# Chapter 11

**Unobtrusive Research** 

#### Unobtrusive Research

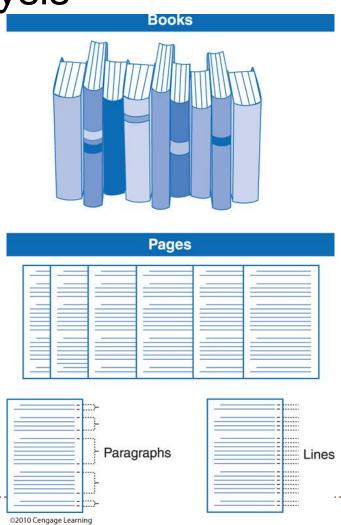
- Unobtrusive Research methods of studying social behavior without affecting it. OR Not "in your face" research.
  - Example: Durkheim's analysis of suicide
  - Types of Unobtrusive Research
    - Content Analysis
    - 2. Analysis of Existing Statistics
    - 3. Comparative and Historical Analysis

Content Analysis – the study of recorded human communications (i.e., books, websites, paintings, laws).

- Appropriate Topics
  - \*Who says what, to whom, why, how, and with what effect?"

Sampling in Content Analysis

Units of Analysis



- Identify the unit of analysis:
  - You are interested in how children's literature portrays gender roles.
  - You are interested in popular films' portrayals of drugs and alcohol.
  - You are interested in sociology textbooks' definitions of race.

- Sampling Techniques
  - A conventional sampling technique may be used for content analysis.

- Coding in Content Analysis
  - Coding the process whereby raw data are transformed into a standardized form suitable for machine processing and analysis.

- Strengths of Content Analysis
  - Economy of time and money
  - ▶ Allows for the correction of errors flexible
  - Permits the study of processes occurring over time
  - Research has little (if any) effect on subjects
  - Reliability
- Weaknesses of Content Analysis
  - Limited to recorded communications
  - Validity

#### **Analyzing Existing Statistics**

- The analysis of existing statistics is not the same as the analysis of secondary data.
- Sources of Existing Statistics
  - Statistical Abstract of the United States
  - World Population Data Sheet
  - United Nations Demographic Yearbook

#### Comparative and Historical Research

- Comparative and Historical Research the examination of societies (or other social units) over time and in comparison with one another.
- Example: John Hall's Work
  - Civil Society: Theory, History, Comparison
  - National Identity and the Varieties of Capitalism

