

INSTRUCTOR'S EDITION

The Practice of Social Research

9th Edition

Earl Babbie

The Practice of Social Research

9TH EDITION

Earl Babbie

Chapman University

 **Wadsworth**
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and its exceptional array of
instructor and student resources!**

Preview

qualitative

Superb, new coverage of qualitative research methods

An innovator in his coverage of qualitative research, Babbie incorporates qualitative material into the fabric and flow of the text, juxtaposing qualitative and quantitative methods so students can see the advantages and disadvantages of each for a given situation. This Ninth Edition takes this exceptional coverage to the next level . . .

“I am very glad to see the new chapter on qualitative data analysis . . . I use Babbie’s text every semester because it is one of the very few books that gives a broad introduction to social science research, without limiting it to only certain methods or topics.”

Cecilia Menjivar
Arizona State
University

A greatly expanded Chapter 10, “Qualitative Field Research”

Students gain a solid understanding of the key paradigms that direct different types of research efforts with this chapter’s expanded, in-depth coverage of naturalism, ethnomethodology, grounded theory, case study and extended case method, institutional ethnography, and participatory action research.

Because homosexuality is such a key concept, let’s look more closely into what it means within the data under study. We first notice the way *homosexuality* is identified: a man lying with a man “as with a woman.” While we can imagine a lawyer seeking admission to heaven saying, “But here’s my point; if we didn’t actually lie down . . .” it seems safe to assume the passage refers to having sex, though it is not clear what specific acts might or might not be included.

Notice, however, that the injunctions appear to concern *male* homosexuality only; lesbianism is not mentioned. In our analysis, then, each of these passages might also be coded “Male Homosexuality.” This illustrates two more aspects of coding: (1) Each unit can have more than one code and (2) hierarchical codes (one included within another) can be used. Now each passage has two codes assigned to it.

An even more general code might be introduced at this point: “Prohibited Behavior.” This is important for two reasons. First, homosexuality is not inherently wrong, from an analytical standpoint. The purpose of the study is to examine the way it’s made wrong by the religious texts in question. Second, our study of Leviticus may turn up other behaviors that are prohibited.

A brand-new Chapter 13, “Qualitative Data Analysis”

In this comprehensive chapter, Babbie guides students step by step through three important tools for processing qualitative data: coding, memoing, and concept mapping—and also includes understandable discussion of approaches to discovery such as the grounded theory method, semiotics, and conversation analysis. An effective, extended example—injunctions against homosexuality from the Bible’s Book of Leviticus—shows students how coding is applied in qualitative analysis.

Effective, comparative coverage of qualitative and quantitative methods throughout

As you peruse this book, you’ll see the many ways that Babbie clarifies qualitative and quantitative coverage by integrating discussion of both. For example, the excellent side-by-side discussion of qualitative and quantitative methods in discussing models of explanation in Chapter 1 . . . or in Chapter 7, “The Logic of Sampling,” the interesting discussion of how sampling, considered primarily a quantitative technique, also offers qualitative opportunities, especially in the selection of informants . . . or in Chapter 11, the illustrative discussion of how content analysis can be done both qualitatively and quantitatively.

online polling

New Technologies and Survey Research

As we have already seen in the case of computer-assisted telephone interviewing (CATI), many of the new technologies affecting people's lives also open new possibilities for survey research. For example, recent innovations in self-administered questionnaires make use of the computer. Among the techniques that are being tested are these (Nicholls, Baker, and Martin in press):

CATI (computer assisted personal interviewing): Similar to CATI but used in face-to-face interviews rather than over the phone.

CASI (computer assisted self-interviewing): A research worker brings a computer to the respondent's home, and the respondent reads questions on the computer screen and enters his or her own answers.

CSAQ (computerized self-administered questionnaire): The respondent receives the questionnaire via floppy disk, bulletin board, or other means and runs the software, which asks questions and accepts the respondent's answers. The respondent then returns the data file.

Chapter 9, "Survey Research" now features current coverage of online polling, CATI, and more

In addition to the extensive coverage of Computer-Assisted Telephone Interviewing (CATI), the Ninth Edition examines researchers' initial, cautious experiments with online polling. This updated chapter gives students a hands-on look at the exploding use of telecommunications and cyberspace tools for social research.

Chapter 14, "Quantifying Data" includes the newest ways that computers are influencing social research

In this thoroughly updated chapter, students learn how new technologies such as computer-assisted data collection and analysis are now a viable tool in the social researcher's arsenal.

**New,
in-depth
attention to
computer-
based
and online
research
methods**

"Of all the books I assign sociology students, this is the most worthwhile reference tool... a wonderfully comprehensive text... links theory to research... incorporates statistics, reinforcing the link between data collection and analysis."

Alisa Potter
Concordia College

Preview

intrigue

Great, new examples that teach . . . another secret of Babbie's success with students

“Babbie’s language, engaging style, and particularly the chapter on elaboration paradigm help first-time methods students to grasp the basic concepts and logic of a course that many tend to fear.”

Rae Banks
Syracuse University

What Is the Best College in the United States?

Each year the newsmagazine *U.S. News and World Report* issues a special report ranking the nation’s colleges and universities. Their rankings reflect an index, created from several items: educational expenditures per student, graduation rates, selectivity (percentage accepted of those applying), average SAT scores of first-year students, and similar indicators of quality.

Typically, Harvard is ranked the number one school in the nation, followed by Yale and Princeton. However, the 1999 “America’s Best Colleges” issue shocked educators, prospective college students, and their parents. The California Institute of Technology had leaped from ninth place in 1998 to first place a year later. While Harvard, Yale, and Princeton still did well, they had been supplanted. What had happened at Caltech to produce such a remarkable surge in quality?

The answer was to be found at *U.S. News and World Report*, not at Caltech. The newsmagazine changed the structure of the ranking index in 1999, which made a big difference in how schools fared.

Bruce Gottlieb (1999) gives this example of how the altered scoring made a difference.

So, how did Caltech come out on top? Well, one variable in a school’s ranking has long been educational expenditures per student, and Caltech has traditionally been tops in this category. But until this year, *U.S. News* considered only a school’s ranking in this category—first, second, etc.—rather than how much it spent relative to other schools. It didn’t matter whether Caltech beat Harvard by \$1 or by \$100,000. Two other schools that rose in their rankings this year were MIT (from fourth to third) and Johns Hopkins (from 14th to seventh). All three have high per-student expenditures and all three are

Babbie’s pedagogically exceptional examples are the heart and soul of this book

Featuring many contemporary, new examples, this Ninth Edition includes examples for every key topic. For instance, an example using the wealth of Bill Gates to illustrate the distinction between mean and median . . . and an excellent boxed example—“What Is the Best College in the U.S?”—give students a real understanding of the controversy that indexing procedures can generate. Critiquing a 1999 *U.S. News and World Report* yearly ranking of U.S. colleges, this current example shows students how, by changing the structure of the ranking index from one year to the next, the magazine changed the definition of “best” and skewed the results.

An unprecedented ability to intrigue, clarify, and motivate

This is the only social research text that connects with students at so many levels to promote retention. Babbie’s down-to-earth, engaging writing draws students into complex topics more effectively than any other research methods text available today. His carefully orchestrated chapter pedagogy—including a unique holographic overview that offers a look at how all the pieces of the research methods puzzle fit together—helps students understand the theoretical principles that are the foundation of social research.

motivate

- **"Social Research in Cyberspace"**—a current, revised appendix, including numerous Web sites that reveal the many faces of social research
- **Coverage of ethical issues** related to research
- **Expanded coverage of ethics**, including protecting the privacy of others
- **New material on nomothetic and idiographic explanation** and spuriousness
- **A new Chapter 5 combining discussion of conceptualization, operationalization, and measurement**, to help students better understand these key concepts
- **An enhanced discussion of probability** for even greater clarity
- **Expanded discussion of the relationship between researchers and subjects**, examining the often implicit view that researchers perceive themselves as superior to their subjects
- **New material critiquing the media's use of data**
- And much more

A12 • Appendix B: Social Research in Cyberspace

World Wide Web

Perhaps the most exciting aspect of the Internet today is the World Wide Web. It's something like the network of ftp sites—sources of information scattered around the world—but you can access information much more easily, and the presentation format is much fancier.

To access the Web, you need a "browser" such as Microsoft's Internet Explorer or a competing browser put out by NetScape. Commercial online services such as America Online provide their own Web browser. Then you can enter Web URL (uniform resource locator) addresses and go visit. As you'll discover, nearly every Web location contains links in the form of highlighted words or buttons you can click, which will take you to related locations.

Typically, Web addresses begin with "http://," but current browsers often supply that part of the address for you. For example, you can visit Chapman University by going to

<http://www.chapman.edu/>

—but you may only need to type the part of the

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... a new, simpler appendix right in this text!

In this appendix, Babbie makes the popular data analysis program accessible to beginning students within the logical context of social research and with the clarity that has made his text the best-seller. Students who have never heard of SPSS before will be able to undertake an elementary analysis, including index construction and contingency tables.

Getting Started

Opening a Data File

Frequency Distributions

Cross-Tabulations

Recoding Variables

Saving Changes

Multivariate Tables

Tests of Statistical Significance

Correlation and Regression

Creating Indexes

Graphics

Making Copies of Results for a Paper

Shutting Down

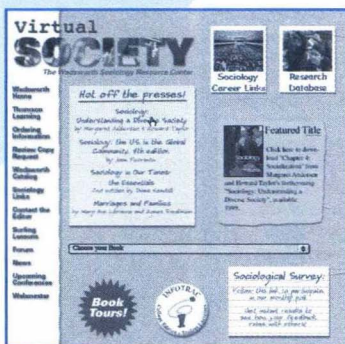
"My students are impressed with Babbie's clear style of writing. For me, the greatest strengths of the book are the early chapters on conceptualization, measurements, and operationalization. No one else comes close to Babbie in handling this material properly."

Joseph F. Fletcher
University of Toronto

Preview

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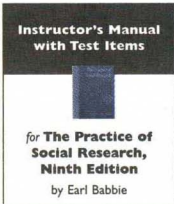
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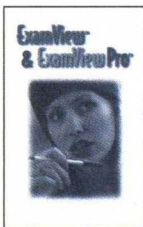
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by Margaret
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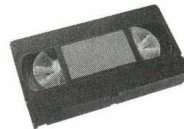
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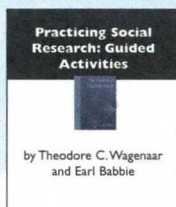
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by Theodore C. Wagenaar and Earl Babbie

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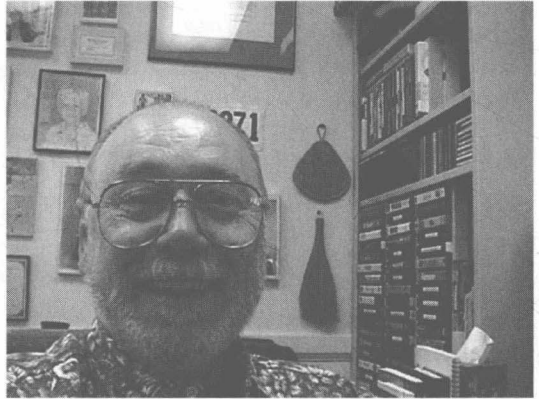
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A Note from the Author

Writing is my joy, sociology my passion. I delight in putting words together in a way that makes people learn or laugh or both. Sociology shows up as a set of words, also. It represents our last, best hope for planet-training our race and finding ways for us to live together. I feel a special excitement at being present when sociology, at last, comes into focus as an idea whose time has come.

I grew up in small-town Vermont and New Hampshire. When I announced I wanted to be an auto-body mechanic, like my dad, my teacher told me I should go to college instead. When Malcolm X announced he wanted to be a lawyer, his teacher told him a colored boy should be something more like a carpenter. The difference in our experiences says something powerful about the idea of a level playing field. The inequalities among ethnic groups runs deep.

I ventured into the outer world by way of Harvard, the USMC, U.C. Berkeley, and twelve years teaching at the University of Hawaii. Along the way, I married Sheila two months after our first date, and we created Aaron three years after that: two of my wisest acts. I resigned from



teaching in 1980 and wrote full-time for seven years, until the call of the classroom became too loud to ignore. For me, teaching is like playing jazz. Even if you perform the same number over and over, it never comes out the same twice and you don't know exactly what it'll sound like until you hear it. Teaching is like writing with your voice.

At last, I have matured enough to rediscover and appreciate my roots in Vermont each summer. Rather than a return to the past, it feels more like the next turn in a widening spiral. I can't wait to see what's around the next bend.

Dedication

Sheila Babbie

Preface

A “few” years ago (I hate to tell you how many), I began teaching my first course in social research methods. The course focused specifically on survey research methods, and I had only six students in the class. As the semester progressed, I became more relaxed as a teacher. Before long, my students and I began meeting in my office, where I could grab and lend books from my own library as their relevance occurred to me during class meetings.

One nagging problem I faced then was the lack of a good textbook on survey research. The available books fell into one of two groups. Some books presented the theoretical logic of research methods in such abstract terms that I didn’t think students would be able to apply any of the general principles to the practical world of “doing” research. The other books were just the opposite. Often termed “cookbooks,” they presented detailed, step-by-step instructions on how to conduct a survey. Unfortunately, this approach only prepared students to conduct surveys very much like the one described by the authors. Neither the abstract nor the “cook-book” approach seemed truly useful to students or to their instructors.

One day I found myself jotting down the table of contents for my ideal research methods textbook. It was organized around three theoretical principles on which scientific research was based:

1. Understanding the *theoretical* principles on which scientific research was based.
2. Seeing how those principles were reflected in the established techniques for *doing* research.
3. Being prepared to make appropriate *compromises* whenever field conditions didn’t permit the routine application of established techniques.

The next day, unexpectedly, Wadsworth called and asked me to write a methods text! *Survey Research*

Methods was published in 1973. My editors and I immediately discovered some good news, some bad news, and some additional good news. The first good news was that all survey research instructors seemed to love the book, and it seemed that our book was being used in virtually every survey research course in the country. The bad news was that there weren’t all that many survey research courses.

The final good news, however, was that many instructors who taught more general social research courses—covering survey research alongside other research methods—were inclined to use our book and supplement it with other books dealing with field research, experiments, and so on. While adjusting to our specialized book, however, many instructors suggested that Wadsworth have “that same guy” write a more general social research text.

The preface of the first edition of *The Practice of Social Research* (1975) acknowledged the assistance of a dozen social research instructors from California to Florida. The book was a collaboration in a very real sense, even though only my name was on the cover and I was ultimately responsible for it.

The Practice of Social Research (TPOSR) was an immediate success. It was initially written for sociology courses, but subsequent editions have been increasingly used in fields such as Psychology, Public Administration, Urban Studies, Education, Communications, Social Sciences, and Political Science—in some 30 different disciplines, I’m told. Moreover, it’s being used by teachers and researchers in numerous countries around the world, including China and Russia. By the time you read this, the Chinese edition should have been released by its Beijing publisher.

I've laid out this lengthy history of the book for a couple of reasons. First, when I was a student, I suppose I thought of textbooks the same way that I thought about government buildings: They were just *there*. I never really thought about them being written by human beings. I certainly never thought about textbooks *evolving*: being updated, getting better, having errors corrected. As a student, I would have been horrified by the thought that any of my textbooks might contain mistakes!

Second, pointing out the evolution of the book sets the stage for a preview of the changes that have gone into this ninth edition. As with previous revisions, changes have been prompted by several factors. For example, because social research technology and practices are continually changing, the book must be updated to remain current and useful. In my own teaching, I frequently find improved ways to present standard materials. Colleagues also frequently share their ideas for ways to teach specific topics. Some of these appear as boxed inserts in the book. Both students and instructors often suggest that various topics be reorganized, expanded, clarified, shrunk, or—gasp—deleted.

The Ninth Edition

In a previous edition of this book, I said, “Revising a textbook such as this is a humbling experience. No matter how good it seems to be, there is no end of ideas about how it could be improved.” That observation still holds true. When we asked instructors what could be improved, they thought of things once more, and I have considered all their suggestions, followed many of them, and chosen to “think some more” about others. I’ve also received a lot of comments and suggestions from students who’ve been assigned the book; many of the changes come from them.

The two biggest changes in this edition have to do with qualitative research. When I first published *Survey Research Methods* in 1973, the chief criticism from reviewers was that it was not positivistic enough. Many then felt that quantitative methods would soon supplant qualitative methods altogether. (The same reviewers objected to my having

a chapter on research ethics.) In the years since then, we have seen social researchers become less rigidly positivistic, and we’ve seen a rebirth of interest in qualitative research among both students and faculty.

In the last few revisions of *TPOSR*, I’ve paid more and more attention to qualitative methods, always trying to show how the two approaches complement each other. In the ninth edition, I’ve sought to strengthen the treatment of qualitative methods dramatically.

First, the chapter on field research has been radically restructured to focus on several of the major paradigms used today: naturalism, ethnomethodology, grounded theory, case study and the extended case method, institutional ethnography, and participatory action research. Each of these is discussed and illustrated with research examples.

Second, I’ve added a new chapter: “Qualitative Data Analysis.” In addition to an extensive discussion of coding and memoing, the chapter has separate discussions of grounded theory method, semiotics, and conversation analysis. I illustrate coding by using it to examine how male homosexuality is dealt with in the Book of Leviticus. The chapter concludes with a section on computer programs designed specifically for qualitative data analysis, illustrated through the use of NUD*IST to analyze the Leviticus data and also a study of female movie directors being conducted by a colleague, Sandrine Zerbib.

Whereas I have always presented conceptualization and operationalization in separate chapters, they are combined now, with discussions of questionnaires moved to the chapter on survey research. That leaves the total number of chapters at 19, with numbering changed for 6–12.

I’ve written an appendix on SPSS 8.0. Of course 9.0 and 10.0 appeared shortly after I’d finished the chapter. However, neither of the latter revisions seem to have changes that affect the elementary introduction presented in the appendix.

Here are some of the other changes, arranged by chapter:

Chapter 1: The introductory coverage of ethics has been expanded.

Chapter 2: There's an expanded introduction to paradigms, so students can experience the depth at which paradigms operate in our thinking. I've used the example of human dignity and human rights to demonstrate this. Role theory and the exchange paradigm have been dropped, since instructors indicated that this material was rarely used.

Chapter 3: There's a great new illustration of nomothetic and idiographic explanation. The distinction is linked to both qualitative and quantitative approaches.

Chapter 4: "Points of focus" has been dropped. The material no longer seemed to be useful to students. There are more examples of qualitative research. Students are encouraged to think both qualitatively and quantitatively. I aimed for a seamless integration of qualitative and quantitative approaches, rather than separating them as some authors do. Each approach is presented as equally valid and useful without creating warring camps.

Chapter 5: In response to many requests, the previous editions' Chapters 5 and 6 are now combined. The new chapter covers both conceptualization and operationalization to improve student understanding. Questionnaire design was formerly included in the discussion of operationalism but now has been moved to the chapter on survey research where it is most germane. The early dialogue on the reality of concepts has been dropped because it has lost its utility for students.

Chapter 6: There's a new box critiquing the *U. S. News and World Report's* index for ranking colleges and universities.

Chapter 7: I've restructured the discussion of probability sampling, producing a better flow.

Chapter 8: The discussion on focus groups has been moved to Chapter 10.

Chapter 9: There's a new discussion of online surveys that is strangely reminiscent of my 1973 discussion of telephone surveys—highly suspect in the profession at that time.

Chapter 10: I've discussed this earlier.

Chapter 11: There's a new box critiquing the TV special, "Is America #1?"

Chapter 12: There are some new examples of evaluation research.

Chapter 13: This is a new chapter, discussed earlier.

Chapter 14: As is necessary with every edition, of course, I've updated discussions of computers. I've also added an extensive illustration of the coding process. This is linked to previous discussion of this process in Chapters 10 and 13.

Chapter 15: I further clarified some of the illustrations. There's a new example to illustrate the distinction between mean and median, seeking to characterize the "average" wealth of residents in Redmond, Washington.

Chapter 18: I've further expanded coverage of ethics, using new examples, and have expanded the discussion of protecting the privacy of subjects.

Chapter 19: I've given more attention to the qualitative approach.

As always, I've updated materials throughout the book. I've tried to get accustomed to bibliographic dates that don't begin with 19. As the revision of the book itself is coming to an end, I am turning my attention to a set of online support materials that I think you'll find exciting. We'll let you know about them later.

As an instructor, I am always searching for new and more effective ways of explaining social research to my own students; many of those new explanations take the form of diagrams. You'll find several new graphic illustrations in this edition. Once again, I've sought to replace aging research examples (except for the classics) with more recent ones. I've also dropped some sections that I don't think do much for students anymore.

As with each new edition, I would appreciate any comments you have about how the book can be improved. Its evolution over the past 25 years has reflected countless inputs from students and faculty, and I am grateful for your partnership in the book.

Pedagogical Features

While students and instructors both have told me that the past editions of this book were effective tools for learning research methods, I have used