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The Practice of Social Research

第十一版 [影印]
Eleventh Edition

社会研究方法

Earl Babbie



新闻与传播系列教材·英文原版系列

清华大学出版社

The Practice of Social Research

社会研究方法



拥有这本讲授研究方法的畅销书，社会科学研究将不再可望而不可及。

您将在教学专家和学术畅销书作者艾尔·巴比 (Earl Babbie) 的指导下，学习社会科学研究的逻辑和技巧，并真正了解量化和质化研究的本质。作者通过幽默的话语和生动的比喻，特别是当今社会生活中各种触手可及的具体例子，深入浅出地讲解了社会研究的基本过程和各种具体的研究方法，带领初学者在不知不觉间进入社会研究的广阔天地。

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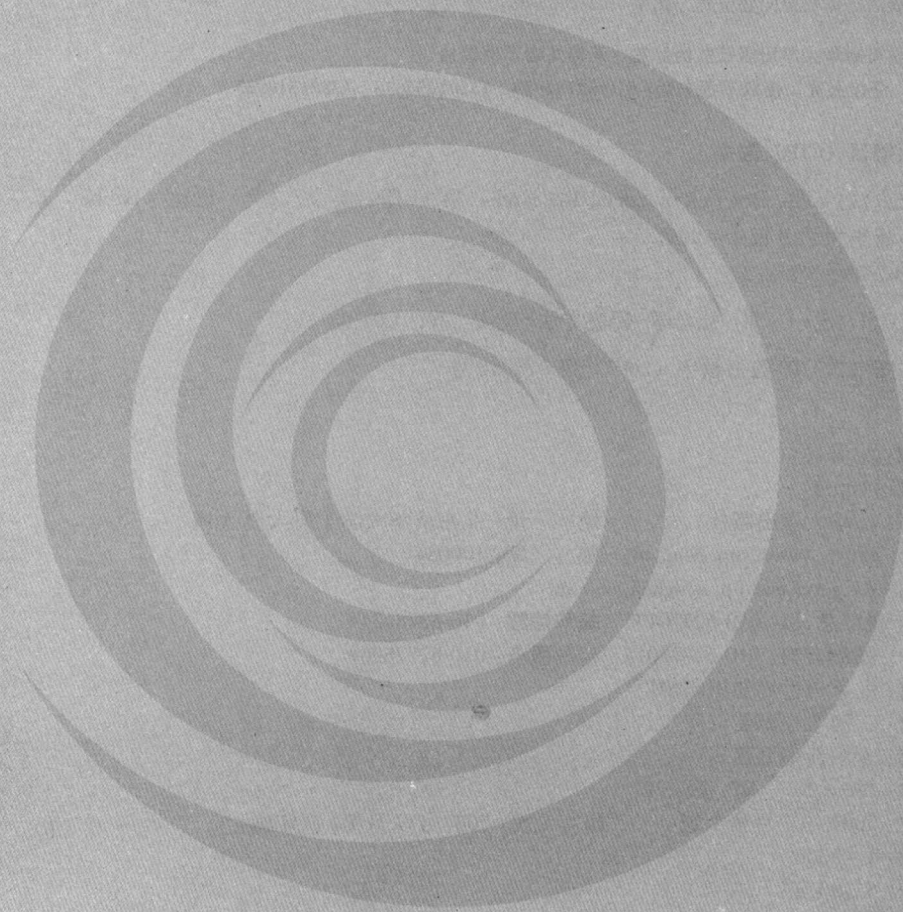
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总 序

麦克卢汉所预言的地球村,当年人们还半信半疑,如今却几乎成了一个不争的现实。通信卫星、互联网、电子信号以及现代化的交通运输工具,已经将地球联结为一个巨大的网络,环环相扣、息息相关。中国走向世界或者世界走向中国已经不再是一种期待,中国已经立足于世界,世界已经包容着中国。正是在这样一种全球化的时代,中国的新闻传播教育也进入了一个新时期。在未来的世界中,信息就是力量,获得信息和传播信息都将成为衡量一个国家和民族在世界上的地位和影响的重要标志。中国和关于中国的信息传播,其质量和数量都是中国世界形象和世界作用的一个象征。因而,为了适应这种全球化发展趋势,中国未来的新一代新闻与传播人才,必然将越来越需要一种世界性的传播视野、国际性的传播能力和全球性的传播意识。

正是基于这样的认识,与清华大学建设“综合性、研究型、开放式”的世界一流大学的规划相适应,清华大学新闻与传播学院在建院初始就计划一方面陆续在校内开设部分新闻学、传播学英语课程和中英文双语课程,另一方面将陆续编辑出版与课程相适应的英文原版系列教材,以培养学生的国际传播和国际交流的素质和能力。

这套英文原版教材包括新闻学、传播学、媒介研究和应用等方面的内容,主要集中在新闻学、电子(广播电影电视)传播、新闻媒体传播以及媒介经营管理四个方面。这也是目前清华大学在广泛考察了国内外新闻与传播教育的状况、结合传媒发展实际后,所规划的四个重点研究方向和培养方向。在学院的教学规划中,多数新闻与传播的主干课程都将配备英文原版教材作为主要教材、辅助教材或者教学参考书。

这套经过认真挑选的英文教材,都是欧美国家正在使用的主流教材,多数已经多次再版,具有一定的权威性或代表性,而我们选择的则是这些教材的最新版本。近年来,国内出版了一些翻译的国外新闻学、传播学教材,但是质量参差不齐,有的教材的选择不够适宜,更重要的是翻译质量难以保证,而且由于经过了一次中英文的转换之后,原文的表达和意义往往都不同程度地受到一些损害甚至歪曲。所以,我们和清华大学出版社合作,决定直接将英文原版引进出版,一方面让具有英语阅读能力的学生、读者能够直接阅读和理解英文原文的内容;同时,也让学生将英语学习与专业学习相结合,起到一石二鸟的作用;当然,这样也可以避免目前一些外文教材由于中文翻译出现的错误和疏漏而引起的误导。实际上,直接阅读英文原版专业教材,也许本来就应该成为适应全球化趋势的新一代新闻与传播人才的基本学习能力之一。

中国的新闻传播教育与当前传媒发展的规模和速度相比,应该说还远远不能适应。新闻学与传播学的知识、方法、观念、体系等都面临着重大的更新。在这种情况下,这套英文原版教材的引进对于中国新闻与传播教育的发展也许会起到一定的推动作用。这些教材由于与中国国

情不同，也由于作者的立场、观点、方法和知识结构的不同，在某些方面可能会引起不同的评价和看法，所以，我们希望读者能够有一种清醒的反思性的阅读意识，像鲁迅先生所说的那样，有一种“拿来主义”的胸怀和立场，从这些教材中吸取那些能够给我们带来健康的滋养和启发的资源，去其糟粕。其实，任何书都不可尽信，经典也不例外。所以，这套英文原版教材仅仅是为新闻与传播教育提供了一种新的改革实验，绝不是移植来的洋教条。中国的新闻与传播教育的根基依然在中国本土这片独特的土地上。

本套教材将陆续出版，热诚地希望国内外的专家学者能够向我们推荐更多的英文原版教材。

谢谢关心和支持本套教材编辑出版的清华大学出版社的有关人员及国内外同行。

新闻与传播系列教材·英文原版系列编委会

2002年4月

导 读

2002年10月,清华大学出版社第一次影印出版艾尔·巴比(Earl Babbie)的这本经典的社会科学研究方法教材,其时是第9版。时隔近5年,出版社又将影印出版其最新的第11版。其间数年,正是国内新闻传播学科蓬勃发展的时期,社会科学研究方法类课程逐渐成为新闻传播学科研究生培养计划中的标准配置。清华大学出版社影印出版的这本教材,由此也热卖大江南北,多次重印,成为诸多高校中讲授或学习社会科学(包括新闻传播)研究方法的教师或学生的必备参考书之一。

在本书的前言(Preface)中,巴比列举了几个促使本书再次修订的因素,特别强调了社会研究技术和方法本身正经历的持续演变。尽管很多学者(包括我自己)都认为,社会研究方法作为一种“工具性”知识体系(或实践中积累和达成的相对共识),其相比于诸多具体学科知识的发展,理应更为稳定。但不可否认,近年来,随着信息传播技术的发展,特别是诸多社会性软件(social software)的普及使用,社会科学研究长期以来所积淀形成的一些标准方法和模式,在新的社会信息传播环境下,面临着全新的机遇和挑战。换言之,尽管社会研究的认识论、方法论基础以及探究社会现象的基本过程和原则(对应于教材中第一和第二部分的内容)并没有显著变化,但社会研究中工具性、操作性方面的方法和技术(对应于书中第三和第四部分),则是随着技术和社会发展而不断发展的。网络时代全新的信息传播环境下,社会研究的范围和方法选择都大大拓宽了;而随着一些基础学科和计算技术的发展,社会研究中的数据分析技术和辅助工具,也在不断地丰富和升级。社会研究由此注定是一种需要与时俱进的实践。作为介绍和传授社会研究实践知识和技能的教材,本书的一再修订,正是社会研究方法中这种变与不变的特点的体现。

下面先简单介绍一下本书的主要内容。

全书共分四部分。第一部分为社会研究绪论,主要介绍科学研究的基本特征(第1章)、研究范式和研究逻辑(第2章),以及研究伦理和意识形态(第3章)。这部分内容不少属于认识论、方法论范畴,关照的层面是最一般也是最基础的,在研究者在具体的研究实践中,它们其实已经被内化到研究者的价值取向和方法取向中,并不直接体现在其研究过程和活动中。

第二部分介绍社会研究的设计问题,包括研究设计的一般性介绍(第4章)和具体方法、技术介绍(第5、第6和第7章)。第4章对研究设计的一般性介绍中,涉及到了社会科学研究设计中最基本的一些考虑要素,包括研究目的和定位、分析单位的确定、时间维度的考虑等,并清晰地描述了社会研究的完整过程所应包含的各个环节,以及与此对应的研究计划的拟订要点。第5章是概念设计、操作设计和测量,属于研究设计中最重要、最核心的内容之一,直接影响研究的信度和效度。第6章介绍的则是具体的测量手段和工具,包括指数和量表。对于这些测量工具的恰当和熟练运用,是一个成熟的社会研究学者所必须具备的基本功。第7章介绍

抽样的逻辑,属于研究设计中另外一部分最重要、最核心的内容,它本质上是对数据收集方案的设计。概念的测量设计和数据收集的方案设计,构成了研究设计主要内容的两个方面。

第三部分介绍社会研究的常用研究方法,主要是各种数据获取的途径,包括实验法(第8章)、调查法(第9章)、各种质化研究方法(第10章)和基于材料/资料的各种研究方法(第11章)。如果我们对研究方法的分类采用量化研究和质化研究这种简单的二分法,巴比的这本教材无疑是更加偏重量化研究的。但从第9版开始,一个明显的变化是,无论是数据收集方法还是数据分析技术的介绍,巴比都对质化分析法有自觉的关照,力图在不同的研究方法取向方面保持某种平衡。

第四部分集中介绍各种数据分析方法和技术,包括质化数据分析(第13章)、量化数据分析(第14章)、详析模式(第15章)、各种统计分析技术(第16章),以及社会研究成果的读写(第17章)。巴比对这部分内容的安排,和本书的总体安排思路一样,遵循从一般到具体的先后次序。第13章和第14章分别介绍质化研究数据和量化研究数据处理的一般原则、方法和步骤。然后在第15章专门介绍社会科学研究中探究现象间关系本质的基本思路 and 模式——详析模式。这一章的内容集中体现了各种统计分析技术背后所蕴涵的推断逻辑。第16章是各种具体的统计分析技术,从描述统计到推断统计,并对几种现在已经应用面非常广泛的多元分析技术,一一作了简要介绍。即使作为一本以介绍量化研究方法为主的教材,统计分析技术部分也并非全书的重点。但这部分内容却仍然具有重要的意义,这是由工具对于研究本身的制约和促进作用决定的。这也是为什么相比于第9版,读者现在看到的第11版教材中,多元统计分析技术的介绍无论是种类还是篇幅上都有显著增加的原因。事实上,社会科学研究不断发展的标志之一,就是数据分析技术的不断改进。统计分析技术对于大部分社会研究者而言,其意义更多的是一种概念和推断逻辑的训练,而不仅仅是数据的处理。工欲善其事,必先利其器。了解和掌握各种统计分析技术,能够让我们面对和分析研究问题时,在研究设计和分析框架构建方面有更多的选择、更开阔的思路。对于很多学者来说,统计分析技术对于社会科学研究的精确化和科学化的推动作用,其潜力是不可低估的。

相比于国内读者熟悉的第9版,读者现在看到的第11版无论在整体结构安排上还是具体章节安排上都有一些明显变化。从结构上看,第9版全书分5大部分,现在则调整为4大部分,第9版中的第五部分《研究的社会背景》不再单独作为一部分,其中的研究伦理这一章内容在新版本中则归入第一部分中。从章节设置看,原来讨论社会研究中的因果关系的一章(第9版中的第3章)不再单独设章,而第9版中第四部分原先《数据的数量化》(第14章)和《初级量化分析》(第15章),在第11版中则合并为《量化数据分析》第14章。此外,如上所述,第11版介绍统计分析技术的这部分(第16章),较之第9版相应章节(第17章),涉及面更宽,介绍也更深入。而全书背后的附录也作了较显著的调整,其中有关网上社会研究资源介绍、研究报告撰写这两部分内容,在第11版中都融入了各相关章节内容中。SPSS软件作为一种目前已经比较常用的社会科学统计分析工具,其使用指南也不再作为附录出现在新版本中。所有这些,都体现了巴比对这本经典的社会研究方法教材如何才能与时俱进所作的取舍。

在具体章节内容上，新版中所涉及的变化主要体现在如下几个方面：

一是例证材料的更新和扩展。如第1章有关出生率数据的扩充和更新；第7章在介绍抽样逻辑时，采用了美国最近一次总统选举——2004年总统大选的民意调查；在介绍基于美国一般社会调查（GSS）的教会活动参加情况（如第14章表14-4）时，也采用了较新的调查数据（2000年GSS调查结果），并增加了两个新的表格数据。

二是对新的信息传播环境下出现的新的研究方法的介绍。如第8章关于基于网络的实验方法、第10章中对在线焦点小组访谈的介绍等。

三是有意在选取例证材料时更加国际化。如在第1章介绍基础研究和应用研究的差别时，采用了埃及社会学家易卜拉辛（Saad Eddin Ibrahim）的例子；在第7章《抽样逻辑》中，用一个在伊朗的抽样例子代替此前采用的“圣诞老人‘粉丝’抽样”；在第11章中，专门新增了一小节有关全球化影响的研究例子。

四是在一些重要理论和知识点的阐述上作了修订和扩展。如第2章新增了一节“批判性种族理论”；第3章新增了“性别研究的政治”和“政治和普查”两个小节；在第4章有关分析单位的讨论中，除了传统的几类分析单位外，新版中把社会互动作为一个单独的分析单位加以介绍。同样是在第4章，有关还原论的讨论，和此前的版本相比，也作了明显的修改。而第16章中，则新增了多种统计分析方法的介绍，并扩充了对统计显著性和实质显著性不同之处的讨论。

除此之外，新版教材较之于第9版，一个显而易见的改变，是每一章的重要概念和关键词的解释，都出现在正文中相应页面的页下注中，以方便读者即时参照和阅读。类似这样的细节变化还有很多，如图表的排列和说明（细心的读者应能发现新版中有关图表的说明更加详细，即使同样的图表，编排格式也有所变化）。所有这些，都体现了出版商和作者，为了进一步改进教材的使用效果所作的努力。

作为一本由著名的学术出版商出版的经典教材，本书的配套网页（http://sociology.wadsworth.com/babbie_practicelle）是学习和使用社会研究方法不可或缺的重要资源。教材的立体化出版已经成为大势所趋，这种相关教学辅助资料的提供能够极大地提升一本教材的价值和使用价值。在本书的配套网页中，读者不仅可以参阅不同章节的内容复习提要，各种自测练习，还提供了诸多与本书内容紧密相关的一些重要在线数据资源链接，如美国2000年的普查数据、GSS数据等。对于很多初次接触社会研究方法的学生来说，在学习本课程或本教材的过程中，最大的问题可能就是如何进行有效的知识和技能的操练。有经验的老师和学生都有体会，学习研究方法类课程，要想真正理解和掌握，没有大量的练习是不可能的。为此，一本好的研究方法教材，有必要在自测练习题、练习所需的各种数据等方面，提供一站式配套资源。

最后简单谈谈我们对社会科学研究方法的最新演变趋势的一些观察。

近年来，社会研究方法方面的最重要演变，也许是信息传播技术的发展所带来的信息传播环境的变化。与此对应，互联网已经成为学术研究、包括社会科学研究中越来越基础性的工具和平台。也许从以下这些简单的现象中可以看出这种影响深远的变化：

● 除了各大学术资源电子数据库提供商提供的产品外（如 EBSCO, ProQuest 等），“站在巨人肩膀上”的 Google 的学术搜索（<http://scholar.google.com/>）也日益成为人们获取学术研究文献的最常用途径和工具之一；事实上，Google 们整合和梳理网上和现实世界中无穷无尽的信息的雄心，正在日益深刻影响学术研究（如数据收集、文献综述）的方式和方法；

● 在中文世界，百度“知道”（<http://zhidao.baidu.com/>）作为“全球最大中文互动问答平台”，基本上可以满足普通网民和诸多专业人士对各种知识和信息的需求。

● 英文维基百科（<http://en.wikipedia.org>）已经成为包括大部分社会科学研究者查询和了解诸多最新知识和经典知识的最重要的参考工具；

● 从来没有像现在这样，处于世界各地不同机构但有类似兴趣的学者，能通过诸如群组博客、即时通讯这样的方式，以几乎为零的沟通成本，保持经常性的学术联系和即时互动；

● 大量的专业人士，可以通过类似主题博客这样的方式，以灵活有效的方式，向社会和公众（当然也包括某一方面的细分受众）传授专业知识，并通过各种互动，推动知识的分享甚至创造。作为一个例子，相信本书读者应该会从以下这个由著名华人传播学者祝建华老师创立并主持的研究方法讨论、辅导网站——“竹家庄”（<http://zjz06.yculblog.com/>）中受益。

● 类似 Del.icio.us（<http://del.icio.us/>）这样的社会性标签网站，使得我们能够把世界上任何一个和互联网相连的地方，作为我们的“本地”来从事各种研究工作。

所有这些，都使得我们这个时代社会科学的方法，甚至社会研究的对象和社会研究作为一种社会实践的性质，都发生了诸多深刻的变化。举例来说，科学的网上舆论（包括 BBS、博客等用户自创内容中所体现的舆论）的了解和分析，不仅需要我们运用传统的统计抽样知识，从可行性上而言，考虑到网上信息范围的广大和复杂性，我们还不得不求助于搜索引擎技术和机器自动语义分析技术。在诸多社会科学研究的的前沿研究中，学科交叉和整合的需要，一如媒介的融合态势，已经是显而易见的。

所有这些，给我们这辈从事社会研究的学者和学子，既提出了严峻的挑战，也提供了无穷的机遇。一方面，我们需要比我们的前辈掌握和了解更多的社会研究知识和技能，才能胜任现在和今后的社会研究工作；另一方面，技术和社会的发展，又提出了诸多全新的社会研究问题，这些问题的研究往往需要有理论创新和方法创新，使得我们的研究具有全新的价值和意义。问题和方法互动促进，生生不息，使得我们能够社会研究的长河中有自己的作为和位置。

在这样的展望中，我们能够清晰地感受到社会研究方法某种变与不变的辩证统一。经典的社会研究方法本身是一种相对稳定的知识体系和技能积累，它能给我们面对和处理不断演变的社会研究实践提供良好的起点；但另一方面，我们也需要不断充实、更新我们对社会和社会研究的认识，与时俱进。从这个意义上说，社会研究方法将成为我们认识社会、认识世界的重要手段。学习社会研究方法的意義和价值，也正在于此。

金兼斌

2007 年 4 月 23 日于清华园

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 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 is based:

1. Understanding the theoretical principles on which scientific research is based.
2. Seeing how those principles are reflected in the established techniques for doing research.

3. Being prepared to make appropriate compromises whenever field conditions do not 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 received 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 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 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 was an immediate success. Although it was initially written for sociology courses, 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, and in 2000 a Beijing publisher released a Chinese edition.

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 as being written by human beings. I certainly never thought about textbooks as 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 11th edition. As with previous revisions, several factors have prompted changes. 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 often 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.

New to the 11th Edition

In an earlier 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 once again thought of things, and I've considered all their suggestions, followed many of them, and chosen to "think some more" about others. I've also received numerous comments and suggestions from students who

have been assigned the book; many of the changes come from them.

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

Chapter 1, "Human Inquiry and Science"

Birthrate data have been expanded and updated. In the interests of highlighting the international character of social research, I've added a report on a courageous Egyptian sociologist, Saad Ibrahim. There is also a discussion of Crystal Eastman, an applied researcher early in the twentieth century.

Chapter 2, "Paradigms, Theory, and Social Research"

The discussions of feminist paradigms and of postmodernism have been expanded. There is a new section, "Critical Race Theory." The Sherif experiments are discussed in the section "Rational Objectivity Reconsidered."

Chapter 3, "The Ethics and Politics of Social Research"

There are two new sections: "The Politics of Sexual Research" and "Politics and the Census." There is an expanded discussion of the Rik Scarce case, and participatory action research is introduced here, in the context of social action.

Chapter 4, "Research Design" I discuss the use of both qualitative and quantitative research, through an examination of terrorism studies. The importance of cohort studies is illustrated with an example in which the findings of simpler, cross-sectional studies are reversed. The discussion of units of analysis has been expanded. There is a new section on social interactions as a unit of analysis. The discussion of reductionism has been revised, and there is an expanded treatment of literature reviews.

Chapter 5, "Conceptualization, Operationalization, and Measurement" The discussion of reification has been expanded, and conceptualization has been illustrated with an analysis of the meaning of "genocide."

Chapter 6, "Indexes, Scales, and Typologies" I've expanded the discussion of the difference between indexes and scales. There's

also a discussion of the “reverse Bogardus scale.”

Chapter 7, “The Logic of Sampling” The chapter begins by looking at the polls from the 2004 presidential election. I’ve expanded the discussion of sampling error and replaced “Sampling Santa’s Fans” with an example of sampling in Iran. There’s also a discussion of weighting by political party in political polls.

Chapter 8, “Experiments” I’ve added a discussion of labeling theory in connection with an existing sample that illustrates it. There is also a new section on web-based experiments.

Chapter 9, “Survey Research” I’ve added some new examples and expanded the discussion of factors increasing and decreasing response rates. I’ve clarified that the rough guidelines regarding acceptable response rates are not based on theory; rather, they merely reflect my observation of professional norms. I’ve expanded the discussions of the General Social Survey and the “Analyze” program for analyzing GSS data online. I’ve expanded the discussion of online surveys, and there is a new discussion and citation for the secondary analysis of qualitative data.

Chapter 10, “Qualitative Field Research” There is a new example from John Lofland on the demolition of an old building. I’ve introduced the concepts of “etic” and “emic” approaches to field research. I’ve more clearly distinguished case studies from comparative case studies, and I’ve added discussions of virtual ethnography and autoethnography. Finally, there is a discussion of telephone and online focus groups.

Chapter 11, “Unobtrusive Research” I’ve added both qualitative and quantitative examples of content analysis and added a section on the consequences of globalization. There are directions for downloading the *Statistical Abstract of the United States* from the web. I’ve also added discussions of Stark’s *The Rise of Christianity* and Deflem’s book on international policing.

Chapter 12, “Evaluation Research” I’ve expanded the discussion of different types of evaluation.

Chapter 13, “Qualitative Data Analysis” I’ve added a discussion of axial coding and selective coding.

Chapter 14, “Quantitative Data Analysis” A new section, “Sociological Diagnostics,” illustrates the power of social scientific analyses in addressing real social problems. I’ve updated Table 14-4 and expanded the explanation of it, as well as adding two new tables with discussions. I reformatted Figure 14-4 per reviewer suggestion.

Chapters 15, “The Elaboration Model” The logic of elaboration lays the groundwork for most multivariate analysis in the social sciences; I’ve expanded the discussion of that point so students will understand why the chapter is important to their training in social research.

Chapter 16, “Statistical Analyses” The major change in this chapter is the addition of sections on analysis of variance, discriminant analysis, log-linear models, and Geographic Information Systems. I’ve expanded the discussion of the difference between statistical and substantive significance. Finally, I’ve dropped the opening discussion of Mathematical Marvin and math avoidance to help make space for the expansion of techniques.

Chapter 17, “Reading and Writing Social Research” There is a new section on organizing a review of the literature. There’s also another new section on presenting papers and publishing articles—activities that students are pursuing with increased frequency.

As always, I’ve updated materials throughout the book. As an instructor, I’m constantly 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 graphical 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.

There's one small change I'm especially pleased with. From the very first edition, I've tried to retain my sanity while writing glossary definitions by including some (arguably) funny ones. As I was doing this revision, I received suggested additions from two students, both outside the United States. I've included several of their definitions and will be open to more student submissions in the future.

As with each new edition, I would appreciate any comments you have about how the book can be improved. Its evolution over the past 30 years has reflected countless comments from students and others.

Pedagogical Features

Although 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 11th edition.

Chapter Overview Each chapter is preceded with 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.

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 graphical form. Whereas my task here has been to translate those mental pictures into words, I've also included some graphical 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 tell me they like the boxed materials that highlight particular ideas and studies, as well as varying the format of the book. Beginning in the tenth edition, I've been using boxes that focus on the ways the mass media use and misuse social research.

Running glossary Key terms are highlighted in the text, and definitions for each term are listed at the bottom of the page. This will help students learn the definitions of these terms and locate them in each chapter to review them in context.

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

Key Terms A list 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, defined in the running glossary that appears at the bottom of the page throughout the text, and included in the glossary at the back of the book.

Review Questions and Exercises This review aid allows students to test their understanding of the chapter concepts and apply what they've learned.

Additional Readings In this section, I've included an annotated list of references that students can turn to if they would like to learn more on the topics discussed in the chapter.

SPSS Exercises and Online Study Resources This edition continues previous editions' movement into cyberspace. Students can use the annotated list of useful websites in this section, as well as other resources mentioned,

to take their learning beyond the text and classroom.

Appendixes As in previous editions, a set of appendixes provides students with some research tools, such as a guide to the library, a table of random numbers, and so forth. There is an SPSS primer on the book's website along with primers for NVivo and Qualrus.

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 its ten previous editions. It is the one thing students write most often about. For the 11th edition, the editors and 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

The Practice of Social Research, 11th edition, is accompanied by a wide array of supplements prepared for both the instructor and student to create the best learning environment inside as well as outside the classroom. All the continuing supplements for *The Practice of Social Research*, 11th edition, have been thoroughly revised and updated, and several are new to this edition. I invite you to examine and take full advantage of the teaching and learning tools available to you.

For the Student

Guided Activities for The Practice of Social Research, 11th Edition

The student study guide and workbook Ted Wagneaar and I have prepared continues to be a mainstay of 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.

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. These include matching, multiple-choice, and open-ended discussion questions for each chapter, along with four to six exercises that use examples from everyday life to reinforce the material learned in the text. Also included are the answers to the matching and multiple-choice review questions, as well as a General Social Survey appendix, plus chapter objectives, chapter summaries, and key terms.

SPSS Student Version CD-ROM 14.0 (Windows only)

Based on the professional version of one of the world's leading desktop statistical software packages, SPSS Student Version for Windows provides real-world software for students to do sociological data analysis, such as interpreting the GSS data sets found on the companion website.

SPSS Practice Workbook

This handy guide is coordinated with the text and SPSS CD-ROM 14.0 to 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 practice exercises correlated with each chapter. The guides comes free when bundled with the text.

GSS Data Disk

Over the years, the publisher and I 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've provided data to be used with them. With this edition, we've updated the data disk to include the 2004 GSS data.

Experiencing Social Research: An Introduction Using MicroCase, 2nd Edition

This supplementary workbook and statistical package, written by David J. Ayers of Grove City College, includes short discussions, quizzes, and computerized exercises in which students will learn and apply key methodological concepts and skills by analyzing, and in some cases collecting and building, simple data files for real sociological data. Designed to accompany *The Practice of Social Research*, the workbook and statistical package take a step-by-step approach to show students how to do real sociological research, using the same data and techniques used by professional researchers, to reinforce, build on, and complement course materials.

Readings in Social Research, 2nd Edition

The concepts and methodologies of social research come to life in this interesting collection of articles specifically designed to accompany *The Practice of Social Research*. Diane Kholos Wysocki includes an interdisciplinary range of readings from the fields of psychology, sociology, social work, criminal justice, and political science. The articles focus on the important methods and concepts typically covered in the social research course and provide an illustrative advantage. Organized by key concepts, each of the reader's 11 chapters begins with an introduction highlighting and explaining the research concept that each chapter's readings elucidate.

Researching Sociology on the Internet, 3rd Edition

This guide is designed to help sociology students do research on the Internet. Part One contains general information necessary to get started and answers questions about security, the type of sociology material available on the Internet, the information that is reliable and the sites that are not, the best ways to find research, and the best links to take students where they want to go. Part Two looks at each main topic in sociology and refers students to sites where they can obtain the most enlightening research and information.

For the Instructor

Instructor's Manual with Test Bank

This supplement offers the instructor brief chapter outlines, detailed chapter outlines, behavioral objectives, teaching suggestions and resources, InfoTrac® College Edition exercises, Internet exercises, and possible study guide answers. In addition, for each chapter of the text, the Test Bank has 20–30 multiple-choice questions, 10–15 true-false questions, and 3–5 essay questions with answers and page references. All questions are labeled as new, modified, or pickup so instructors know if the question is new to this edition of the Test Bank, picked up but modified from the previous edition of the Test Bank, or picked up straight from the previous edition.

ExamView Computerized Testing for Macintosh and Windows

This allows instructors to create, deliver, and customize printed and online tests and study guides. ExamView includes a Quick Test Wizard and an Online Test Wizard to guide instructors step-by-step through the process of creating tests. The test appears onscreen exactly as it will print or display online. Using ExamView's complete word-processing capabilities, instructors can enter an unlimited number of new questions or edit questions included with ExamView.

Multimedia Manager with Instructor's Resources: A Microsoft® PowerPoint® Tool

This one-stop lecture and class preparation tool makes it easy to assemble, edit, publish, and present custom lectures for a course, using Microsoft PowerPoint. The Multimedia Manager brings together art (figures, tables, maps) from this text, preassembled Microsoft PowerPoint lecture slides, sociology-related videos, and video and animations from the web or your own materials—culminating in a powerful, personalized, media-enhanced presentation. The CD-ROM also contains a full Instructor's Manual, Test Bank, and other instructor resources.