Basics of Social Research (Canadian) 4th edition Neuman Test Bank

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Chapter 2 Theory and Social Research

1) Define the terms "structure" and "agency." What are the two central questions of the agency–structure debate?

Answer:

- Agency: Refers to the individual's ability to act and make independent choices.
- Structure: Refers to aspects of the social landscape that appear to limit or influence the choices made by individuals.
- *Question 1:* What takes priority? Some theorists emphasize the importance of individual experience, therefore favouring agency. Other theorists view society as a large functional organism, therefore favouring structure.
- *Question 2:* What is it that ties the individual to society? *Or* what is the relationship between agency and structure?

Diff: 5 Type: ES Page Ref: 25
Learning Objective: 6. Define agency and structure.
Skill: 07. Makes distinctions among related scientific ideas/processes

2) How do prediction and theoretical explanation differ?

Answer:

- A prediction is a statement about something that is likely to occur in the future.
- A theoretical explanation is a logical argument that tells why something occurs and how concepts are connected. It refers to a general rule or principle.
- It is easier to predict than to explain, and an explanation has more logical power than a prediction because good explanations also predict. An explanation rarely predicts more than one outcome, but the same outcome may be predicted by opposing explanations.

Diff: 7 Type: ES Page Ref: 32-33
Learning Objective: 10. Define causality and its three criteria.
Skill: 07. Makes distinctions among related scientific ideas/processes

3) Why do we need more than association to demonstrate a causal relationship?

Answer:

- A researcher needs three things to establish causality: temporal order, association, and the elimination of plausible alternatives.
- An implicit fourth condition is an assumption that a causal relationship makes sense or fits with broader assumptions or a theoretical framework.

Diff: 9 Type: ES Page Ref: 34-37
Learning Objective: 10. Define causality and its three criteria.
Skill: 06. Explains reasons for using a specific research process/procedure

4) Why do researchers worry about alternative explanations when stating a causal relationship?

Answer:

- Researchers can observe temporal order and association, but they cannot observe the elimination of alternatives. They can only demonstrate it indirectly.
- Eliminating alternative explanations is an ideal because eliminating all possible alternatives is impossible.
- A researcher tries to eliminate major alternative explanations in two ways: through built-in design controls and by measuring potential hidden causes. Experimental

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researchers build controls into the study design itself to eliminate alternative causes; they isolate an experimental situation from the influence of all variables except the main causal variable.

Diff: 8 Type: ES Page Ref: 35–37
Learning Objective: 10. Define causality and its three criteria.
Skill: 06. Explains reasons for using a specific research process/procedure

5) What is the difference between inductive and deductive approaches to research?

Answer:

- In a deductive approach, a researcher begins with an abstract, logical relationship among concepts, then moves toward concrete empirical evidence. The researcher may have ideas about how the world operates and wants to test these ideas against "hard data."
- In an inductive approach, a researcher begins with detailed observations of the world and moves toward more abstract generalizations and ideas. In the beginning, the researcher may have only a topic and some vague concepts.

Diff: 4 Type: ES Page Ref: 30-32
Learning Objective: 9. Differentiate between inductive and deductive approaches to theory.
Skill: 10. Able to utilize both inductive and deductive approaches to research

6) How do positivist and interpretative approaches differ?

Answer:

- Positivism sees social science research as fundamentally the same as natural science research; it assumes that social reality is made up of objective facts that value-free researchers can precisely measure and that statistics can be used to test causal theories.
- Positivist explanations use law or law-like principles (nomothetic); positivists emphasize replication as the ultimate test of knowledge; replication occurs when researchers or others repeat the basics of a study and get identical or very similar findings.
- The interpretivist approach rejects the notion that methods from the natural sciences are adequate for studying social phenomena, holding instead the constructionist view of a fluid social reality based less on objective, hard, factual reality than on the ideas, beliefs, and perceptions that people hold about reality.
- Interpretivists favour rich, qualitative descriptions of social life (idiographic) and emphasize empathetic understanding as the goal of social scientific knowledge.

Diff: 9 Type: ES Page Ref: 26–29
Learning Objective: 8. Compare the positivist and interpretivist paradigms.
Skill: 07. Makes distinctions among related scientific ideas/processes

7) Describe how micro, meso, and macro levels of social reality differ.

Answer:

- Micro-level theory deals with small slices of time, space, or numbers of people. The concepts are usually not very abstract.
- Meso-level theory links macro and micro levels and operates at an intermediate level. Theories of organizations, social movements, and communities are often at this level.
- Macro-level theory concerns the operation of larger aggregates, such as social institutions, entire cultural systems, and whole societies. It uses more concepts that are abstract.

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Diff: 4 Type: ES Page Ref: 23
Learning Objective: 3. Explain what is meant by levels of theory.
Skill: 07. Make distinctions among related scientific ideas/processes

8) Positivists hold that researchers must be able to repeat scientific findings in multiple studies to have a high level of confidence that the findings are true. If a researcher replicates a study and does not get similar findings, one or more of five possibilities must be occurring. Identify at least four of these five reasons why replication might yield different results.

Answer:

- The student may list any four of the five following reasons for why replication might yield different results:
    1. the initial study was an unusual fluke or based on a misguided understanding of the social world;
    2. important conditions were present in the initial study, but no one was aware of their significance so they were not specified;
    3. the initial study, or the repetition of it, was sloppy—it did not include careful, precise measures;
    4. the initial study, or the repetition of it, was improperly conducted—researchers failed to closely follow the highest standards for procedures and techniques, or failed to be completely objective;
    5. the repeated study was an unusual fluke

Diff: 8 Type: ES Page Ref: 27
Learning Objective: 8. Compare the positivist and interpretivist paradigms.
Skill: 05. Shows an awareness of appropriate research procedures/processes for diverse situations

9) List three of the five major traditional theoretical frameworks identified in your textbook and identify at least two of the major concepts associated with each.

Answer:

- Students can list any three of the following five theoretical frameworks and connect them to two major concepts for full marks:
    1. Structural functionalism: system, equilibrium, dysfunction, social cohesion
    2. Symbolic interactionism: self, reference group, role-playing, perception
    3. Conflict theory: power, exploitation, struggle, inequality, alienation
    4. Critical feminism: gender, inequality, discourse, power
    5. Critical race theory: race, inequality, racialization, stratification

Diff: 6 Type: ES Page Ref: 29-30
Learning Objective: 8. Compare the positivist and interpretivist paradigms.
Skill: 08. Provides concrete examples of abstract theoretical ideas/principles

10) What are nomothetic and idiographic models of social science, and which of the three major approaches use each of them?

Answer:

- Nomothetic is an approach based on laws or one that operates according to a system of laws.
- Idiographic is an approach that focuses on creating detailed descriptions of specific events in particular time periods and settings. It rarely goes beyond empirical generalizations to abstract social theory or causal laws.
- Interpretive researchers are likely to use idiographic approaches while positivists will use nomothetic approaches.

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Diff: 4 Type: ES Page Ref: 27–29
Learning Objective: 8. Compare the positivist and interpretivist paradigms.
Skill: 07. Makes distinctions among related scientific ideas/processes

11) Questions about whether there is an objective social reality that exists "out there" or if social reality is constructed by individuals and is unique for everyone belong to which of the following domains?
A) Ethics
B) Empirical generalizations
C) Ontology
D) Mesosocial theory
E) Epistemology
Answer: C
Diff: 4 Type: MC Page Ref: 26
Learning Objective: 7. Explain what is meant by ontology and epistemology as they apply to the approach a researcher takes to social research.
Skill: 07. Makes distinctions among related scientific ideas/processes

12) Which concept has the highest level of abstraction, i.e., is the most abstract?
A) A murder
B) The size of a city's population
C) Years of education attained
D) Racial injustice
E) An African-American child
Answer: D
Diff: 5 Type: MC Page Ref: 23
Learning Objective: 3. Explain what is meant by levels of theory.
Skill: 01. Applies abstract learning to realistic situations

13) Which term do social scientists use to designate a collection of many individuals, cases, or other units?
A) Structure
B) Paradigm
C) Abstraction
D) Aggregate
E) Empirical generalization
Answer: D
Diff: 4 Type: MC Page Ref: 22
Learning Objective: 1. Explain the three characteristics of how social scientific theories work.
Skill: 04. Expresses familiarity with the range of acceptable techniques/methods in social research

14) Graduate student Midori Suzuki studied how rice farming fits into Japanese society. Before she began the study, she relied on her prior knowledge that rice is a basic part of the diet of Japanese people. This is called one of her
A) predictions.
B) assumptions.
C) classifications.
D) concepts.
E) paradigms.

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Answer: B
Diff: 4 Type: MC Page Ref: 25
Learning Objective: 6. Define agency and structure.
Skill: 01. Applies abstract learning to realistic situations

15) Which of the following is the branch of philosophy which informs social theory's discussions about the relationship of the researcher to the social world and the techniques by which researchers study the social world?
A) Metaphysics
B) Ethics
C) Epistemology
D) Interpretivism
E) Ontology
Answer: C
Diff: 5 Type: MC Page Ref: 26
Learning Objective: 7. Explain what is meant by ontology and epistemology as they apply to the approach a researcher takes to social research.
Skill: 07. Makes distinctions among related scientific ideas/processes

16) Which of the following propositions has the greatest theoretical range/level?
A) Canadians who marry when they are older than 30 years old are less likely to divorce.
B) University students who study for more hours get higher grades on examinations.
C) Almost all of the people who rob other people in major Canadian cities are males.
D) During the past century, people in human societies moved toward using mass media on a more frequent basis.
E) Young children who attended day care performed better in high school than children who stayed at home.
Answer: D
Diff: 7 Type: MC Page Ref: 23
Learning Objective: 3. Explain what is meant by levels of theory.
Skill: 01. Applies abstract learning to realistic situations

17) How do inductive and deductive approaches to social theory and research differ?
A) Inductive begins at the top of society and moves toward the bottom. Deductive begins at the bottom of society and moves toward the top.
B) Inductive begins with small things and moves toward big things. Deductive begins with big things and moves toward small things.
C) Inductive begins with concrete or observable things and moves toward abstract or theoretical ideas. Deductive begins with abstract or theoretical ideas and moves toward concrete or observable things.
D) Inductive begins with big things at the top of society and moves toward small things at the bottom of society. Deductive begins at the bottom with small things and moves toward big things at the top.
E) Inductive begins with the abstract or theoretical ideas and moves toward the concrete or observable. Deductive begins with concrete or observable things and moves toward abstract or theoretical ideas.
Answer: C
Diff: 3 Type: MC Page Ref: 31-32
Learning Objective: 9. Differentiate between inductive and deductive approaches to theory.
Skill: 07. Makes distinctions among related scientific ideas/processes

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18) Which statement about prediction and causal explanation is true?
A) *Prediction* and *explanation* are two words for the same thing.
B) Explanation is easier to show with the scientific method than prediction is.
C) If one has prediction, one has all the basics of a causal explanation.
D) If one has a good causal explanation, one should be able to make accurate predictions.
E) Predictions are to basic research as explanations are to applied research.
Answer: D
Diff: 3 Type: MC Page Ref: 32-37
Learning Objective: 10. Define causality and its three criteria.
Skill: 05. Shows an awareness of appropriate research procedures/processes for diverse situations

19) Which of the following best defines "social theory"?
A) A set of value propositions, which orient scholarly attitudes towards social reality
B) Accumulated facts about the nature of the social world
C) A framework of basic assumptions and major questions to be answered by social research
D) A system of interconnected abstractions or ideas that condenses and organizes knowledge about the social world
E) A and C
Answer: D
Diff: 6 Type: MC Page Ref: 22
Learning Objective: 2. Explain what is meant by the term social theory.
Skill: 07. Makes distinctions among related scientific ideas/processes

20) Andrew Berkeley is a preeminent researcher in the field of political identification. Andrew surveys 10,000 Canadians between the ages of 20 and 29 years old and discovers that as 20-year-olds' level of education increases, they become increasingly liberal in their political views. What sort of relationship has Andrew observed between education level and liberal political views?
A) Negative relationship
B) Non-correlative relationship
C) Positive relationship
D) Spurious relationship
E) Partisan relationship
Answer: C
Diff: 5 Type: MC Page Ref: 37
Learning Objective: 10. Define causality and its three criteria.
Skill: 09. Can read and express an understanding of a simple set of causal relations

21) To make a causal statement, a researcher needs all of the following, EXCEPT
A) temporal order.
B) association.
C) elimination of alternative explanation.
D) mathematical proof.
E) All the above are necessary.
Answer: D
Diff: 6 Type: MC Page Ref: 34–37
Learning Objective: 10. Define causality and its three criteria.
Skill: 06. Explains reasons for using a specific research process/procedure

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22) Professor Zheng Zhao wanted to study the cause for thousands of people leaving Hong Kong to move to Toronto, Ontario. In order to establish temporal order in his causal argument, he must show which of the following?
A) There is a correlation between events in Hong Kong and a decision to move.
B) Events occurred in Hong Kong before people moved to Toronto.
C) The type of people who left Hong Kong are more educated and have more money than those who stayed.
D) A fear for the future of Hong Kong and no other reason caused the move to Toronto.
E) Hong Kong media reports about a high quality of life in Toronto and relatives in Canada were not major factors in the decision for people to move.
Answer: B
Diff: 6 Type: MC Page Ref: 34
Learning Objective: 10. Define causality and its three criteria.
Skill: 01. Applies abstract learning to realistic situations

23) A theory that seeks to explain how the Newly Industrializing Countries (NICs) of East Asia (e.g., Hong Kong, Taiwan, South Korea, Singapore) were able to rapidly industrialize and gain a major position in world markets between the 1960s and the 1990s is operating at which level?
A) Micro
B) Meso
C) Macro
D) Mini
E) Maxi
Answer: C
Diff: 4 Type: MC Page Ref: 23
Learning Objective: 3. Explain what is meant by levels of theory.
Skill: 03. Displays an ability to extend learning to new situations or to use in new ways

24) Which of the following statements best describes the relationship between empirical generalizations and middle-range theory?
A) Middle-range theories reflect assumptions of macrosocial theoretical frameworks while empirical generalizations do not.
B) Empirical generalizations are by necessity tentative, while middle-range theories are not.
C) Empirical generalizations are most often used by interpretivists while middle-range theories are most often used by positivists.
D) Middle-range theories are slightly more abstract than empirical generalizations.
E) Middle-range theories are made up of groups of empirical generalizations.
Answer: D
Diff: 6 Type: MC Page Ref: 23-24
Learning Objective: 4. Define empirical generalization and middle-range theory.
Skill: 07. Makes distinctions among related scientific ideas/processes

25) Which of the following research questions fits best within the microsocial level?
A) How do one-on-one interactions between teachers and students in undergraduate sociology courses affect students' interest levels in sociology?
B) How does one's class position affect their likeliness to vote in federal elections?
C) Do male parents of female children score higher on tests of emotional intelligence than male parents of male children?

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D) Do men and women receive equal quality treatment from physicians at Canadian public hospitals when they express concerns about heart disease?
E) What effect do primetime crime dramas have on Canadians' perceptions of crime rates and the nature of crime in urban centres?

Answer: A
Diff: 5 Type: MC Page Ref: 23
Learning Objective: 3. Explain what is meant by levels of theory.
Skill: 03. Displays an ability to extend learning to new situations or to use in new ways

26) Which is the range of the following statement? Canadians who have grown up with one parent and a much older sibling of the opposite sex of the parent residing at home tend to treat the older sibling as a parent figure.
A) Meso-level theory
B) Macrosocial theory
C) Middle-range theory
D) Empirical generalization
E) Microsocial theory

Answer: D
Diff: 7 Type: MC Page Ref: 23
Learning Objective: 4. Define empirical generalization and middle-range theory.
Skill: 01. Applies abstract learning to realistic situations

27) You pick up an article in the *Montreal Gazette* and read the following: Canadian divorce rates have increased by 7% over the past 5 years. The author of the article goes on to explain the increase in the divorce rate by arguing increased female participation in the labour market has made women less economically dependent upon men, making it easier for women to leave unhappy marriages. Which theoretical framework is the author using?
A) Structural functionalism
B) Conflict theory
C) Symbolic interactionism
D) Critical race theory
E) None of the above

Answer: B
Diff: 7 Type: MC Page Ref: 29-30
Learning Objective: 8. Compare the positivist and interpretivist paradigms.
Skill: 03. Displays an ability to extend learning to new situations or to use in new ways

28) Graduate student Morton Millwork created a microsocial theory about working in a factory. Which of the following would he be most likely to study?
A) How an increased division of labour with industrialization gave rise to factories as the places where many people work.
B) How urbanization increased the growth of the factory as a form of social organization over the past 100 years.
C) How greater conflict between the managerial and non-managerial levels in a corporation increased the pace of factory work.
D) How the development of robots and new computer-related production technology has produced a corresponding increase in the surveillance of employee behaviour in factories.
E) How face-to-face interactions among workers in small work teams in a factory informally enforce certain company rules.

Answer: E

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Diff: 3 Type: MC Page Ref: 23
Learning Objective: 3. Explain what is meant by levels of theory.
Skill: 03. Displays an ability to extend learning to new situations or to use in new ways

29) Which general theoretical framework in sociology is most likely to state the following: In selecting a marriage partner, a man is likely to seriously consider potential mates who allow him to maintain power and control in the relationship. He will seek to maintain authority over a woman's wealth, earnings, sexual favours, and social status, especially in a society where patriarchy prevails as an ideology and justifies his actions in the larger society.
A) Exchange theory
B) Symbolic interactionism
C) Structural functional theory
D) Conflict theory
E) None of the above
Answer: D
Diff: 5 Type: MC Page Ref: 29-30
Learning Objective: 8. Compare the positivist and interpretivist paradigms.
Skill: 03. Displays an ability to extend learning to new situations or to use in new ways

30) Which of the two major paradigms of social science holds that human life is based less on objective reality than on the ideas, beliefs, and perceptions people hold about reality?
A) Positivism
B) Interpretative social science
C) Critical social science
D) All of the above
E) None of the above
Answer: B
Diff: 4 Type: MC Page Ref: 26-28
Learning Objective: 8. Compare the positivist and interpretivist paradigms.
Skill: 07. Makes distinctions among related scientific ideas/processes

31) Professor Candice Candlestick teaches her students that the best sociological research presents objective facts independently of the values of the researcher and is characterized by precise measurement. Which approach does Professor Candlestick subscribe to?
A) Positivism
B) Interpretativism
C) Structural functionalism
D) Verstehenism
E) Objectivism
Answer: A
Diff: 3 Type: MC Page Ref: 26–28
Learning Objective: 8. Compare the positivist and interpretivist paradigms.
Skill: 01. Applies abstract learning to realistic situations

32) The interpretative social science approach is described as idiographic in its theory and method. What does this mean?
A) It strives for empathetic understanding of another person or group's worldview.
B) It begins with abstract ideas, laws, or propositions, which are used to deduce logically or infer specific hypotheses that researchers test against the facts of observable empirical reality.

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C) It focuses on generating detailed descriptions of specific events in particular periods and settings.
D) It holds to the principle that researchers must be able to repeat scientific findings in multiple studies to have a high level of confidence that the findings are true.
E) Its primary concern is to generate theory.

Answer: C
Diff: 8 Type: MC Page Ref: 28
Learning Objective: 8. Compare the positivist and interpretivist paradigms.
Skill: 10. Able to utilize both inductive and deductive approaches to research

33) Positivism seeks universal laws, and positivist researchers attempt to create law-like generalizations to explain events in the social world. This focus on laws in explanation is called
A) nomothetic.
B) idiographic.
C) inductive.
D) deductive.
E) dialectic.

Answer: A
Diff: 4 Type: MC Page Ref: 27
Learning Objective: 8. Compare the positivist and interpretivist paradigms.
Skill: 04. Expresses familiarity with the range of acceptable techniques/methods in social research

34) Which of the following statements about social reality prioritizes agency over structure?
A) Advertising discourses about lifestyles shape the ways consumers relate to themselves.
B) Whether one lives in the Global North or Global South is the best predictor of one's quality of life.
C) A working class revolution will bring about a more egalitarian economic system.
D) Prevailing assumptions about the intellectual capacities of women lead male students to be more suspicious of what they are taught by female professors than by male professors.
E) None of the above.

Answer: C
Diff: 7 Type: MC Page Ref: 25
Learning Objective: 6. Define agency and structure.
Skill: 07. Makes distinctions among related scientific ideas/processes

35) *Verstehen* is a term associated with which major paradigm of social science?
A) Positivist
B) Interpretative
C) Conflict
D) Structural functionalist
E) Feminist

Answer: B
Diff: 4 Type: MC Page Ref: 28
Learning Objective: 8. Compare the positivist and interpretivist paradigms.
Skill: 11. Recognizes differences among and can explain relative strengths of the three approaches to social science

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36) In which situations would a researcher be most likely to use grounded theory?
A) Qualitative, inductive field research that builds on empirical generalizations
B) Quantitative experimental research that is explanatory and tests theory
C) A quantitative and deductive study that is nomothetic
D) An existing statistics study that works from an abstract theory down to testable hypotheses
E) None of the above
Answer: A
Diff: 6 Type: MC Page Ref: 32
Learning Objective: 9. Differentiate between inductive and deductive approaches to theory.
Skill: 10. Able to utilize both inductive and deductive approaches to research

37) The following theoretical proposition is an expression of which of the following? The more frequently and intensely a family engages in loving, close leisure activities together as a family unit, the less likely the children will develop distant, alienated feelings toward their parents.
A) A negative causal relationship
B) A positive causal relationship
C) A functional theory
D) A scientific paradigm
E) None of the above
Answer: A
Diff: 5 Type: MC Page Ref: 37
Learning Objective: 10. Define causality and its three criteria.
Skill: 09. Can read and express an understanding of a simple set of causal relations

38) A theory that seeks to explain why white employees of a law firm are promoted more frequently and at a faster rate than non-white employees is operating at which level?
A) Micro
B) Meso
C) Macro
D) Organizational
E) Nomothetic
Answer: A
Diff: 5 Type: MC Page Ref: 23
Learning Objective: 3. Explain what is meant by levels of theory.
Skill: 03. Displays an ability to extend learning to new situations or to use in new ways

39) Two phenomena are _____ if they occur together in a patterned way or appear to act together, while _____ is a technical term pertaining to statistical measurement of relationships.
A) correlation; prediction
B) prediction; correlation
C) association; correlation
D) correlation; association
E) association; prediction
Answer: C
Diff: 5 Type: MC Page Ref: 34
Learning Objective: 10. Define causality and its three criteria.
Skill: 09. Can read and express an understanding of a simple set of causal relations

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40) Which of the following major theoretical frameworks is most likely to give explanatory priority to agency over structure?
A) Structural functionalism
B) Conflict theory
C) Critical feminism
D) Critical race theory
E) Symbolic interactionism
Answer: E
Diff: 5 Type: MC Page Ref: 25
Learning Objective: 6. Define agency and structure.
Skill: 07. Makes distinctions among related scientific ideas/processes

41) Which of the following is the ultimate test of knowledge, according to positivists?
A) Verstehen
B) Deduction
C) Prediction
D) Replication
E) Interpretation
Answer: D
Diff: 5 Type: MC Page Ref: 27
Learning Objective: 8. Compare the positivist and interpretivist paradigms.
Skill: 07. Makes distinctions among related scientific ideas/processes

Define the following:

42) agency

Answer:
Refers to the individual's ability to act and make independent choices.
Diff: 4 Type: ES Page Ref. 25
Learning Objective: 6. Define agency and structure.
Skill: 50. Able to define key terms

43) aggregate

Answer:
A collection of many different individuals, cases, or other units.
Diff: 4 Type: ES Page Ref. 22
Learning Objective: 1. Explain the three characteristics of how social scientific theories work.
Skill: 50. Able to define key terms

44) association

Answer:
A co-occurrence of two events, factors, characteristics, or activities, such that when one happens, the other one is likely to occur as well. Many statistics measure this.
Diff: 4 Type: ES Page Ref: 35
Learning Objective: 10. Define causality and its three criteria.
Skill: 50. Able to define key terms

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45) assumption

Answer:
Parts of social theories that are not tested, but act as starting points or basic beliefs about the world. They are necessary to make other theoretical statements and build social theory.
Diff: 4 Type: ES Page Ref: 25
Learning Objective: 6. Define agency and structure.
Skill: 50. Able to define key terms

46) causal explanation

Answer:
A statement in social theory about why events occur that is expressed in terms of causes and effects. They correspond to associations in the empirical world.
Diff: 4 Type: ES Page Ref: 34
Learning Objective: 10. Define causality and its three criteria.
Skill: 09. Can read and express an understanding of a simple set of causal relations

47) concept

Answer:
An idea expressed as a symbol or in words.
Diff: 4 Type: ES Page Ref: 24
Learning Objective: 5. Explain what is meant by a concept.
Skill: 50. Able to define key terms

48) deductive approach

Answer:
An approach to inquiry or social theory in which one begins with abstract ideas and principles, then works toward concrete, empirical details to test the ideas.
Diff: 4 Type: ES Page Ref: 31
Learning Objective: 9. Differentiate between inductive and deductive approaches to theory.
Skill: 50. Able to define key terms

49) empirical generalization

Answer:
A quasi-theoretical statement that summarizes findings or empirical regularities. It uses few if any abstract concepts and only makes a statement about a recurring pattern that researchers observe.
Diff: 4 Type: ES Page Ref: 23
Learning Objective: 4. Define empirical generalization and middle-range theory.
Skill: 50. Able to define key terms

50) epistemology

Answer:
A branch of philosophy that studies knowledge, including how we pursue knowledge.
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Learning Objective: 7. Explain what is meant by ontology and epistemology as they apply to the approach a researcher takes to social research.
Skill: 50. Able to define key terms

51) grounded theory

Answer:
Social theory that is rooted in observations of specific, concrete empirical details.
Diff: 4 Type: ES Page Ref: 32
Learning Objective: 9. Differentiate between inductive and deductive approaches to theory.
Skill: 50. Able to define key terms

52) idiographic

Answer:
An approach that focuses on creating detailed descriptions of specific events in particular time periods and settings. It rarely goes beyond empirical generalizations to abstract social theory or causal laws.
Diff: 4 Type: ES Page Ref: 28
Learning Objective: 8. Compare the positivist and interpretivist paradigms.
Skill: 50. Able to define key terms

53) inductive approach

Answer:
An approach to inquiry or social theory in which one begins with concrete empirical details, then works toward abstract ideas or general principles.
Diff: 4 Type: ES Page Ref: 32
Learning Objective: 9. Differentiate between inductive and deductive approaches to theory.
Skill: 50. Able to define key terms

54) interpretivism

Answer:
The philosophical orientation that the study of society requires research techniques specific to understanding the interpretation of meaning.
Diff: 4 Type: ES Page Ref: 26
Learning Objective: 8. Compare the positivist and interpretivist paradigms.
Skill: 50. Able to define key terms

55) macrosocial theory

Answer:
Social theories and explanations about more abstract, large-scale, and broad-scope aspects of social reality, such as social change in major institutions in a whole nation across decades.
Diff: 4 Type: ES Page Ref: 23
Learning Objective: 3. Explain what is meant by levels of theory.
Skill: 50. Able to define key terms

56) mesosocial theory

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Answer:
Social theories and explanations about more middle-level social reality between a broad and narrow scope, such as the development and operation of social organizations, communities, or social movements over a five-year period.
Diff: 4 Type: ES Page Ref: 23
Learning Objective: 3. Explain what is meant by levels of theory.
Skill: 50. Able to define key terms

57) micro-level theory

Answer:
Social theories and explanations about the concrete, small-scale, and narrow level of reality, such as face-to-face interaction in small groups over a two-month period of time.
Diff: 4 Type: ES Page Ref: 23
Learning Objective: 3. Explain what is meant by levels of theory.
Skill: 50. Able to define key terms

58) middle-range theory

Answer:
A theory that focuses on specific aspects of social life and sociological topics that can be tested with empirical hypotheses.
Diff: 4 Type: ES Page Ref: 23
Learning Objective: 3. Explain what is meant by levels of theory.
Skill: 50. Able to define key terms

59) negative relationship

Answer:
An association between two variables such that as values on one variable increase, values on the other variable fall or decrease.
Diff: 4 Type: ES Page Ref: 37
Learning Objective: 10. Define causality and its three criteria.
Skill: 50. Able to define key terms

60) nomothetic

Answer:
An approach based on laws or one that operates according to a system of laws.
Diff: 4 Type: ES Page Ref: 27
Learning Objective: 8. Compare the positivist and interpretivist paradigms.
Skill: 50. Able to define key terms

61) ontology

Answer:
A branch of philosophy that considers the way we understand the nature of reality
Diff: 4 Type: ES Page Ref: 26
Learning Objective: 7. Explain what is meant by ontology and epistemology as they apply to the approach a researcher takes to social research.
Skill: 50. Able to define key terms

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62) paradigm

Answer:
A general organizing framework for social theory and empirical research. It includes basic assumptions, major questions to be answered, models of good research practice and theory, and methods for finding answers to questions.
Diff: 4 Type: ES Page Ref: 26
Learning Objective: 8. Compare the positivist and interpretivist paradigms.
Skill: 50. Able to define key terms

63) positive relationship

Answer:
An association between two variables such that as values on one variable increase, values on the other variable rise or increase.
Diff: 4 Type: ES Page Ref: 37
Learning Objective: 10. Define causality and its three criteria.
Skill: 50. Able to define key terms

64) positivism

Answer:
The philosophical orientation that the social world should be studied in a similar manner to the natural world.
Diff: 4 Type: ES Page Ref: 26
Learning Objective: 8. Compare the positivist and interpretivist paradigms.
Skill: 50. Able to define key terms

65) prediction

Answer:
A statement about something that is likely to occur in the future.
Diff: 4 Type: ES Page Ref: 33
Learning Objective: 10. Define causality and its three criteria.
Skill: 50. Able to define key terms

66) replication

Answer:
The principle that researchers must be able to repeat scientific findings in multiple studies to have a high level of confidence that the findings are true.
Diff: 4 Type: ES Page Ref: 27
Learning Objective: 8. Compare the positivist and interpretivist paradigms.
Skill: 50. Able to define key terms

67) social theory

Answer:
A system of interconnected abstractions or ideas that condenses and organizes knowledge about the social world.

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Diff: 4 Type: ES Page Ref: 22
Learning Objective: 2. Explain what is meant by the term social theory.
Skill: 50. Able to define key terms

68) structure

Answer:
Refers to aspects of the social landscape that appear to limit or influence the choices made by individuals.
Diff: 4 Type: ES Page Ref: 25
Learning Objective: 6. Define agency and structure.
Skill: 50. Able to define key terms

69) temporal order

Answer:
In establishing causation, the cause must come before the effect.
Diff: 4 Type: ES Page Ref: 34
Learning Objective: 10. Define causality and its three criteria.
Skill: 50. Able to define key terms

70) *verstehen*

Answer:
A German word that translates as "understanding." Specifically, it means an empathic understanding of another's worldview and is used in an interpretative approach to social science.
Diff: 4 Type: ES Page Ref: 28
Learning Objective: 8. Compare the positivist and interpretivist paradigms.
Skill: 50. Able to define key terms

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