MULTIPLE CHOICE

1. The two broad approaches social scientists use to gather data about the social world are:
   a. deductive and inductive.
   b. qualitative and quantitative.
   c. implicit and explicit.
   d. correlational and causal.

   ANS: B DIF: Easy REF: Methods
   OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Remembering

2. A sociologist's subject matter presents some difficult research problems of a kind that natural scientists rarely have to deal with. Which of the following does NOT describe such a problem?
   a. A sociologist is part of the very subject he or she is studying.
   b. For ethical reasons, it is not permissible to do particular kinds of studies on people.
   c. It is possible to have completely controlled experiments to delineate cause-and-effect relationships.
   d. The causes of social behavior are usually multiple, complex, and intricate.

   ANS: C DIF: Moderate REF: Methods
   OBJ: Understand the difference between correlation and causation
   MSC: Remembering

3. The research method that uses information that can be converted to numerical form is:
   a. qualitative.
   b. quantitative.
   c. deductive.
   d. inductive.

   ANS: B DIF: Easy REF: Methods
   OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Remembering

4. Norm is interested in whether pet owners are more likely than those who do not own pets to have healthier lifestyles (e.g., exercise regularly, drink moderately, and refrain from nicotine use). By comparing the numbers he gathers on both groups, Norm will most likely be using what particular research method?
   a. quantitative
   b. inductive
   c. deductive
   d. qualitative

   ANS: A DIF: Moderate REF: Methods
   OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Applying

5. Which of the following is an example of a quantitative research method?
   a. conducting a survey about how often people attend church
   b. interviewing people about the role of religion in their lives
   c. observing how people behave and interact with each other in a church setting
   d. participating in a weekly Bible study meeting for 12 months to understand its importance in people's lives

   ANS: A DIF: Moderate REF: Methods
   OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Applying

6. What type of research describes people's behavior in rich detail and focuses on the meanings people give to their actions?
   a. inductive
   b. qualitative
   c. quantitative
   d. deductive

   ANS: B DIF: Easy REF: Methods
   OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Remembering

7. Elizabeth would like to conduct a study to determine how women define spousal abuse and the meanings they attach to their abuse. What research method will Elizabeth most likely use?
   a. quantitative
   b. inductive
   c. qualitative
   d. deductive

   ANS: C DIF: Moderate REF: Methods
   OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Applying

8. If Kate begins her research with a theory, then forms hypotheses and makes some observations, what method is she using?
   a. independent
   b. dependent
   c. inductive
   d. deductive

   ANS: D DIF: Easy REF: Research 101
   OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Applying

9. Which of the following describes the deductive approach to research?
   a. A researcher makes some observations and develops a theory based on these observations.
   b. A researcher develops some hypotheses to explain a correlation observed between two variables.
   c. A researcher starts with a theory, forms hypotheses, makes observations, and then analyzes the data.
   d. A researcher develops some hypotheses that lead to a theory about human behavior.

   ANS: C DIF: Moderate REF: Research 101
   OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Remembering

10. Which approach to sociological research starts with empirical observations and then works to form a theory?
    a. statistical
    b. observational
    c. inductive
    d. deductive

    ANS: C DIF: Easy REF: Research 101
    OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Understanding

11. Paula begins to notice that there are patterns to where people sit on the bus, and these patterns differ depending on whether the rider is male or female. Based on these observations, she generates larger ideas (theories) about the behaviors of men and women. This is an example of which kind of research approach?
    a. deductive
    b. inductive
    c. quantitative
    d. a case study

ANS: B DIF: Moderate REF: Research 101
OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Applying

12. Which of the following is the best example of a correlation?
    a. People who work harder have higher income.
    b. People with better health work harder.
    c. The more income a person makes, the easier it is to retire.
    d. People with higher levels of income tend to enjoy better overall health.

    ANS: D DIF: Moderate REF: Causality versus Correlation
    OBJ: Understand the difference between correlation and causation
    MSC: Understanding

13. A correlation is a:
    a. change in one variable that is caused by another.
    b. simultaneous change in two variables.
    c. relationship between two moderating variables.
    d. relationship between cause and effect.

    ANS: B DIF: Moderate REF: Causality versus Correlation
    OBJ: Understand the difference between correlation and causation
    MSC: Remembering

14. When one factor is said to influence another factor, we refer to this as:
    a. correlation.
    b. association.
    c. causality.
    d. mediation.

    ANS: C DIF: Easy REF: Causality versus Correlation
    OBJ: Understand the difference between correlation and causation
    MSC: Remembering

15. Which of the following factors is needed to establish causality?
    a. validity
    b. time order
    c. spuriousness
    d. panel study results

    ANS: B DIF: Easy REF: Causality versus Correlation
    OBJ: Understand the difference between correlation and causation
    MSC: Remembering

16. The three factors needed to establish causality are:
    a. correlation, a hypothesis, and deductive analysis.
    b. ruling out alternative explanations, time order, and moderating variables.
    c. a case study, correlation, and time order sequencing.
    d. correlation, time order, and ruling out alternative explanations.

    ANS: D DIF: Easy REF: Causality versus Correlation
    OBJ: Understand the difference between correlation and causation
    MSC: Remembering

17. Which of the following is more difficult to do in social science research?
    a. say that two things change at the same time
    b. establish that something is the cause of something else
    c. argue that two things are related
    d. propose a relationship between two variables

ANS: B DIF: Moderate REF: Causality versus Correlation
OBJ: Understand the difference between correlation and causation
MSC: Understanding

18. In establishing causation, it helps to know which variable precedes the other in time. If not, it is easy to make a mistake involving:
    a. reverse causality.
    b. temporal dislocation.
    c. alternative explanations.
    d. time order.

    ANS: A DIF: Difficult REF: Causality versus Correlation
    OBJ: Explain why reverse causality makes it hard to tell which of the variables is truly the dependent variable MSC: Remembering

19. A sociologist finds a strong relationship between education and income. If he only assumes that the amount of education people receive directly causes them to earn a certain income, and not that a family's income can determine educational attainment, he is forgetting to consider:
    a. luck.
    b. reverse causality.
    c. the role of education.
    d. the cost of tuition.

    ANS: B DIF: Easy REF: Causality versus Correlation
    OBJ: Explain why reverse causality makes it hard to tell which of the variables is truly the dependent variable MSC: Understanding

20. Andy hypothesized that the stress created during economic downturns would increase the probability of spousal abuse. Stress would be considered the _____ variable, and spousal abuse would be considered the _____ variable.
    a. dependent; independent
    b. key; affected
    c. moderating; dependent
    d. independent; dependent

    ANS: D DIF: Moderate REF: Variables
    OBJ: Explain why reverse causality makes it hard to tell which of the variables is truly the dependent variable MSC: Applying

21. Professor Clayton hypothesizes that travel to other countries increases students' abilities to do well in advanced sociology classes. Which variable is the independent variable?
    a. Professor Clayton
    b. travel to other countries
    c. other cultures
    d. students' abilities

    ANS: B DIF: Moderate REF: Variables
    OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Applying

22. Factors that affect the relationship between an independent and a dependent variable are known as:
    a. operationalized variables.
    b. moderating variables.
    c. interfering variables.
    d. spurious variables.

    ANS: B DIF: Easy REF: Variables
    OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Remembering

23. A moderating variable is a factor that:
    a. affects the independent variable in a hypothesis.
    b. affects the relationship between the independent and dependent variables.
    c. can replace the independent variable in a hypothesis.
    d. is positioned between the independent and dependent variables but does not affect the

relationship between them.

ANS: B DIF: Moderate REF: Variables
OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Remembering

24. A variable that is thought to be influenced by another variable is known as the:
    a. dependent variable.
    b. independent variable.
    c. key independent variable.
    d. spurious variable.

ANS: A DIF: Easy REF: Variables
OBJ: Explain why reverse causality makes it hard to tell which of the variables is truly the dependent variable MSC: Remembering

25. A variable that is thought to cause a change in another variable is called the:
    a. dependent variable.
    b. independent variable.
    c. spurious variable.
    d. intervening variable.

ANS: B DIF: Easy REF: Variables
OBJ: Explain why reverse causality makes it hard to tell which of the variables is truly the dependent variable MSC: Remembering

26. Which of the following is an example of a negative relationship between individual behavior and health?
    a. A diet high in fat greatly increases an individual's risk for obesity and other chronic diseases.
    b. The less fat an individual consumes, the lower his or her risk of heart disease.
    c. As nicotine consumption increases, the risk for cancer increases.
    d. As nicotine consumption decreases, life expectancy increases.

ANS: D DIF: Moderate REF: Hypotheses Testing
OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Applying

27. A testable statement about the relationship between two or more variables is called a(n):
    a. operationalization.
    b. reliability.
    c. hypothesis.
    d. natural experiment.

ANS: C DIF: Easy REF: Hypothesis Testing
OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Remembering

28. In social research, a hypothesis is a(n):
    a. educated guess.
    b. proposed relationship between two or more variables.
    c. description for why a particular social phenomenon occurs.
    d. explanation for why two variables are correlated.

ANS: B DIF: Easy REF: Hypothesis Testing
OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Remembering

29. How could you operationalize the variable "academic achievement"?
    a. use overall GPA as a precise measure
    b. observe student study habits before a big exam
    c. send a survey to professors asking their thoughts on what good students do to learn

d. study three hours outside of class for every hour spent in class

ANS: A DIF: Easy REF: Hypothesis Testing
OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Understanding

30. Jill wants to know more about how democratic a society is. When she begins her study, she defines the level of democracy as the number of people who are able to participate in popular elections. With this definition, Jill has _____ the variable "level of democracy":
a. constructed
b. hypothesized
c. causally connected
d. operationalized

ANS: D DIF: Easy REF: Hypothesis Testing
OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Applying

31. If Jose's study measures religiosity by the number of hours people spend in organized religious activities, while Deidra's study measures religiosity by whether people agree or disagree that religion plays an important part in their life, Jose and Deidra:
a. will not be able to compare their research findings.
b. operationalize their concepts of religion differently.
c. have different hypotheses about the role of religion in their study.
d. have very different independent and dependent variables.

ANS: B DIF: Moderate REF: Hypothesis Testing
OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Remembering

32. When a researcher is successful at measuring what he or she intends to measure, this is called:
a. validity.
b. reliability.
c. response rate.
d. generalizability.

ANS: A DIF: Easy REF: Validity, Reliability, and Generalizability
OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Remembering

33. In her study, Darby is using church membership as an indicator of how religious a person is. She discovers that some "very religious" people rarely attend church. Darby may conclude that:
a. religiosity is a dependent variable.
b. her measure of religiosity lacks validity.
c. church attendance is a reliable indicator.
d. there is reverse causality between church attendance and religion.

ANS: B DIF: Moderate REF: Validity, Reliability, and Generalizability
OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Applying

34. A standard yardstick measures 36 inches, but Sarah is using a "faulty" yardstick (one that measures 40 inches long) to measure the campers in her youth group. Sarah will not get a(n) _____ indication of height, but she will have a(n) _____ measure of height.
a. reliable; valid
b. consistent; accurate
c. valid; reliable
d. accurate; generalizable

ANS: C DIF: Moderate REF: Validity, Reliability, and Generalizability
OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Applying

35. After consistently burning dinner for a month, John found out that his oven's temperature gauge was giving readings that were 50 degrees cooler than the oven's actual temperature. John's oven thermometer can be said to be:
    a. valid but not reliable.
    b. reliable but not valid.
    c. neither reliable nor valid.
    d. both reliable and valid.

    ANS: B DIF: Moderate REF: Validity, Reliability, and Generalizability
    OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Applying

36. The likelihood that a researcher will obtain the same result using the same measures the next time he or she tests a hypothesis is:
    a. validity.
    b. reliability.
    c. response rate.
    d. generalizability.

    ANS: B DIF: Easy REF: Validity, Reliability, and Generalizability
    OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Remembering

37. The more consistent the results given by repeated measurements, the higher the _____ of the measurement procedure (and vice versa).
    a. reliability
    b. validity
    c. efficiency
    d. responsiveness

    ANS: A DIF: Easy REF: Validity, Reliability, and Generalizability
    OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Remembering

38. The extent to which a researcher can claim that his or her findings explain a larger population than was studied is known as:
    a. validity.
    b. reliability.
    c. responsiveness.
    d. generalizability.

    ANS: D DIF: Easy REF: Validity, Reliability, and Generalizability
    OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Remembering

39. Based on the results of a representative sample of students at his high school, Jack claims that "the majority of high school students today believe premarital sex is wrong." Jack may be "speaking beyond his data" because the results he obtained may not easily translate to the attitudes of other high school students across the United States. This concern addresses the study's:
    a. validity.
    b. generalizability.
    c. reliability.
    d. reflexivity.

    ANS: B DIF: Moderate REF: Validity, Reliability, and Generalizability
    OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Applying

40. If Sandra wants to generalize the findings of her study to another (possibly larger) population, it is important that the people in her study be:
    a. randomly selected from the population she wants to generalize to.
    b. varied in their characteristics so that there will be no problems.
    c. aware of her intentions, so the study will be valid and reliable.
    d. representative of the group(s) she wants to generalize to.

ANS: D DIF: Moderate REF: Validity, Reliability, and Generalizability
OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Understanding

41. Because they are an accessible population, sociologists sometimes use undergraduate students in their research. In relation to the concept of *generalizability* in science, this tendency could represent a potential defect in research because:
    a. college undergraduates do not have the right to refuse without suffering negative consequences.
    b. the experiences of college undergraduates do not provide a legitimate empirical resource.
    c. college undergraduates are not a subset of the general population.
    d. college undergraduates are not typical of the public at large.

    ANS: D DIF: Difficult REF: Validity, Reliability, and Generalizability
    OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Understanding

42. Ethnographer Mitchell Duneier spent five years hanging out with booksellers on the streets of Manhattan. His role as both researcher and participant provides a great example of the importance of:
    a. maintaining firm boundaries between the role of researcher and the role of participant.
    b. staying true to the ethical principles of the scientific method in our research.
    c. critically assessing how our role as researchers may affect the people we study.
    d. maintaining distance from those we study so that our results are not contaminated.

    ANS: C DIF: Moderate REF: Role of the Researcher
    OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Understanding

43. What is the meaning of the term *white coat effects* in social research?
    a. the structuring of a research project to maintain total anonymity
    b. the impact researchers have on the people/relationships they study
    c. the change in a subject's behavior when researchers wear white coats
    d. when researchers "put on the charm" to get compliance from their subjects

    ANS: B DIF: Moderate REF: Role of the Researcher
    OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Remembering

44. A double-blind study means that:
    a. neither the subjects nor the researchers know who is in the experimental group or the control group.
    b. neither the subjects nor the researchers know the "real" reason they are involved in a study.
    c. neither the subjects nor the researchers are aware that a study is taking place.
    d. the subjects are blind as to whether they are getting the actual treatment under consideration or a simulated treatment.

    ANS: A DIF: Moderate REF: Role of the Researcher
    OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Remembering

45. Cole was involved in a research study to find out if a particular medicine was safe and could help prevent meningococcal disease in healthy teenagers. Some of the study participants received a shot with no medicine in it (a placebo), while other participants received a shot containing the medicine. Neither the doctor nor Cole would know what shots were being administered or whether Cole was in the experimental or control group. This type of study is known as a(n):
    a. experimental study.
    b. double-blind study.
    c. placebo study.
    d. case study.

    ANS: B DIF: Moderate REF: Role of the Researcher
    OBJ: Discuss why researchers have more power than their subjects
    MSC: Applying

46. What does *reflexivity* mean with regard to social research?
    a. when researchers think carefully about how to avoid research
    b. solely when researchers maintain flexibility and willingness to change the course/direction of their study
    c. when researchers are aware of their role in, and their potential effect on, the behavior of the people they study
    d. the effects that researchers themselves have on the research subjects

    ANS: C DIF: Moderate REF: Role of the Researcher
    OBJ: Discuss why researchers have more power than their subjects
    MSC: Remembering

47. A qualitative researcher who assumes everything he observes would have happened exactly the same way if he wasn't there observing lacks:
    a. generalizability.
    b. reflexivity.
    c. validity.
    d. sympathy.

    ANS: B DIF: Moderate REF: Role of the Researcher
    OBJ: Discuss why researchers have more power than their subjects
    MSC: Understanding

48. If Juanita practices _____ in her research, she carefully considers how her role as researcher may affect those whom she studies (the researched).
    a. reflexivity
    b. selective attention
    c. empathy
    d. common sense

    ANS: A DIF: Moderate REF: Role of the Researcher
    OBJ: Discuss why researchers have more power than their subjects
    MSC: Remembering

49. Which of the following is true regarding value judgments made by sociologists conducting research?
    a. It is possible for a sociologist to remain value free.
    b. It is not important for a sociologist to remain value free.
    c. Value judgments and subjectivity lead to better research.
    d. Every sociologist makes some value judgments, even about the problems and topics he or she chooses to study.

    ANS: D DIF: Difficult REF: Role of the Researcher
    OBJ: Discuss why researchers have more power than their subjects
    MSC: Understanding

50. Sandra Harding's (1987) three elements of feminist research include all of the following EXCEPT:

a. treating women's experiences as legitimate in the field of sociology, which has always been male dominated.
b. engaging in social science that may lead to policy changes.
c. prioritizing women's and girls' experiences over men's and boys' experiences.
d. taking into account the researcher as much as the overt subject matter being studied.

ANS: C DIF: Moderate REF: Role of the Researcher
OBJ: Discuss why researchers have more power than their subjects
MSC: Remembering

51. Positivist sociologists tend to use which of the following types of measures?
a. quantitative
b. qualitative
c. spurious
d. invalid

ANS: A DIF: Moderate REF: Creating and Testing Theory
OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Remembering

52. Interpretive sociologists examine meanings attached to behaviors. This most commonly leads them to use which of the following measures?
a. quantitative
b. qualitative
c. spurious
d. invalid

ANS: B DIF: Moderate REF: Creating and Testing Theory
OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Remembering

53. Sandra is doing research on cheating among students at Duke University. The student body at Duke will serve as her:
a. sample.
b. population.
c. random sample.
d. fieldwork.

ANS: B DIF: Moderate
REF: Samples: They're Not Just the Free Tastes at the Supermarket
OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Applying

54. Charles is a sociologist studying a population of gay fathers in the United States. He interviews 200 men in his data collection. These 200 men constitute what researchers call a:
a. census.
b. selection bias.
c. sample.
d. participant observation.

ANS: C DIF: Easy
REF: Samples: They're Not Just the Free Tastes at the Supermarket
OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Applying

55. The subset of a population from which a researcher collects data is known as a:
a. census.
b. selection bias.
c. sample.
d. survey.

ANS: C DIF: Easy
REF: Samples: They're Not Just the Free Tastes at the Supermarket
OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Remembering

56. A(n) _____ is an in-depth look at a specific phenomenon or situation in a particular social setting and is common in qualitative research.
    a. experiment
    b. case study
    c. survey
    d. participant observation

    ANS: B DIF: Moderate
    REF: Samples: They're Not Just the Free Tastes at the Supermarket
    OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Remembering

57. If a sociologist studies one high school in a study of the effectiveness of its Parent-Teacher Association, he or she is using which of the following research methods?
    a. an experiment
    b. a case study
    c. a panel study
    d. content analysis

    ANS: B DIF: Moderate
    REF: Samples: They're Not Just the Free Tastes at the Supermarket
    OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Applying

58. All of the following are strengths of the case study method EXCEPT that it is:
    a. useful for obtaining very detailed information.
    b. a useful starting point for exploring new topics.
    c. useful for creating large-scale generalizations.
    d. useful for understanding causal mechanisms indicated in large-scale surveys.

    ANS: C DIF: Difficult
    REF: Samples: They're Not Just the Free Tastes at the Supermarket
    OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Remembering

59. Although qualitative studies are rich in detail and offer an in-depth look at a particular population and/or phenomenon, due to their limited scope they sometimes suffer from low:
    a. validity.
    b. generalizability.
    c. representativeness.
    d. reliability.

    ANS: B DIF: Moderate
    REF: Samples: They're Not Just the Free Tastes at the Supermarket
    OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Remembering

60. Which of the following might be an advantage of participant observation research?
    a. The researcher has considerable control over the conditions of the research.
    b. The researcher can uncover what people do rather than simply what they *say* they do.
    c. The research itself is often limited in scope—which is important to sociological research.
    d. It is a useful method for studying large and diverse populations.

    ANS: B DIF: Moderate REF: Data Collection
    OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Understanding

61. Georgia has volunteered at the local crisis center. While she is volunteering, she is given permission to "gather data" and ask the women about the circumstances surrounding their abuse. What method will Georgia most likely use?
    a. experiment
    c. interviews

b. survey
d. content analysis

ANS: C DIF: Moderate REF: Data Collection
OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Applying

62. There are advantages and disadvantages to different interview techniques. What might be an advantage that structured interviews have over unstructured (open-ended) interviews?
a. It is easier to ask more personal questions.
b. It is easier to make careful tabulations and comparisons of answers.
c. It is easier to get more detailed information.
d. It is easier to develop a rapport with the respondent.

ANS: B DIF: Moderate REF: Data Collection
OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Understanding

63. A market researcher, who asks an ordered series of questions intended to elicit information from research respondents, is administering a(n):
a. experiment.
b. participant observation.
c. case study.
d. survey.

ANS: D DIF: Easy REF: Data Collection
OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Applying

64. Many colleges and universities have gone to an online system for evaluating teaching effectiveness. Although this process guarantees anonymity, the completion rate (percentage of students who fill out evaluations) has dropped. Which of the following is NOT a significant problem with low response rates in this situation?
a. Students who complete the survey may be different in significant ways from those who do not.
b. Students who do not complete the evaluations may end up taking the wrong classes.
c. Only students who like their instructors may complete the evaluations.
d. Instructors may not get accurate feedback about their teaching methods.

ANS: B DIF: Moderate REF: Data Collection
OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Understanding

65. The main reason that achieving high response rates and limiting selection bias are so important is that they lead to:
a. increasing generalizability.
b. decreasing generalizability.
c. increasing validity.
d. decreasing validity.

ANS: A DIF: Easy REF: Data Collection
OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Applying

66. _____ is probably the best method available to the social scientist interested in collecting original data and for describing a population too large to observe directly.

a. Survey research
b. Content analysis
c. Comparative research
d. An experiment

ANS: A DIF: Moderate REF: Data Collection

OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Understanding

67. A potential shortcoming of survey research is that surveys:
    a. tend to focus more on what people do than what they say.
    b. rely on people's honesty and willingness to cooperate.
    c. cannot reflect the total population.
    d. cannot be used on large populations.

    ANS: B DIF: Moderate REF: Data Collection
    OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Remembering

68. The General Social Survey (GSS) is replicated yearly with a new sample of 2,000 respondents. This is an example of:
    a. an experiment.
    b. participant observation.
    c. a repeated cross-sectional survey.
    d. a longitudinal study.

    ANS: C DIF: Moderate REF: Data Collection
    OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Applying

69. Which of the following is an example of a panel survey (also known as a longitudinal study)?
    a. a survey of 500 fourth-grade students questioned at the beginning of the school year and again at the end of the school year
    b. a study of 500 fourth-grade students who are then contacted every two years for an eight-year period in follow-up studies
    c. a survey of 500 fourth-grade students that is repeated with a new group of fourth-grade students every year for ten years
    d. a survey of 500 fourth-grade students conducted by a panel of social scientists from different disciplines

    ANS: B DIF: Moderate REF: Data Collection
    OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Understanding

70. A type of longitudinal study in which the same sample of respondents is tracked over a long period of time is known as:
    a. an experiment.
    b. participant observation.
    c. the historical method.
    d. a panel study.

    ANS: D DIF: Moderate REF: Data Collection
    OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Understanding

71. Which of the following methods involves collecting data from written reports or other artifacts in order to discover patterns in behavior/attitudes dating to an earlier time period?
    a. experiments
    b. audit studies
    c. panel surveys
    d. historical methods

    ANS: D DIF: Moderate REF: Data Collection
    OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Remembering

72. Jackson is using newspaper articles dating from the early 1950s to study unofficial attitudes toward working women post–World War II. Jackson is using what research method?
    a. experimental
    b. content analysis
    c. comparative research
    d. historical methods

    ANS: D DIF: Difficult REF: Data Collection
    OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Applying

73. Rogers Brubaker (1992) studied the notions of citizenship and nationhood in both France and Germany. His method of research is known as:
    a. comparative research.
    b. a case study.
    c. an experiment.
    d. content analysis.

    ANS: A DIF: Moderate REF: Data Collection
    OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Remembering

74. Comparative research usually involves studying:
    a. two cultures that have virtually nothing in common in order to determine why they are so different.
    b. two cultures that have a good number of things in common but differ in one important dimension—this dimension becomes the subject of the study.
    c. several groups within a particular culture in order to identify how and why they differ from the dominant culture.
    d. a dominant and subordinate group in a particular culture to determine the ways in which their activities continue to reproduce inequalities.

    ANS: B DIF: Difficult REF: Data Collection
    OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Remembering

75. The general approach to comparative research is to:
    a. study a total population or census.
    b. find cases that match on every variable.
    c. use a panel study approach only.
    d. find cases that match on many potentially relevant dimensions yet vary on just one.

    ANS: D DIF: Easy REF: Data Collection
    OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Remembering

76. Perhaps the most difficult method(s) to apply to the social sciences, as compared with laboratory-based natural sciences, is/are:
    a. surveys.
    b. experimental methods.
    c. historical methods.
    d. content analysis.

    ANS: B DIF: Moderate REF: Data Collection
    OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Understanding

77. LeeAnn is a graduate student in sociology who is studying media depictions of gun violence in popular films such as *Rambo* and *Scarface*. Her choice of methods is known as:
    a. an audit study.
    b. a panel study.
    c. content analysis.
    d. surveys.

ANS: C DIF: Easy REF: Data Collection
OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Applying

78. Harry's study compared how the posts on Craigslist of "men seeking women" differed from the posts of "women seeking men." What research method was Harry using when he compared how often men and women mentioned particular characteristics (e.g., attractive, sexy, athletic, professional, educated)?
a. historical methods
b. comparative research
c. content analysis
d. interviews

ANS: C DIF: Moderate REF: Data Collection
OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Applying

79. All of the following are described as golden rules of ethical conduct in social research EXCEPT:
a. do no harm.
b. informed consent.
c. never debrief.
d. voluntary participation.

ANS: C DIF: Easy REF: Ethics of Social Research
OBJ: Explain how researchers meet their ethical responsibilities to their subjects
MSC: Remembering

80. Research subjects have a right to know that they are participating in a study and what the study consists of. This is known as:
a. involuntary participation.
b. informed consent.
c. manifest content.
d. latent content.

ANS: B DIF: Easy REF: Ethics of Social Research
OBJ: Explain how researchers meet their ethical responsibilities to their subjects
MSC: Remembering

81. A sociologist studying minor children, pregnant women, or inmates must get approval, as these groups are known as:
a. panel populations.
b. census populations.
c. protected populations.
d. total populations.

ANS: C DIF: Easy REF: Ethics of Social Research
OBJ: Explain how researchers meet their ethical responsibilities to their subjects
MSC: Remembering

82. If a field researcher cannot reveal that a study is being done for fear that this revelation might significantly affect the social processes being studied, he or she is finding out that:
a. it is sometimes difficult to make a distinction between legitimate investigation and unjustified intrusion.
b. it is sometimes difficult to follow the norms of voluntary participation and informed consent.
c. in order to get valid data, sociologists must learn to de-emphasize ethics in their research.
d. it is sometimes difficult for sociologists to *do no harm* to the people they study.

ANS: B DIF: Difficult REF: Ethics of Social Research
OBJ: Explain how researchers meet their ethical responsibilities to their subjects
MSC: Understanding

83. Sometimes a researcher may find it necessary to go against the ethical norms of *informed consent* and *voluntary participation*. Which of the following would NOT be considered one of these times?
    a. when it would be impossible or unfeasible to obtain permission
    b. when the researcher feels his or her presence may disrupt the behavior under investigation
    c. when the researcher's subjects are underage, incarcerated, or pregnant
    d. when it is thought that voluntary participation could introduce bias into the investigation

    ANS: C DIF: Moderate REF: Ethics of Social Research
    OBJ: Explain how researchers meet their ethical responsibilities to their subjects
    MSC: Understanding

ESSAY

1. Distinguish between qualitative and quantitative research methods and give an example of each from the many examples discussed in Chapter 2.

    ANS:
    Qualitative methods seek to obtain information about human beings and the social world that cannot be readily converted to numeric form. The information gathered is often used to document the meanings that actions engender in social participants or to describe the mechanisms by which social processes occur. Examples of qualitative methods are participant observations and case studies (the latter method is directly linked to this methodology in Figure 2.3, "The Research Process").

    Quantitative methods seek to obtain information about human beings and the social world that is already in or can be converted into numeric form and statistical analysis. Examples of quantitative methods are surveys and weighing people on a scale.

    DIF: Moderate REF: Methods
    OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Applying

2. Distinguish between deductive and inductive approaches to research.

    ANS:
    After a researcher decides on a research question or paradox to study, there are two ways to approach research. Using the *deductive approach*, a researcher starts with an existing theory, then forms a hypothesis, makes empirical observations by collecting data, and then analyzes that data to confirm, reject, or modify the original theory. Using the *inductive approach,* a researcher begins by making empirical observations by collecting data and then working to confirm, reject, or modify the theory.

    DIF: Moderate REF: Research 101
    OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Remembering

3. What is the difference between *correlation* and *causation*? Which is harder to prove and why? Use an example to explain your answer.

    ANS:

To say that two things are *correlated* is to simply say that two things vary at the same time (simultaneously). Causation, however, asserts that one thing *causes* the other. It is much easier to say that two things are correlated but very difficult to assert that a change in one factor causes a change in another. One reason it is difficult to establish *causality* is because we need to be careful to rule out other factors (*alternative explanations*) that might be causing the variation, and thus explaining the relationship. To establish causality, you also need to know which variable precedes the other in time (*time order*). You don't need to go to all of this trouble to say that two things are related (*correlated*).

An example of a correlation would be ice cream sales and the number of reported rapes. As ice cream sales increase, the number of reported rapes increases. There is a relationship between the two (correlation), but it would be far-fetched to argue that ice cream sales *cause* rapes to increase (or vice versa). In reality, there is a third variable (heat of the summer) that causes both: ice cream sales increase in warmer weather and rapes are more likely to occur in warmer weather.

DIF: Difficult REF: Causality versus Correlation
OBJ: Understand the difference between correlation and causation
MSC: Analyzing

4. Define *causality*, and list and define the three factors that are needed for it to be established.

ANS:
Causality is the notion that a change in one factor or variable results in a corresponding change in another factor or variable. The three factors that must be established for a researcher to claim causality are *correlation, time order*, and *ruling out alternative explanations*.

(1) *Correlation* is an empirical association or relationship that exists between variables. Ideally, the independent variable correlates with the dependent variable.
(2) *Time order* refers to establishing which variable changed first and in what order the other variables changed. Does A cause B or does B cause A? This is important to establish to avoid the problem of reverse causality.
(3) *Ruling out alternative explanations* means that the researcher has to rule out spurious or false variables that could be affecting his or her findings.

DIF: Difficult REF: Causality versus Correlation
OBJ: Understand the difference between correlation and causation
MSC: Remembering

5. Define *hypothesis* and create your own using the variables *weight* and *eating habits*. Be sure to clarify which variable is the independent (X) and which is the dependent (Y) in your explanation.

ANS:
A *hypothesis* is a proposed relationship between two variables, usually with a stated direction clearly predicting whether the variables move together in a positive direction or in opposite, negative directions.

One example of a hypothesis is, "Poor eating habits are likely to lead to people being over their ideal weight" (X = poor eating habits; Y = weight). Another is, "The more a person weighs, the greater the likelihood that he or she has poor eating habits" (X = weight; Y = eating habits).

A null hypothesis could read, "A person's eating habits have nothing to do with his or her weight" (X = eating habits; Y = weight).

DIF: Moderate REF: Hypothesis Testing
OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Applying

6. Define the terms *validity* and *reliability.*

ANS:
Validity means that a researcher must measure what he or she intends to measure. *Reliability* means that a researcher is able to obtain the same result using the same measures more than once.

DIF: Easy REF: Validity, Reliability, and Generalizability
OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Remembering

7. What is *generalizability* in social science research and why is *sampling* important in it?

ANS:
A major goal of social research is *generalizability*, which means the extent to which a researcher can claim that his or her findings inform beyond the group that was studied. *Sampling* is important because it is almost always impossible to study a total population or census to inform our research, so a subset of the population can be used to explain a larger group. This is why it is important to have a sample that is representative of the group we want to be able to say something about. For example, case studies have many strengths but they are low in generalizability because they only involve one case in a sample.

DIF: Moderate REF: Validity, Reliability, and Generalizability
OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Analyzing

8. In what ways is the role of the social researcher important? (In other words, describe white coat effects and/or reflexivity.)

ANS:
The role of researcher is important, in part, because of the potential impact researchers have on the very processes they are studying, including the people they study (white coat effects). The social researcher, unlike the natural scientist, is part of the very subject he or she is studying. It is therefore sometimes difficult to maintain a detached attitude, and objectivity can be hard to achieve. The sociologist who studies issues such as race relations or poverty can become passionately involved in the outcome of the research and even intimately involved with the people he or she studies. Personal involvement with the subjects can introduce bias and can ultimately affect the findings of the research.

The mere act of investigating social behavior can alter the very behavior that is being investigated. When people know they are being studied, they may not behave as they normally would. Sometimes this problem is compounded when the researcher has more power, education, and more resources than those people he or she studies. Reflexivity is being aware of the effects that a researcher may have on his or her subjects. How might these disparities shape the interactions between researcher and subjects, and even the research findings themselves?

While true value freedom is the goal, almost all research includes value judgments. Even the very research problems and paradoxes chosen for study involve someone's values, biases, and opinions. In summary, potential researcher effects are evident at every stage of the research process—from choosing a topic for research to drawing conclusions and publishing one's findings.

DIF: Difficult REF: Role of the Researcher
OBJ: Discuss why researchers have more power than their subjects
MSC: Analyzing

9. Create a formal hypothesis about the relationship between student engagement in college and academic performance. Identify the independent and dependent variables, and operationalize these variables. Explain why your operationalization scheme is valid.

ANS:
The hypothesis should be stated in causal terms: more student engagement *leads to* or *causes* better academic performance. The dependent variable is the outcome the hypothesis seeks to explain, and the independent variable is the factor that has an impact on the dependent variable. In this case, it could be hypothesized that more student engagement leads to better academic performance.

Operationalization is the precise ways in which the variables are measured. Student engagement could be operationalized with measures of class attendance, class participation, participation in extracurricular activities, or visiting faculty during office hours. Academic performance could be measured with GPA, scores on exams, or some test of understanding.

DIF: Moderate REF: Hypothesis Testing
OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Creating

10. A sociologist is interested in understanding the ways in which inmates experience prison and the effect prison has on their postsentence employment prospects. Briefly explain a study design to address this question, and address the pros and cons of your design.

ANS:
Students could design a qualitative study, which would involve observations or interviews, or a quantitative study involving a survey or analysis of prison records. The pros of a survey would be the generalizability of the results, the relative ease of administering it, and its safety and feasibility in this context. The cons of such a method would be the difficulty in gaining an in-depth understanding about well-being. The pros on a qualitative approach would be the ability to get an in-depth sense of the kinds of problems prisoners experience both in prison and when trying to get a job. The cons would include ethical issues and its lack of generalizability.

DIF: Moderate REF: Data Collection
OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Evaluating

11. Describe the difference between *white coat effects* and *reflexivity* in social research, and discuss why each of these is important.

ANS:
White coat effects are the ways that researchers affect (mostly unintentionally) the people they study. When a researcher's presence impacts the very processes and relationships he or she is looking at, this could be problematic and could lead to "faulty" data. An example of a white coat effect is how I act differently at work when the manager is around. Not only can the manager fire me but I also don't want her to think I'm "goofing off."

Reflexivity is when a researcher is aware of the white coat effects that he or she might be causing. To be reflexive is to examine one's potential role in, and the effect it might have on, the research itself. When the researcher's own perception and experience of events become the data from which he or she makes claims, it is important to acknowledge any potential bias. If researchers are not reflexive, they may believe that their presence has absolutely no effect on subjects' attitudes and behavior, which is unlikely.

DIF: Moderate REF: Role of the Researcher
OBJ: Create a research question with a clear hypothesis, a dependent variable, and an independent variable (or variables) MSC: Analyzing

12. In complete sentences, list and describe the three elements proposed by Sandra Harding (1987) as essential to feminist methodologies.

ANS:
Harding proposed that the following three elements are essential to feminist methods in social research:

(1) Treat women's and girls' experiences as legitimate empirical and theoretical resources.
(2) Engage in social science that may bring about policy changes (that is, public sociology) to help improve women's (and perhaps men's) lives.
(3) Take into account the researcher as much as the overt subject matter. When we enter a research situation, an imbalance of power usually exists between the researcher and the research subjects, and we need to take that power dimension seriously. The point of adopting feminist methods is not to exclude men or male perspectives. It means taking all subjects seriously rather than privileging one type of data, experience, or worldview over another.

DIF: Difficult REF: Role of the Researcher
OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Remembering

13. Describe the survey method of research, including at least two of the strengths and one concern or potential problem of surveys.

ANS:
Surveys are used as a popular and powerful research method that involves an ordered series of questions intended to elicit information from respondents. They are popular (almost all of us have filled one out before) and they are powerful because they can be distributed widely to large samples and can be done anonymously.

Repeated cross-sectional surveys and *panel surveys* are two examples of survey designs that are effective because they can be done longitudinally over time.

One concern when selecting survey respondents to constitute a sample is *selection bias*, which means that the researcher has to be objective and select respondents to make a representative sample, not one in which the subjects are too similar to each other.

DIF: Moderate REF: Data Collection
OBJ: Contrast the major distinctions and functional advantages and disadvantages of qualitative and quantitative research designs MSC: Remembering

14. The instructor of an introductory sociology class asks his students to fill out a questionnaire that he hopes to analyze and eventually publish. He tells the students that if they choose NOT to fill out the questionnaire, they will have points deducted from their next test.

Which *golden rule(s)* of research does this situation violate? Can you think of any potential *white coat effects* that come into play? Give at least one suggestion of how the instructor could handle the situation in a more ethical manner.

ANS:
The instructor clearly violates the rule of *voluntary participation*, for the students should have the right to refuse to participate in the study without being penalized.

In terms of the *white coat effects*, the students are in a precarious situation because the instructor has more power. Even if the students had been told that their participation in the survey was completely voluntary (as it should have been), they may still fear that nonparticipation would adversely affect their grade and/or the instructor's feelings toward them.

The students should be told that their participation is completely voluntary—they should *not* be penalized in any way for nonparticipation. The students also should be guaranteed *complete anonymity*. The instructor could accomplish this in a variety of ways: he or she could leave the room while the questionnaires are being completed; the students could be asked to return the questionnaires by mail; or the students could be asked to drop them in a box near the door on their way out of the classroom.

DIF: Difficult REF: Ethics of Social Research
OBJ: Explain how researchers meet their ethical responsibilities to their subjects
MSC: Evaluating