Social Research Methods 8th edition Neuman Test Bank

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Instructor's Resource Manual and Test Bank

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Social Research Methods: Qualitative and Quantitative Approaches

Eight Edition

W. Lawrence Neuman

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CHAPTER 1

Why Do Research?

Introduction

Chapter 1 introduces students to social research and how social scientists *do* research. The author assumes that students will initially resist discussing this topic, so he first provides a discussion on lay acquisition of knowledge. In the section "Alternatives to Social Research," the author introduces students to several alternatives to social research: personal experience and common sense, experts and authorities, social and mass media, and ideological and religious beliefs. By bringing to light lay acquisition of knowledge and its flaws, the author sets the stage for discussing the scientific community and the steps in conducting social research. The "Steps in the Research Process" outlines qualitative and quantitative research separately, and several examples are given at the end of the chapter.

Learning Objectives

After studying Chapter 1, a student will be able to do the following:

1.1 Explain how alternatives to social research are used for making decisions.
1.2 Describe the scientific approach to social research.
1.3 Differentiate between quantitative and qualitative approaches to social research.
1.4 Describe the steps in quantitative and qualitative research processes.
1.5 Summarize the applications of social research.

Supplemental Source Material

Jasso, Guillermina. 2004. "The Tripartite Structure of Social Science Analysis." *Sociological Theory* 22(3): 401-431.

The goal of sociology, and all social science, is to produce reliable knowledge about human behavioral and social phenomena. To reach that goal, we undertake three kinds of activities: theoretical work, empirical work, and, even more basic, we develop frameworks that assemble the fundamental questions together with the fundamental tools that will be used to address them. This article examines the three sets of activities and their interrelations.

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Kultygin, Vladimir P. 2003. "Universal Content and National Forms in the Development of Sociological Knowledge: The View of a Russian Sociologist." *Current Sociology* 51(6): 671-687.

Kultygin examines "the dual nature of sociology as both a system of knowledge and a social institution." By examining the influence national cultures have had on the development of a "universal sociological knowledge," Kultygin argues that the varying schools of sociology need to resolve their differences.

Mears, Daniel P., Stafford, Mark C. 2002. "Central Analytical Issues in the Generation of Cumulative Sociological Knowledge." *Sociological Focus* 35(1): 5-24.

Cumulative sociological knowledge is stunted by competing conceptual frameworks. This article diagrams nine analytical issues confronting sociology's goal of generating a cumulative body of scientific knowledge.

Semester Project

The semester project is designed to get students actively involved in the social research process by writing a 12 – 18-page research proposal. The project is split into sections that are to be assigned over the course of the semester in conjunction with the course readings. A final version of the paper is due at the end of the semester. The paper is comprised of six sections: introduction, literature review, methods, measurement, sampling, and discussion/conclusion. This project is writing intensive, and instructors are encouraged to give detailed criticisms on each component of the paper, so when a final draft is turned in at the end of the semester, students are not surprised by their performance grade. The instructor takes the place of editor. Instructors and students should be open to the idea that this project is a process. While papers can be written in a fluid and unobstructed manner over the course of the semester, most papers require multiple revisions and reworking of previous sections as each chapter provides learning opportunities to expand and better each subsequent draft. Each section outline is provided in the corresponding chapter outlines below.

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Key Terms

Blind review
Data
Empirical
False consensus
Halo effect
Illusion of explanatory depth
Innumeracy
Junk science
Norms of the scientific community
Overgeneralization
Premature closure
Pseudoscience
Scholarly journal article
Scientific community
Scientific literacy
Selective observation
Social theory

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Chapter 2

What Are the Major Types of Social Research?

Introduction

Chapter 2 introduces students to the different dimensions of social research. The author explores how audience, purpose, and time influence social research. Just as an audience influences an author writing a novel, the audience determines if a research project will be basic or applied. While basic research is briefly outlined, an in-depth introduction to applied research and the varying types of applied research (evaluation, action, and social impact) are explored. The research purpose directs the researcher to collect exploratory, descriptive or explanatory data, or a combination of these types of data. Also, the research purpose frames the questions that the researcher proposes. Depending on the research question, time frames how data will be collected and analyzed. Specific data collection techniques will be surveyed in-depth in later chapters, but quantitative (experiment, survey, and nonreactive research) and qualitative (field research and historical-comparative) methods are briefly outlined.

Learning Objectives

After studying Chapter 2, students will be able to do the following:

2.1 Differentiate between basic and applied research.
2.2 Describe the types of purposes for research.
2.3 Describe the features of case-study research.
2.4 Differentiate between cross-sectional and longitudinal research.
2.5 Summarize the different data collection methods for quantitative and qualitative. research

Supplemental Source Material

Levin-Rozalis, Miri. 2003. "Evaluation and Research: Differences and Similarities." *The Canadian Journal of Program Evaluation* 18(2): 1-31.

This article compares and contrasts research (basic research) from evaluation (applied research).

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Burnett, Cathleen. 2003. "Passion through the Profession: Being both Activist and Academic." *Social Justice* 30: 135-150.

This article discusses the intersection of research and activism in the applied setting.

Semester Project

As students become more familiar with the material presented in the text, ask them to start thinking about a research project that might interest them, as this will form the first component of their semester project. The first part of the project will be assigned after students have read and comprehended the information in Chapter 3, but it helps to have them begin focusing on their interests before assigning the first section of the writing project.

Key Terms

Action research
Applied research
Basic research
Case-study research
Cohort study
Commissioned research
Content analysis
Cost-benefit analysis
Cross-sectional research
Descriptive research
Evaluation research
Existing statistics research
Experimental research
Explanatory research
Exploratory research
Field research
Historical-comparative research
Instrumental knowledge
Longitudinal research
Needs assessment
Nonreactive research
Panel study
Participatory action research
Reflexive knowledge
Social impact assessment
Survey research
Time-series research
Translational research

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