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The Ancillary Resource Center (ARC) at www.oup-arc.com/dixon is a convenient, instructor-focused single destination for resources to accompany the book. Accessed online through individual user accounts, the ARC provides instructors with up-to-date ancillaries while guaranteeing the security of grade-significant resources. In addition, it allows OUP to keep instructors informed when new content becomes available. The ARC for The Process of Social Research contains a variety of materials—prepared by Royce A. Singleton, Jr., to ensure excellent quality and accuracy—to aid in teaching:

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The Process of Social Research’s conversational writing style, relevant examples, cutting-edge research topics, and emphasis on process simplify the complexities of understanding, evaluating, and conducting research.

The book’s conversational writing style makes social research more engaging for students.

Recipe for Carrot Cake

INGREDIENTS

Cake
- 1 20-ounce can crushed pineapple
- 2 cups whole wheat pastry flour
- 2 teaspoons baking soda
- 1/2 teaspoon salt
- 2 teaspoons ground cinnamon
- 5 large eggs
- 1 1/2 cups granulated sugar
- 3/4 cup vegetable oil
- 3/4 cup brown sugar
- 1/2 cup canola oil
- 1 teaspoon vanilla extract
- 2 cups grated carrots, (4-6 medium)
- 1/4 cup unsweetened flaked coconut
- 1/2 cup chopped walnuts, toasted

Pineapple
- 2 cups pineapple chunks, (20-ounce can)
- 1/4 cup pineapple juice

Preparation
1. Preheat oven to 350°F. Coat a 9-by-13-inch baking pan with cooking spray.
2. Drain pineapple in a sieve set over a bowl, pressing on the solids. Reserve the drained pineapple and 1/4 cup of the juice.
3. Whisk flour, baking soda, salt and cinnamon in a medium bowl. Whisk eggs, sugar, buttermilk, oil, vanilla, and the 1/4 cup pineapple juice in a large bowl until blended. Stir in pineapple, carrots, and 1/4 cup coconut. Add the dry ingredients and mix with a rubber spatula just until blended. Stir in the nuts. Scrape the batter into the prepared pan, spreading evenly.
4. Bake the cake until the top springs back when touched lightly and a skewer inserted in the center comes out clean, 40 to 45 minutes. Let cool completely on a wire rack.
5. To prepare frosting and finish cake: Beat cream cheese, confectioners’ sugar, and vanilla in a mixing bowl with an electric mixer until smooth and creamy. Spread frosting over the cooled cake. Sprinkle with toasted coconut.

Everyday examples of ideas in familiar contexts help students relate to and evaluate complex concepts.

SPELL OUT PROCEDURES

The next step in the measurement process involves spelling-out procedures for applying empirical indicators when you carry out your research. With an indicator in mind, what specific observations will you make to see what questions will you ask? Will you use more than one? If no, how will you combine them? In answering those questions, you are formulating an operational definition. The counterpart of a conceptual definition, an operational definition describes the exact procedures used to observe the category or values of a variable.

Operational definitions must provide enough detail that others can replicate as well as assess what researchers have done. To see how this works, let’s consider a simple illustration from everyday life. Suppose you have in mind what a carrot cake tastes like; in this case, the carrot cake is analogous to a concept like “social capital.” Your friend bakes you a delicious carrot cake, so you ask your friend how he made it because you would like to make one yourself. Your friend says, “Oh, you take some carrots, flour, sugar, eggs, and so forth, add some nuts, bake it, and voilà—you have a carrot cake.” Would you be able to make an identical cake with these directions? Not likely.

What you need in an operational definition of your friend’s concept of “carrot cake” would need to have details, such as all of the ingredients, the amount of each ingredient to use, the steps necessary to combine the ingredients, the oven temperature, and baking time. In short, your friend’s operational definition should look like an ordinary recipe. Using the recipe (operational definition), you should be able to produce a very similar cake.
When data are not generated to test a specific hypothesis, qualitative researchers understand that the direction of their research may be altered once they begin to gather and analyze data—indeed, this can be a major strength of qualitative research. For example, Calarco changed her research question after the first few months of observation (personal communication 2013). She initially decided to study student interactions and cross-class friendships, hoping to understand the impact of these friendships on students’ school experiences and outcomes. However, observing the dynamic of social class in elementary students’ friendships turned out to be more challenging than she anticipated. After collecting data on students’ class backgrounds, she noticed an interesting divergence in student–teacher interactions along class lines. These differences were particularly evident in terms of students’ seeking help, which is where she shifted the focus of her research.

One aspect of data collection in field research facilitated this shift. First, the shift was made possible in part by the scope of the data that Calarco collected. Like many field researchers, she observed and recorded as much as possible that was happening within the setting. For example, she captured interactions not only between students and their peers but also between students and teachers. In notes quickly jotted in real time during her observational sessions, she kept track of these interactions, noting who was participating, how long the interactions lasted, and what types of exchanges were involved, as well as recording key dialogues. On the basis of these jottings, Calarco recorded detailed field notes at the end of each observational session. Also typical of field research, she complemented this information with other data drawn from interviews with the teachers and surveys of parents, which provided information about students’ families that helped her to determine their social class backgrounds (Calarco 2013).

Second, Calarco’s analysis of the data she gathered was ongoing. Unlike quantitative research, in which analysis follows data collection, qualitative research involves constantly analyzing the data as they are collected. Thus, it was while analyzing student–teacher interactions after collecting data on students’ class backgrounds that Calarco noticed the class divergence in terms of help-seeking.

One online blog asked, “Is social media ruining students?” Media headlines, personal interest, and curiosity are all worthwhile motivators for the study of a general topic. However, a general topic must be narrowed to a more specific research question. This narrowing process requires a consideration of theory and prior research, which involves reviewing the literature, locating scholarly books or articles and reading, synthesizing, and evaluating them. Once you’ve reviewed the literature, or, say, Facebook, you can formulate a research question. You might decide that you are interested in how people evaluate each other’s Facebook profiles (Walther et al. 2008). You might want to know about the “benefits of Facebook friends” (Ellison, Steinfield, and Lampe 2007). You might ask how college students use Facebook and other forms of technology to end relationships (Geeshan 2010). Or you might be curious about the racial/ethnic diversity of people’s Facebook friends (Lowe et al. 2008).
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Creating and Contesting Social Inequalities

Contemporary Readings
Carissa M. Froyum, University of Northern Iowa, Katrina Bloch, Kent State University at Stark, and Tiffany Taylor, Kent State University at Kent

Creating and Contesting Social Inequalities: Contemporary Readings offers readings on a variety of topics, with a focus on the “how” of inequality. Rather than structuring the book topically, editors Carissa Froyum, Katrina Bloch, and Tiffany Taylor have organized the readings around social processes that reproduce and maintain inequality.

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March 2016 / 512 pp.
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Ross Haenfler, University of Mississippi

Goths, Gamers, and Grrrls: Deviance and Youth Subcultures introduces students to the sociological study of deviance, equipping them with the theoretical tools necessary to analyze various youth subcultures—and virtually any subculture—in new and fascinating ways. In this revised and updated third edition, author Ross Haenfler examines eight different youth subcultures in depth: skinheads, punk rock/hardcore/straight edge, hip hop, heavy metal, virginity pledgers, Goths, gamers and hackers, and riot grrrls. Each chapter begins with a brief description and history of the scene before exploring a specific sociological concept or theory.

NEW TO THIS EDITION
› Offers an expanded discussion of social class, including such contemporary examples as juggalos and white collar crime
› Includes coverage of recent police violence against black citizens, discussion of the white racial frame, and up-to-date material on hip-hop and gender
› Revised to reflect new technologies, social media platforms, gender, and “gamergate”
› Provides more research on queer-identified youth and updated pop-culture references throughout
› Includes new and updated resources at the end of each chapter

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<td>176 pp.</td>
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THE AMERICAN DRUG SCENE
Readings in a Global Context
SEVENTH EDITION
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NEW TO THIS EDITION
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▷ Thirty-two new and one revised article
▷ A new focus on drug use and policies in countries outside of the U.S.

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PART III. THE ONSET OF DRUG USE
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* 8. Everybody’s Doing It: Initiation to Prescription Drug Misuse, Mui, H. Z.; Sales, P.; and Murphy, S. (2013)

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2013  608 pp.  978-0-19-993590-1  paper  $89.95

A comprehensive yet highly accessible introduction to the study of crime and criminological theory

CRIMINOLOGY
A Sociological Approach
SIXTH EDITION

Piers Beirne, University of Southern Maine, and James W. Messerschmidt, University of Southern Maine

Ideal for undergraduate courses in criminology—especially those taught from a critical perspective—Criminology: A Sociological Approach, Sixth Edition, is a comprehensive yet highly accessible introduction to the study of crime and criminological theory. Authors Piers Beirne and James W. Messerschmidt present the topic from a sociological standpoint, emphasizing the social construction of crime and showing how crime relates to gender, class, race, and age. Providing students with a strong theoretical foundation, the book also addresses historical, feminist, and comparative perspectives and highlights the major types of crime and victimization patterns.

The sixth edition features new and up-to-date empirical data and also covers areas not included in many criminology texts, like cultural criminology, green criminology, whiteness and crime, the rape—war connection, Ponzi schemes, domestic right-wing terrorism, and state-sanctioned torture.

2014  480 pp.  978-0-19-933464-3  paper  $92.95
NEW TO THIS EDITION

› Moves the theory chapters to earlier in the book, helping to better connect them with one another
› Reorganizes the chapters on theory to showcase the self-contained, internally coherent nature of criminology—rather than criminology’s place in the historical record
› Adds examples throughout
› Discusses many new topics, including cultural criminology and green criminology
› Covers numerous types of crime that were not discussed in previous editions, like Ponzi schemes and domestic right-wing terrorism

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**CONTRIBUTORS INCLUDE**
- Jessica Brown, *University of Houston*
- Shelley Correll, *Stanford University*
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- Ziad Munson, *Lehigh University*
- Mario Luis Small, *University of Chicago*

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