THE PRACTICE OF
Social Research

ELEVENTH EDITION

EARL BABBIE

VENTH EDITION

The Practice of Social Research

Earl Babbie

Chapman University

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The Practice of Social Research, **Eleventh Edition**
Earl Babbie

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Sociology Now™: Research Methods

Use this online tool to help you make the grade on your next exam. After reading this chapter, go to the "Online Study Resources" at the end of the chapter for instructions on how to benefit from *SociologyNow: Research Methods.*

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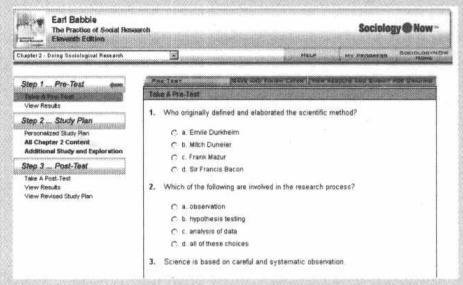

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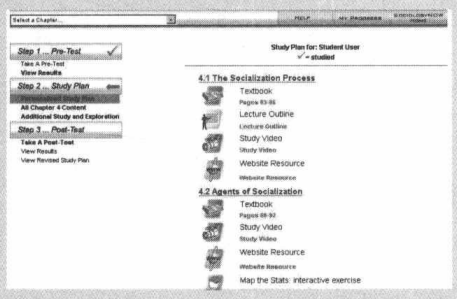
Take the *Pre-Test* before or after you read each chapter. The *Pre-Test* is a diagnostic quiz that tests your grasp of what you've read—helping the program point you to topics where you can use some help.



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- Learning Modules • Animations • Data Experiment Exercises • Coached Problems
- *Map the Stats* Interactive Exercises • Study Videos

Step 3: "What have I learned?"—the Post-Test

A *Post-Test* ensures that you have mastered the concepts in each chapter. As with the *Pre-Test,* your individual results may be e-mailed to your instructor.

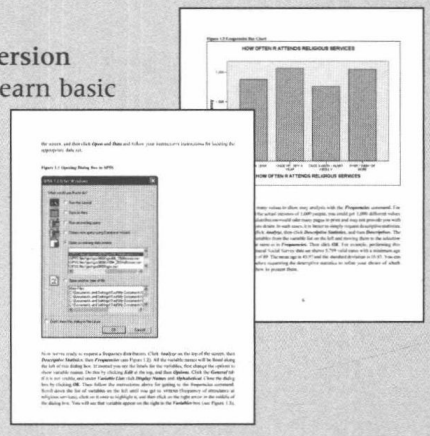
Get started today!

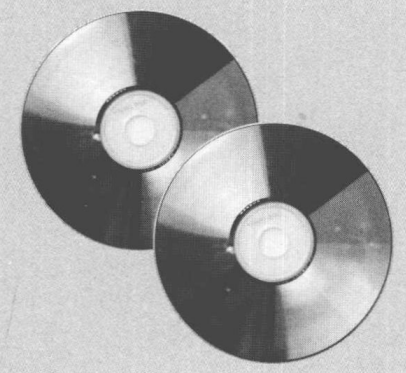
If an access card was packaged with this text, you're ready to go. If not, please contact your instructor or visit us online at http://www.thomsonedu.com for more information.

These great tools work together to help you learn the basics of SPSS®

NEW! SPSS® Practice Workbook

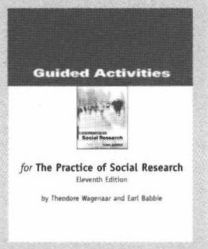
A great partner to this textbook and to the **SPSS Student Version CD-ROM!** This concise, user-friendly workbook helps you learn basic navigation in SPSS. You'll find information on how to enter data; create, save and retrieve files; and produce and interpret data summaries. Also included are SPSS exercises correlated with each chapter in Babbie's text. **0-495-18737-2**





SPSS, Student Version CD-ROM

Version 13.0: 0-495-09152-9
Version 14.0: *Coming soon*
Based on the professional version of one of the world's leading desktop statistical software packages, this student version offers the opportunity to use real-real-world software to do sociological data analysis, such as interpreting the GSS data sets found on the Book Companion Website.



Also available
Guided Activities for *The Practice of Social Research*, Eleventh Edition

by Theodore Wagenaar and Earl Babbie. Designed to reinforce concepts discussed in this textbook, every chapter in the guide contains: learning objectives; a chapter summary; key terms; matching, multiple-choice, and open-ended discussion questions—along with 4–6 exercises designed to reinforce chapter material with examples from everyday life. Also included are the answers to the matching and multiple-choice review questions, as well as a General Social Survey Appendix. **0-495-09332-7**

GSS Data Disk—updated with 2004 GSS data!

These data sets can be used with the SPSS Student Version CD-ROMs or any statistical software. Author Earl Babbie uses the data sets for many of the examples in this textbook, as well as for selected exercises in *Guided Activities for Practicing Social Research* (the study guide for Babbie's text). **0-495-09329-7**

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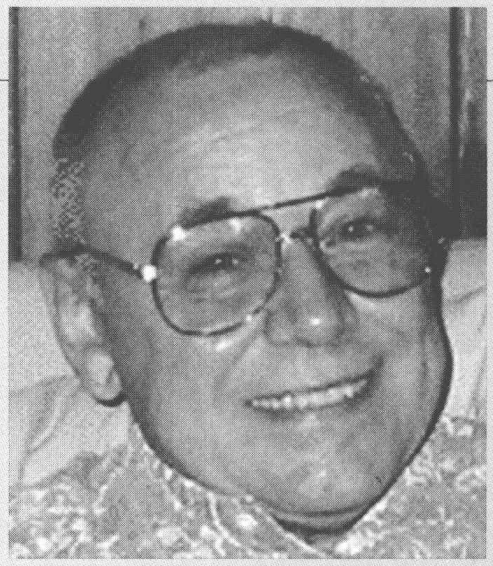
A Note from the Author



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 run 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 "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

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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 Wagenaar 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.

Internet-Based Supplements

SociologyNow™: Research Methods

This feature empowers students with the first assessment-centered student tutorial system for Social Research/Research Methods. Seamlessly tied to the new edition, this interactive web-based learning tool helps students gauge their unique study needs with a "pretest" for each chapter to assess their understanding of the material. They are then given a personalized study plan that offers interactive, visual and audio resources to help them master the material. They can check their progress with an interactive posttest as well.

WebTutor™ Toolbox on Blackboard and WebCT

This web-based software for students and instructors takes a course beyond the classroom to an anywhere, anytime environment. Students gain access to the rich content from this book's companion websites. Available for WebCT and Blackboard only.

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Companion Website for The Practice of Social Research, 11th Edition

The book's companion website (http://sociology.wadsworth.com/babbie_practice11e) includes chapter-specific resources for instructors and students. For instructors, the site offers a password-protected instructor's manual, Microsoft PowerPoint presentation slides, and more. For students, there is a multitude of text-specific study aids, including the following:

- Tutorial practice quizzing that can be scored and emailed to the instructor
- Web links
- InfoTrac College Edition exercises
- Flashcards
- GSS data sets
- Data analysis primers
- MicroCase Online data exercises
- Crossword puzzles

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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 again acknowledge my debt to them.

I also repeat my thanks to those colleagues acknowledged for their comments during the writing of the first, second, and third editions of this book. The present book still reflects their contributions. Many other colleagues helped me revise the book as well—including the amazing 110 instructors who took the time to respond to our electronic survey. Their feedback was invaluable. I also particularly want to thank the instructors who reviewed the manuscript of this edition and made helpful suggestions:

Melanie Arthur, Portland State University

Craig Forsyth, University of Louisiana at Lafayette

Robert Kleidman, Cleveland State University

Marci B. Littlefield, Indiana State University

Jeanne Mekolichick, Radford University

Bruce H. Wade, Spelman College

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Over the years, I've become more and more impressed by the important role played by editors in books like this. Although 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 many sociology editors at Wadsworth, which has involved the kinds of adjustments you might need to make in successive marriages. As this book was gearing up for revision, the developmental editor, Sherry Symington, took editorial responsibility for this 11th edition, and she immediately showed herself to be in command of the process. This is a new partnership, and I'm thrilled by the prospect of working together with her in the future. I also look forward to working with my new acquistions editor, Chris Caldeira, who came on board recently.

There are also others at Wadsworth whose talents have had an impact on this book. I would like to acknowledge Wendy Gordon for her inspired marketing efforts, making sure everyone on the planet is aware of the book; Dee Dee Zobian for breaking new ground in publishing with her work on the website and other technology supplements; Elise Smith for managing the development of all of the useful print supplements to round out the teaching package; and Matt Ballantyne for shepherding the countless pieces and people required to turn a manuscript into a book.

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Molly Roth is the standard by which copy editors 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 clearly and more powerfully.

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

The 11th edition of the book benefited from the assistance of a young sociologist you'll see and hear more of in the future: Sandrine Zerbib, 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 13.

I've 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

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