

The Practice of Social Research

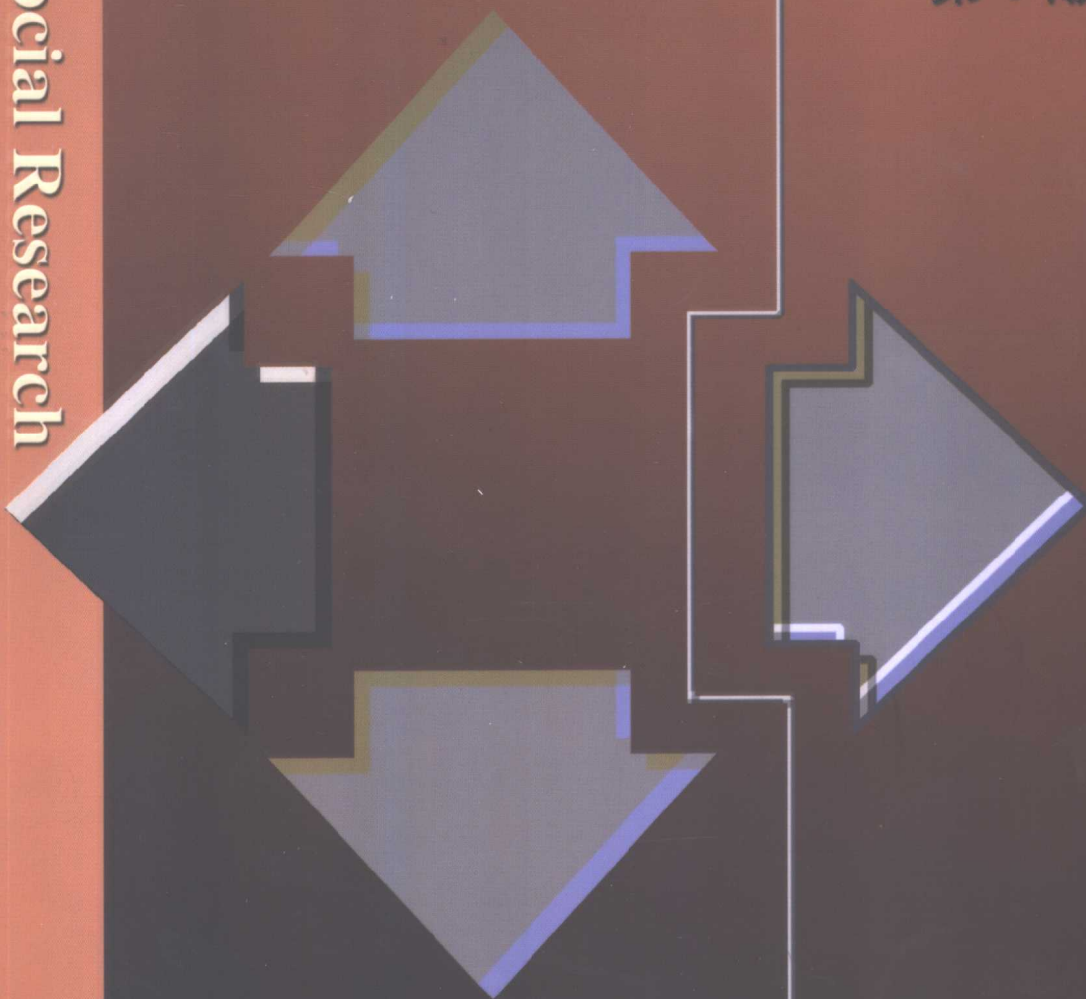
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社会研究

[美] Earl Babbie 著

方法

第9版



清华大学出版社

The Practice of Social Research

(9th Edition)

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北 京

内 容 简 介

本书堪称当今社会科学研究方法类教材中最经典的书籍之一。第9版的全书由五部分组成。第一部分是研究方法论部分,介绍了社会研究的一般常识。第二部分论述社会研究的基本过程,包括研究设计、概念定义和操作定义、各种测量量表及其构建、取样的原理与方法。第三部分是对各种具体研究方法的介绍。第四部分介绍各种数据分析和处理方法。第五部分论述了研究的社会环境,包括社会研究的伦理及其各种应用。每一章都附有“要点回顾”、“关键概念”、“复习问题和练习”、“进一步阅读推荐”,非常适于国内相关专业的教师学生、从事调查研究的机构以及有关领域的研究人员阅读。

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本书导读

清华大学新闻与传播学院 金兼斌

《社会研究方法》堪称当今社会科学研究方法类教材中最经典的书籍之一。作者艾尔·巴比（Earl Babbie），一位睿智幽默的社会学教授，自 20 世纪 70 年代开始，便以他通俗易懂的阐述风格，在社会科学研究方法的教材写作方面崭露头角。他的第一本成名作是 1973 年初版的《调查研究方法》（*Survey Research Methods*），出版后风靡全美，成为多所大学社会科学研究方法课程教授们指定的必读书。由于《调查研究方法》一书主要围绕“调查研究”这种研究方法，涉及的范围比较窄，许多教师向出版商 Wadsworth 建议，指名要“那个写《调查研究方法》的家伙”来写一本涵盖范围更广的有关社会研究方法的一般性教材。1975 年，《社会研究方法》首次出版，获得巨大成功，一时好评如潮，奠定了巴比作为一流社会科学研究方法教育者和写作者的地位。

正如作者在最新版（第 9 版）前言中不无得意的透露，虽然《社会研究方法》最初是为社会学课程而写的教材，但实际上，多年来，它已经广泛被心理学、公共行政、城市研究、教育学、传播学、政治学以及其他总共约 30 个社会科学学科领域的师生用作教材或参考书。艾尔·巴比的大名对于进行研究方法教学的人来说更是无人不知。盛名不一定是质量的保证。但一本教材历经近 30 年而不衰并不断更新再版，成为世界著名学术出版商 Wadsworth 的“王牌产品”之一，则无疑是竞争激烈的社会科学界的奇迹。近年来，包括我国在内的很多国家都翻译出版了这本经典教材。清华大学新闻与传播学院组织出版“新闻传播系列教材·英文原版系列”时，在研究方法方面，这本教材也成为我们的首选。

读者现在所见的是本书第 9 版。与前一版相比，本版的最大特点是对质化研究（qualitative research）的重视。事实上，在此前的几版中，巴比已经开始这样做了。作为一本与时俱进的研究方法教材，本书历次修订推出新版的过程，实际上也部分反映了社会科学研究领域围绕研究典范（research paradigm）多年来持续不断的争议。巴比的《社会研究方法》一书，一开始是一本完全实证/量化取向的研究方法教材，这从它的写作起因上就已可以看出，因此，教材开宗明义就强调社会研究是一种“科学研究”，即主张研究所关注的问题是诸如“是不是这样”以及“为什么是这样”这类问题，至于“应不应该这样”之类的问题，则不是科学研究的任务。因此，在内容安排

上, 历版《社会研究方法》都重在对各种量化研究方法的介绍和阐述。然而在社会研究领域, 方法和方法论之争从来就没有停止过。以传播学研究为例, 据学者陈国明(美国 University of Rhode Island 副教授)不久前在台湾《新闻学研究》上撰文观察, 半个世纪以来传播研究方法随着对传播这个概念的意义、过程和理论认知的变迁有着明显更迭, “最明显的改变是由五六十年代实验方法学操纵的单元取向, 转化为近年来的方法多元取向”。1985 年国际传播学会(ICA)在夏威夷召开的年会, 即以“典范对话”为主题, 引发了世界各国学者的热烈讨论和争论。总体而言, 从 20 世纪 80 年代以来, 传统量化研究一元独大的局面正在改变, 以批判和诠释取向为特色的质化研究重新受到人们的重视。也正是在这一大的研究典范格局的变迁背景下, 巴比对自己这本影响广泛的研究方法教材进行了重新审视, 力图把量化研究和质化研究在方法论层面上融会贯通起来, 并在具体的研究中, 提倡多种研究方法的综合使用。

为此, 在第 9 版中, 巴比作了两个引人注目的调整。首先, 在“质化实地研究”(Qualitative Field Research, 即第十章)一章中, 对有关质化研究的几种主要思潮或方法, 包括自然主义(naturalism), 人类学方法(ethnomethodology), 扎根理论(grounded theory), 个案研究(case study)和扩展个案研究(extended case methods), 制度人类学(institutional ethnography), 参与研究(participatory action research)等, 作了着力介绍, 并配以精心挑选的具体实例。其次, 第 9 版专门增加了一章“质化数据分析”(Qualitative Data Analysis), 对卓有特色的几种主要的质化数据处理方法, 结合具体的质化研究方法, 作了详细介绍。虽然现在 SPSS (Statistical Package for the Social Sciences) 数据处理软件已经广泛应用于各种量化研究中, 但在质化研究领域, 计算机辅助数据分析软件的开发和使用却仍处于起步阶段。在这一章, 巴比结合实例介绍了一个近年比较流行的质化数据处理软件 NUD*IST。

下面对本书的主要内容作一简单介绍。

全书正文由五部分组成。第一部分是研究方法论部分, 介绍了社会研究的一般常识, 包括科学研究的基本假设、逻辑和一般过程, 各种社会研究流派和典范, 理论的作用及其建构以及研究的不同种类。这一部分内容可能对具体的研究过程并不实用, 却是任何从事社会研究的人所应该了解的“总纲”性要义, 特别是对于深入了解社会研究的本质和基本逻辑很有帮助。

第二部分论述社会研究的基本过程, 包括研究设计(第四章)、概念定义和操作定义(第五章)、各种测量量表及其构建(第六章)、取样的原理与方法(第七章)。这部分内容涉及社会研究最本质最核心的部分, 也是本书最重要的部分。在这里, 作者对研究过程中涉及的几个关键性环节, 特别是如何提出研究问题, 如何对研究问题所涉及的各种变量进行定义, 包括概念定义(conceptualization)和操作定义

(operationalization), 以及各种量表的设计和使用等, 都作了精到的论述, 条理清晰, 深入浅出。抽样原理是整个量化分析的基础, 第七章有关抽样原理部分的讲解尤其精彩。

本书第三部分是对各种具体研究方法的介绍, 分别介绍了实验法(第八章)、调查研究法(第九章)、各种质化研究(第十章)以及内容分析和利用各种文献资料进行研究的方法(第十一章)。在这部分的最后, 作者专门介绍了一类最近发展很快的社会研究, 即社会干预的评价研究(Evaluation Research, 第十二章)。通过这部分内容的介绍, 巴比把当今社会科学研究中(包括传播研究)最重要的研究方法一一展示给读者。

本书的第四部分介绍各种数据分析和处理方法, 包括质化数据的分析(第十三章)和量化数据的分析(第十四至十七章)。由于本书是研究方法教材, 围绕的重点是研究过程, 因此, 虽然这部分内容已经最大限度地介绍了各种数据分析和处理的基本过程和内在逻辑, 但对有关统计理论的讲解却不是本书的重点, 这是阅读这部分内容时读者应该注意的。

本书第五部分论述研究的社会环境, 包括社会研究的伦理和政治, 社会研究的各种应用等。

从上述简要介绍可以看出, 此书的内容编排是独具匠心的。虽然是一本研究方法教材, 作者却赋予了它更高的使命: 不仅要使学生了解和掌握各种具体的研究方法(“术”的层面), 也试图让学生了解各种不同研究方法背后的基本假设和内在逻辑, 以及它们产生或应用的各种社会背景或制约因素(“学”的层面或方法论的层面)。社会研究最重要的特点, 也许在于研究主体和研究对象的能动性及其动态互动。为此, 巴比以一个社会学家的开放胸怀, 在本书中对量化研究和质化研究都作了详细介绍, 使本书的内容更臻完美。

作为教材, 本书每一章都附有“要点回顾”、“关键概念”、“复习问题和练习”以及“进一步阅读材料推荐”等, 非常适合于教学或自学。

除了正文以外, 本书近 120 页的文后附录也是对学习和社会研究极为有用的资源。在附录部分, 除了提供各种重要的统计分析数据表(如正态分布、卡方分布、随机数表等)外, 作者还以“教战手册”的形式, 介绍了研究报告写法、调查问卷示例、统计分析软件 SPSS 用法等, 书后还附有详细的参考文献、词汇表和索引, 非常实用。除了本书以外, 读者还可在出版商 Wadsworth 的网址上, 发现有关本书的其他资源, 如针对每一章设计的各种自测题等, 以检验自己对有关内容的理解程度。可以看出, 本书的编排设计和行文体例, 处处体现出作者和出版者对读者阅读本书的体贴。

1998 年 1 月, 笔者赴香港浸会大学传理学院攻读博士学位, 第一次系统接触社会

科学研究方法方面的课程和论著。当时所选的传播学研究方法课，教授选用的基本教材即为此书第 8 版（当时的最新版）。2000 年上半年，我以交流学生的身份在加拿大 Simon Fraser University 学习，选修了这所大学以政治经济学取向闻名的传播学院多门研究方法课，发现《社会研究方法》也是其重要参考书之一。巴比“一切皆可测量”（Measuring anything that exists）的观点一度成为社会科学量化研究奉行者的标志性口号，其恰当性固然仁者见仁智者见智，但却的确影响了几代学者对社会研究的本质和方法的思考，至今还为人们津津乐道。可以说，在有关社会研究方法的课程和教材中，没人能够忽略巴比及这本教材。

古人云：运用之妙，存乎一心。衷心希望我国新一代的新闻传播学学生能够从学术规范和研究方法着手，吸取和借鉴世界上其他国家优秀的社会科学研究传统，在追求学术研究的本土化同时，也注重学术研究的规范化，能够和国际接轨。希望本书成为学子们今后辉煌学术生涯的一块坚实的奠基石！

2002 年 10 月于清华园

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.

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 “cookbook” 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

this revision as an opportunity to review the book from a pedagogical standpoint, fine-tuning some elements, adding others. Here's the package we ended up with in the ninth edition.

Holographic Overview: As in previous editions, the Holographic Overview that precedes Chapter 1 presents the whole book in one sentence, in a paragraph, in about a page, and finally with a few paragraphs per chapter. My feeling has always been that the individual parts of social research make the most sense if you know the whole first. This feature of the book works as a preview and also as a review, once a chapter or the whole book has been read.

Chapter Overview: The "holographic overview" idea reappears at the start of each chapter as a pithy focus paragraph that highlights the principal content of the chapter.

Chapter Introduction: Each chapter opens with an introduction that lays out the main ideas in that chapter and, importantly, relates them to the content of other chapters in the book. The introductions continue the effort begun in the Holographic Overview to connect ideas in a meaningful way as students progress through the book.

Clear and provocative examples: Students often tell me that the examples—real and hypothetical—have helped them grasp difficult and/or abstract ideas, and this edition has many new examples as well as some that have proven particularly valuable in earlier editions.

Graphics: From the first time I took a course in research methods, most of the key concepts have made sense to me in graphic form. My task has been to translate those mental pictures into words, but also as graphic illustrations in the book. Advances in computer graphics have helped me communicate to the Wadsworth artists what I see in my head and would like to share with students. I'm delighted with the new graphics in this edition.

Boxed examples and discussions: Students also tell me they like the boxed materials that highlight particular ideas and studies as well as vary the format of the book. In the ninth edition, I've begun using boxes that focus on the ways the mass media use and misuse social research.

Internet resources: The importance of the Internet increases with every edition, and this edition continues the movement into cyberspace. There are useful Web exercises and citations in the book itself, and the Web site associated with this book (<http://sociology.wadsworth.com>) has been greatly expanded for both students and instructors.

Main Points: At the end of each chapter, a concise listing of main points provides both a brief chapter summary and a useful review aid. The main points let students know exactly what ideas they should focus on in each chapter.

Key Terms: New to this edition, a listing of key terms follows the main points. These lists reinforce the students' acquisition of necessary vocabulary. The new vocabulary in these lists is defined in context in the chapters. The terms are boldfaced in the text, and their definitions are in the glossary at the back of the book.

Review Questions and Exercises: This review aid, which appears at the end of each chapter, has been expanded in this edition to include more questions and exercises. At least one question in each set involves using the Internet.

Appendixes: As in previous editions, a set of appendixes helps students with the library (physical and virtual), with writing their reports, and with cyberspace. The SPSS appendix has been updated to Version 8.0 and streamlined. (SPSS 9.0 and 10.0 don't change anything relevant to this introductory level.)

Clear and accessible writing: This is perhaps the most important "pedagogical aid" of all. I know that all authors strive to write texts that are clear and accessible, and I take some pride in the fact that this "feature" of the book has been one of its most highly praised attributes through eight previous editions. It is the one thing students write most often about. For the ninth edition, I have taken special care to reexamine literally every line in the book, pruning, polishing, embellishing, and occasionally restructuring for a maximally "reader-friendly" text. Whether you're new to this book or intimately familiar with previous editions, I invite you to open to any chapter and evaluate the writing for yourself.

Supplements

Practicing Social Research

The student study guide and workbook Ted Wagaenaar and I have prepared continues to be a mainstay in my own teaching. Students tell me they use it heavily as a review of the text, and I count the exercises as half their grade in the course. I specify a certain number of points for each exercise—depending on how hard it is and how much I want them to do it—and give a deadline for each exercise, typically right after we've covered the materials in class. Most exercises rate between 5 and 25 points. Finally, I specify the total number of points that will rate an A on the exercises, the range of points representing a B, and so forth. From there on, it's up to the students. They can do whichever exercises they want and as many as they want, as long as they complete each by its deadline. Every exercise they submit gets them some fraction of the maximum points assigned to it. Though I end up with a fair amount of grading during the course, my experience is that those who do the exercises also do better on exams and papers.

In this edition, Ted and I have once again sorted through the exercises and added new ones we've created in our own teaching or heard about from colleagues. In particular, we have provided exercises for students who have access to SPSS, as well as plenty for those who don't.

Other Resources

SPSS Student Version CD-ROM

For those who do not have access to SPSS, this CD-ROM can be bundled with the book. It also contains the software needed to interpret the GSS data sets.

SPSS Companion for Research Methods

This guide will help students learn basic navigation in SPSS, including how to enter their own data; create, save, and retrieve files; produce and interpret data summaries; and much more. Also included are SPSS chapter-by-chapter exercises de-

signed according to the text. The guide comes free when the SPSS CD-ROM is bundled with the text.

GSS Data Disk

Over the years, we have sought to provide up-to-date personal computer support for students and instructors. Because there are now many excellent programs for analyzing data, we have provided data to be used with them. With this edition we have updated the data disk to include the most recent data—beyond the sets from the last edition that had included data up to 1993.

Instructor's Resource Manual with Test Items

As with past editions, Margaret Jendrek has prepared an excellent instructor's manual to help instructors write examinations. In addition to the usual multiple choice, true/false, and essay questions, the manual provides resources for planning lectures and gives suggested answers for some of the student problems in the study guide. Although students may not appreciate examinations as a general principle, I know that they benefit from the clarity Marty brings to that task.

ExamView

ExamView allows instructors to create, deliver, and customize tests in minutes with this easy-to-use assessment and tutorial system. You can build tests of up to 250 questions that come directly from the *Instructor's Resource Manual/Test Items*. Using ExamView's complete word-processing capabilities, you can enter an unlimited number of new questions or edit existing questions.

Web Site

As more and more instructors and students have gained easy access to the Web, we have been looking at ways to use that facility to support use of the book. We now have a Web site devoted to this book at http://sociology.wadsworth.com/babbie_research/index.html. While there are already many useful tools there, I intend to concen-

trate my energies in the immediate future to developing electronics materials that will greatly enhance the learning and use of research methods.

Also Available for Bundling

Surfing Sociology

This handy, full-color trifold contains the Web addresses of helpful sociological resource centers, associations, and organizations.

Sociology Internet Companion

This IBM/PC-compatible disk works in conjunction with an Internet browser to access sociology-related sites. Included are links to more than 800 sites.

The Practice of Social Research Video

This video features six ten-minute segments introducing traditionally challenging concepts—operationalization, sampling, experimental design, formulation of theory, ethics, percentages/indexes, and variables.

Investigating Change in American Society: Software and Workbook

This supplement allows students to participate in analyzing and manipulating U.S. Census data sets. It includes exercises for each data set, and a user-friendly statistics program containing a tutorial on how to analyze data.

Acknowledgments

It would be impossible to acknowledge adequately all the people who have influenced this book. My earlier methods text, *Survey Research Methods*, was dedicated to Samuel Stouffer, Paul Lazarsfeld, and Charles Glock. I would like to again acknowledge my debt to them.

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versity of Central Florida; Beth Anne Shelton, University of Texas, Arlington; Ron Stewart; Randy Stoecker, University of Toledo; Theodore Wageenaar, Miami University, Ohio; and Jerome Wolfe, University of Miami.

Over the years, I have become more and more impressed by the important role played by editors in books like this. While an author's name appears on the book's spine, much of its backbone derives from the strength of its editors. Since 1973, I've worked with six sociology editors at Wadsworth, which has involved the kinds of adjustments you might need to make in six successive marriages. Happily, this edition of the book has greatly profited from my partnership with Eve Howard. While Eve brings a wealth of publishing experience to the project, she also knows the cutting edge of new technologies and pedagogies and how to take advantage of them.

This edition has benefited especially from the work of two other editors. First, John Bergez undertook a complete review of the book to identify all the loose ends and inconsistencies that creep inevitably into a book that has been revised many times. In addition, John sought out any examples that should be updated, arguments that could be tightened, language that could be more graceful, and anything else that could improve the book. Along the way, John suggested new features that further improved the book.

Molly Roth is the standard by which copyeditors should be judged, though that might set the standard too high. Molly and I have worked together on several books now, and she is simply the best. She successfully walks the thin line that separates a reluctance to say the author failed and a delight in saying it. I have never felt she let me get away with anything, nor have I felt anything but

the highest support for my intention. Somehow, Molly can see what I'm trying to say and can often find ways of saying it more powerfully.

Ted Wagenaar has contributed extensively to this book. Ted and I coauthor the accompanying workbook, *Practicing Social Research*, but that's only the tip of the iceberg. Ted is a cherished colleague, welcomed critic, good friend, and altogether decent human being.

This revision was complicated by the discovery that I had cancer. Now I don't. Thanks to the efforts of Jean deKernion, Mitchell Rausch, and the UCLA medical center, I was able to lose a mischievous prostate and return to teaching and revising shortly thereafter. My gratitude extends well beyond textbook revisions.

This edition of the book introduces you to a young sociologist you'll see and hear more of in the future: Sandrine Zerbib. Currently completing her doctorate at the University of California, Irvine, Sandrine is a first-rate methodologist and scholar, working both the qualitative and quantitative sides of the street. She is particularly sensitive to feminist perspectives, and her experiences as a woman add

a new dimension to the sociomethodological concerns we share. Sandrine's efforts are most apparent in Chapters 10 and 14, but she has also made contributions throughout the book. We collaborated as partners, and I look forward to a continuation of our partnership.

I have dedicated this book to my wife, Sheila, who has contributed greatly to its origin and evolution. Sheila and I first met when she was assigned to assist me on a project I was supervising at U.C. Berkeley's Survey Research Center.* We have worked on numerous research projects during a third of a century of marriage, and I suppose we'll do more in the future. My gratitude to Sheila, however, extends well beyond our research activities. She is a powerful partner in life. Her insight and support take me always to the horizon of my purpose and allow me to look beyond. There's no way to thank her adequately for that.

*I have always enjoyed saying Sheila married her boss, but 35 years later, it seems possible to me that I married mine.

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