

The Joy of Research

“It's an experience like no other experience I can describe, the best thing that can happen to a scientist, realizing that something that's happened in his or her mind exactly corresponds to something that happens in nature. It's startling every time it occurs. One is surprised that a construct of one's own mind can actually be realized in the honest-to-goodness world out there. A great shock, and a great, great joy.” (Leo Kadanoff, Chaos)

Major goal!

Making theoretical
sense out of social data

Gary Marx

“Religion: opiate or inspiration of civil rights militancy among negroes”

American Sociological Review (February, 1967)

Hypothesis: religious blacks more likely than nonreligious blacks to support militancy

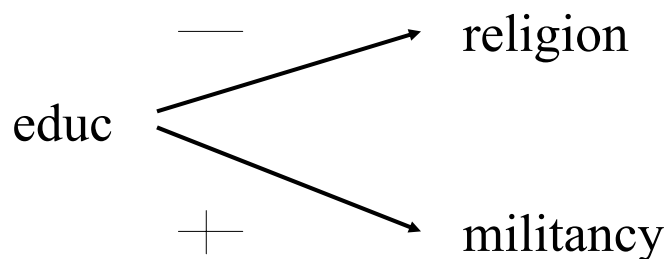
Gary Marx

	Religiosity				
	<u>Very</u>	<u>Somewhat</u>	<u>Not very</u>	<u>Not at all</u>	<u>Total</u>
Militancy (5-7)	61	159	87	25	332
Not militant (<5)	169	373	108	11	661
Total	230	532	195	36	993=N

Gary Marx

Percentage Militant by Religiosity				
	Religiosity			
<u>Militancy</u>	<u>Very</u>	<u>Somewhat</u>	<u>Not very</u>	<u>Not at all</u>
Militant	26.5	29.9	44.6	69.4
Not militant	<u>73.5</u>	<u>70.1</u>	<u>55.4</u>	<u>30.6</u>
Total	100.0	100.0	100.0	100.0
N	(230)	(532)	(195)	(36)

Test for spuriousness: Explanation



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Percentage Distribution of Religiosity by Education			
	Education		
<u>Religiosity</u>	<u>Grammar</u>	<u>High school</u>	<u>College</u>
Very	30.6	19.0	19.1
Somewhat	56.9	53.6	44.9
Not very	11.9	23.6	25.0
Not at all	<u>.6</u>	<u>3.8</u>	<u>11.0</u>
Total	100.0	100.0	100.0
N	(353)	(504)	(136)

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Percentage Militant by Education			
	Education		
<u>Militancy</u>	<u>Grammar</u>	<u>High school</u>	<u>College</u>
Militant	21.5	36.5	52.9
Not militant	<u>78.5</u>	<u>63.5</u>	<u>47.1</u>
Total	100.0	100.0	100.0
N	(353)	(504)	(136)

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Percentage militant by religiosity by education

	Education								
	Grammar			High school			College		
	<u>Very</u>	<u>Some</u>	<u>Not</u>	<u>Very</u>	<u>Some</u>	<u>Not</u>	<u>Very</u>	<u>Some</u>	<u>Not</u>
Militant	16.7	21.9	31.8	34.4	31.9	47.1	38.5	47.5	67.3
Not militant	<u>83.3</u>	<u>78.1</u>	<u>68.2</u>	<u>65.6</u>	<u>68.1</u>	<u>52.9</u>	<u>61.5</u>	<u>52.5</u>	<u>32.7</u>
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N	(108)	(201)	(44)	(96)	(270)	(138)	(26)	(61)	(49)

Gary Marx

Percentage militant by religiosity by education

	Education								
	Grammar			High school			College		
	<u>Very</u>	<u>Some</u>	<u>Not</u>	<u>Very</u>	<u>Some</u>	<u>Not</u>	<u>Very</u>	<u>Some</u>	<u>Not</u>
Militant	16.7	21.9	31.8	34.4	31.9	47.1	38.5	47.5	67.3
N	(108)	(201)	(44)	(96)	(270)	(138)	(26)	(61)	(49)

Gary Marx: 3D table

Percentage militant by religiosity by education			
	Education		
<u>Religiosity</u>	<u>Grammar</u>	<u>High school</u>	<u>College</u>
Very	16.7 (108)	34.4 (96)	38.5 (26)
Some	21.9 (201)	31.9 (270)	47.5 (61)
Not	31.8 (44)	47.1 (138)	67.3 (49)

Elaboration Paradigm

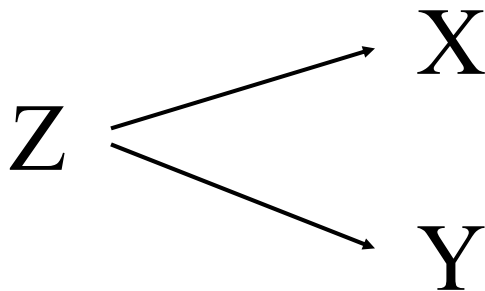
- Purpose: to understand nature of observed relationships
- Test: for spuriousness
- Move: from bivariate table to trivariate table
- Evaluate for possible outcomes: replication, explanation, interpretation, specification

Elaboration Paradigm

(Babbie, p. 422)

<u>Partial relationships</u> compared with <u>original</u>	<u>Test variable is:</u>	
	<u>Antecedent</u>	<u>Intervening</u>
Same relationship	Replication	
Less or none	Explanation	Interpretation
Split (one is same or greater, other is less or none)	Specification	

Explanation:



Interpretation:

$$X \longrightarrow Z \longrightarrow Y$$

Rules for creating tables

- ✓ Percentage down (in the direction of causality)
- ✓ Dependent variable on the side
- ✓ Independent variable(s) on the top
- ✓ Compare across
- ✓ Watch for small Ns in columns
- ✓ Collapse on theoretical grounds

Remember:

DATA ARE!