

# **Instructor's Manual and Test Bank**

*for*

Neuman

## **Social Research Methods Qualitative and Quantitative Approaches**

**Seventh Edition**

*prepared by*

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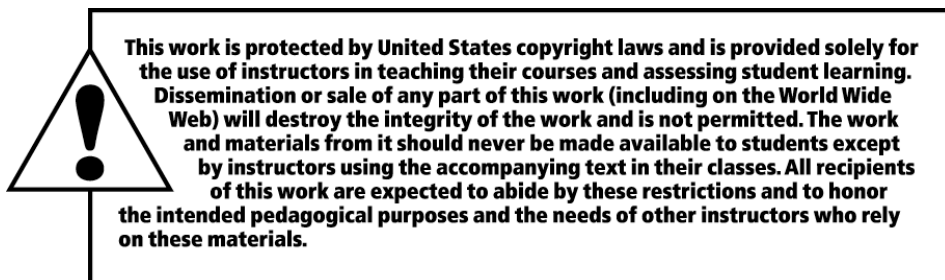
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14 13 12 11 10



Allyn & Bacon  
is an imprint of



[www.pearsonhighered.com](http://www.pearsonhighered.com)

ISBN-10: 0-205-58553-1  
ISBN-13: 978-0-205-58553-3

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# CHAPTER 1

## Why Do Research?

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### 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?

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### 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	Exploratory research
Applied research	Field research
Basic research	Historical-comparative research
Case-study research	Instrumental knowledge
Cohort study	Longitudinal research
Commissioned research	Needs assessment
Content analysis	Nonreactive research
Cost-benefit analysis	Panel study
Cross-sectional research	Participatory action research
Descriptive research	Reflexive knowledge
Evaluation research	Social impact assessment
Existing statistics research	Survey research
Experimental research	Time-series research
Explanatory research	

# Chapter 3

## Theory and Research

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### 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