What kinds of topics do you think are best suited for qualitative or quantitative approaches to research?
4. Think of some research questions. Write a hypothesis for each.
5. Take a look at a hypothesis from the above question. Name the dependent and independent variables.
6. How do suicide trends in other nations compare with those in the United States? How is gender linked to suicide rates?
7. ***Why might it be difficult to develop an operational definition of suicide?***
8. What are some possible social causes of suicide?
9. Think of some examples of both longitudinal and cross-sectional research. What types of phenomena are best studied using each method?
10. Why is it important for other researchers to be able to repeat an investigation in substantially the same way it was originally conducted?
11. Describe the ways that suicide is depicted in American culture.
12. ***Why are cause and effect relationships difficult to demonstrate when studying human behavior?***
13. What kinds of survey data do you regularly encounter as a consumer? What are the dangers of conducting research non-objectively?
14. What is the Hawthorne effect? Can you think of situations in which your behavior changed because you knew you were being observed?
15. Why do you think that surveys are the most widely used research method in the social sciences?
16. ***What kinds of ethical issues do researchers routinely encounter?***
17. Was the criticism directed at Humphreys' research justified? Could he have gained access to his research subjects by other means?
18. What social research have you heard about in the media in the past week?

ACTIVE LEARNING

Your students need to change gears and do something different every 20-30 minutes.

1. Have your class practice the sometimes difficult task of **operationalizing variables** for a proposed study. Suggest topics such as disaster relief, affirmative action, successful marriages, or gender socialization.

2. Instead of presenting a straightforward lecture, which often turns your students into passive recipients of information, actively involve them in the process of transforming information into knowledge. **Use the Chapter Review Questions** included in the textbook and in this manual as a tool to help students learn. Divide your class into working groups, assign each group one of the chapter review questions, and have them collectively put together an answer. You can break down your lecture into responses to and clarifications of their answers. You then become their guide to learning on their own, rather than their source of knowledge.
3. **What do sociologists actually do?** This is often a central question students have when taking an introductory course. Can you answer that question? Go to the American Sociological Association website (www.asanet.org) and construct a resource handout that answers this question.
4. **Sociology as science:** Explain the difference between commonsense knowledge and what we know to be true because of scientific research. The text uses the example of suicide. Bring in copies of the “How Much Do You Know About Suicide?” quiz from the chapter. Instead of having students take the quiz individually, have them do so in small groups. To prevent students from working as individuals, give each group a single quiz paper. This method gets students talking with each other about the subject matter and talking through ideas. They may be hesitant at first to enter into a discussion with you.
5. Help students understand the nature and power of **social facts**. Brainstorm with students and come up with a list of social facts. Next, address these questions:
 - *What did individuals do to create this social fact?*
 - *How does this fact affect the way that people behave and think?*
 - *How does this fact affect the way I behave and think?*
 - *What causes social facts to change?*
5. **Bring to class copies of research articles from sociology journals.** Ask students to find the components of the research process as reflected in these articles. You might have a brief research article that you can project onto a screen in class. Have students work in small groups using their textbooks to identify the research process reflected in the article. See this activity in the InfoTrac suggestions as well.
6. **Introduce students to research tools.** Take a field trip to the library. Meet with one of your reference librarians to learn where to find social science information. If you have the appropriate equipment and in-class access to the Internet, walk students through the process of using InfoTrac and other search devices.
7. Have students **design their own survey** for an issue they find interesting. (They will need a handout in which you discuss problems with question construction).
8. **Assign a comparison** of a “pop” sociological perspective as found in magazine articles or television talk shows with a sociological examination of a related issue in a scholarly journal or book. For example, students might compare how family conflicts are presented in the media as compared with sociological analyses in journals such as *Family Relations*, *Journal of Divorce and Remarriage*, *Journal of Family Violence*, *Journal of Marriage and the Family*, and *Marriage and Family Review*.

9. **Qualitative research:** In order to introduce students to qualitative research methodology, send them out into the field and have them collect information about their social environment. Aim for rich details, taking nothing for granted. Use a number of participant observation techniques, such as:

- Full participation (a formal member of a group)
- Casual participation (standing in line, attending an event, conversations)
- Observation from a distance (people watching)

What types of subjects are most appropriate for each level of participation?

INTERNET ACTIVITIES

1. Access the U.S. Census website. The best starting point is the American FactFinder. This is a more user-friendly entry point to see reports that are being generated from data collected during the 2000 Census, with an update through 2006. Note that some statistics have been revised as recently as 2008. www.census.gov/main/www/cen2000.html

**Note to Instructors: If possible, access the U.S. Census web page during class. Show your students all of the information that is being collected and studied.*

2. More students are using Internet sources for their class research projects. Before you join the herd, access the Guide for Citing Electronic Information provided by William Paterson University of New Jersey. The site contains guidelines for citing everything from e-mails to online journal articles. Also included are links to related web pages. www.wpunj.edu/wpcpages/library/citing.htm

3. The National Opinion Research Center at the University of Chicago is one of the largest survey research organizations. On this site you can access information about the General Social Survey. First, go to the FAQ link on this site and bring to class a basic description of the GSS. www.norc.uchicago.edu/projects/gensoc.asp

4. Some research organizations openly admit that their research is guided by a particular set of political values. One such example is the Cato Institute, a politically conservative research organization guided by libertarian principles. Go to their home page, click on daily commentaries, and select a topic that interests you. Can you find examples of research that is guided by conservative principles? How does this compare with the standards of objectivity that are discussed in the text? www.cato.org

5. When you start thinking about the difficulties of researching highly subjective social phenomena, you should consider accessing the **World Database of Happiness**. This site is an ongoing register of scientific research related to subjective appreciation of life. Can you find out which nation is most happy? www.eur.nl/fsw/research/happiness

VIDEO SUGGESTIONS

1. There are any number of fascinating social documentaries that you could show in class or ask students to view on their own. Look for examples of research methods and ethical considerations addressed in the film. Some fine examples include:
 - *Who Killed the Electric Car?*
 - *Fahrenheit 9/11*
 - *Enron: The Smartest Guys in the Room*
 - *Super Size Me*
2. **Constructing Public Opinion: How Politicians & the Media Misrepresent the Public** *Media Education Foundation*
 Addressing vital issues (e.g., the role the media play in “manufacturing consent” for political elites, what polls really tell us about public opinion, what Americans actually think about politics), *Constructing Public Opinion* provides a new way to think about the relationship between politics, media and the public. Exploding the myth that most Americans are moderate or conservative, *Constructing Public Opinion* demonstrates the way in which political elites help to promote the military industrial complex and how the media sustains belief in an electoral system with a built-in bias against the interests of ordinary people. (2001, 32 minutes)
3. **Exploring Qualitative Methods** *Films for the Humanities and Sciences*
 A dream may be the most difficult human experience to quantify—but dreaming is an excellent topic for building qualitative research skills. This program illustrates experiments, designed and conducted by students, that revolve around sleep and dreams. In the process, it provides thorough insight into the issues relevant to collecting and utilizing qualitative data. Viewers are shown how to create effective questionnaires, prepare participant interviews, assemble case studies, and conduct observational studies. The program also covers the use of content analysis and explores the correlational method, employed to make qualitative data more meaningful. (2005, 46 minutes)
4. **Doing Sociological Research** *Films for the Humanities and Sciences*
 This multi-segment program focuses on the world of education as it addresses aspects of how to conduct sociological research. After defining what exactly constitutes research, the video defines the concepts of reliability, validity, and representativeness through a study of social interaction in schools; sheds light on essential ideas in survey research via a study of educational inequalities; considers decision-making and social capital in education while presenting the use of interviews in sociological research; and illustrates ethnography in action as it tracks a study of surveillance in schools using observational methods. . (2007, 40 minutes)
5. **Introduction to Designing Experiments** *Films for the Humanities and Sciences*
 Adam suspects that most hairy dogs have balding owners. Testing his “pet” theory at a local park, he quickly finds flaws in his own experiment. This video demonstrates Adam’s second test, involving better preparation, more rigorous analysis, and an exciting pasta cook-off. Showing how Adam can effectively determine the best spaghetti recipe, the program illustrates concepts that are central to the scientific method—including null, alternative, and two-tailed hypotheses; field and lab settings; sampling; primacy/recency effects;

constant/random errors; and other testing principles. Graphic screens reinforce each concept and enable students to fully absorb the testing process.
(2005, 23 minutes)

INFOTRAC EXERCISES

1. Ask students to search InfoTrac for a research article on a topic of interest, print the journal article, search for the **hypothesis**, **variables**, and **research methods**, and test for **reliability** and **validity**.
2. Look up the keywords **suicide research** on InfoTrac and find articles that address social factors. Students should bring articles to class and be prepared to discuss them in small groups and determine what kinds of **research methods** were used in each study.
3. The **Hawthorne effect** is a phenomenon that your students may hear referenced in other courses and reading assignments. A recent re-examination of the phenomenon and the original research contains some new surprises. Have students use InfoTrac to look up the keywords **Hawthorne effect** (be sure of the spelling) and read the article. Construct a list of new facts contained in the report and bring it to class.
4. Send your students to InfoTrac to search for current research on these key social concerns: health care insurance, war on terror, immigration reform, and alternative fuels. Are the social sciences tackling the most urgent issues facing our society?
5. Compare and contrast **quantitative** and **qualitative** research methodologies. Using InfoTrac, find examples of each research method and bring them to class. Divide your class into small groups and ask each group to scan each type of research method and make a list of differences and similarities.

ADDITIONAL RESOURCES FOR INSTRUCTORS

- Babbie, Earl. R. *The Practice of Social Research*, 11th ed. (2006). Belmont: Wadsworth Publishing.
- Borenstein, Michael, Larry V. Hedges, Julian P.T. Higgins, and Hannah R. Rothstein. (2009). *Introduction to Meta-Analysis (Statistics in Practice)* Hoboken: Wiley
- Coulon, Alain. (1995). *Ethnomethodology*. Thousand Oaks: Sage Publications.
- Creswell, John W. (2008). *Research Design: Qualitative, Quantitative and Mixed Method Approaches*. Thousand Oaks: Sage Publications.
- Denzin, Norman K., and Yvonna S. Lincoln (eds.). (2005). *Handbook of Qualitative Research*. Thousand Oaks: Sage Publications.

- Feagin, Joe R., Anthony M. Orum, and Gideon Sjoberg (eds.). (1991). *A Case for the Case Study*. Chapel Hill: University of North Carolina Press.
- Knoke, David W. Bohrnstedt, and Alisa Potter Mee (2002). *Statistics for Social Data Analysis*, 4th ed. Belmont: Wadsworth Publishing
- Kuhn, Thomas. (1962). *The Structure of Scientific Revolutions*. Chicago: The University of California Press.
- Lewis-Beck, Michael S. (1995). *Data Analysis: An Introduction*. Thousand Oaks: Sage Publications.
- Lieblich, Amia, and Ruthellen Josselson. (1994). *Exploring Identity and Gender: The Narrative Study of Lives*. Thousand Oaks: Sage Publications.
- Lofland, John, and Lyn H. Lofland. (2005). *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*, 4th ed. Belmont: Wadsworth Publishing.
- Office for National Statistics. (2009). *Social Trends*, 39th ed. New York: Palgrave Macmillan
- Sharrock, Wes. (2009). *Ethnomethodology*. Thousand Oaks: Sage Publications.
- Wolcott, Harry F. (2008). *Writing Up Qualitative Research*, 3rd ed.. Thousand Oaks: Sage Publications.