barwissenschaften dringend notwendige Einführung in die Vorgehensweise bei der Erhebung und Analyse kultureller Modelle bleibt aus.

Als Lehrbuch der kognitiven Ethnologie ist das Buch somit nicht geeignet. Es ist keine einführende Übersicht, sondern ein teilweise verwirrendes Konglomerat von Einzeldarstellungen, die allenfalls für fortgeschrittene Benutzer einen Wiedererkennungswert bieten.

Literatur

D'Andrade, Roy G.; Claudia Strauss (Hg.) 1992: *Human motives and cultural models*. Cambridge.
Holland, Dorothy; Naomi Quinn (Hg.) 1987: *Cultural models in language and thought*. New York.

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This book summarizes much of what we have learned in the past 60 years about the design of questions. Over 300 references are cited, making this book an excellent resource for teaching.

There are 12 substantive chapters and a concluding chapter. In Chapter 1, Foddy lays out the problem: people are known to offer opinions on things they know little about; the relationship between what people say they do and what they do is weak; attitudes and beliefs are not good predictors of behavior, and are, in any case, untestable; small changes in the wording of a question can produce quite different results; people don't always interpret questions the way we expect them to; and so on.

In Chapter 2, Foddy offers a theoretical framework for understanding and addressing the problem. He begins with the principal tenet of symbolic interactionism: actors in any social situation "are constantly negotiating a shared definition of the situation" (they take one another's viewpoint into account and "imaginatively construct" their interaction on the fly). The interview is one social situation in which this sort of thing goes on all the time, so Foddy advocates a symbolic interactionist approach to understanding and improving question construction.

In Chapter 3, Foddy identifies 10 assumptions that have defined the work of survey researchers in the past. These 10 assumptions are the core of the book and deserve to be spelled out. They are:

1. The researcher has clearly defined the topic about which information is required.
2. Respondents have the information that the researcher requires.
3. Respondents are able to access and verbalize the required information under the conditions of the research situation.
4. Respondents can understand each question as the researcher intends it to be understood.
5. Respondents are willing (or can be motivated) to give the required information to the researcher.
6. The answers that respondents give to a particular question are more valid if they have not been told why the researcher is asking the question.
7. The answers that respondents give to a particular question are more valid if the researcher has not suggested them to the respondents.
8. The research situation per se does not influence the nature of the answers given by respondents.
9. The process of answering questions per se does not change respondents’ beliefs, opinions, habits, etc.
10. The answers that different respondents give to a particular question can be compared meaningfully with one another.

The rest of the book is devoted to showing why each of these assumptions is—at least sometimes—false and offering advice on what to do about when a particular assumption, in a particular research situation, turns out to be false.

Chapter 3 deals with the first three assumptions and Foddy’s advice is exactly what Payne prescribed in 1951: First and foremost, define the issue precisely. Foddy’s contribution here is to insist that we write down exactly what information we think we’ll get from each question and how we think we will use that information. Doing this, he says, has “an almost fiendish ability to force implicit assumptions out into the open and highlight any mismatches between the researcher’s actual interests and the proposed questions” (p. 33).

Chapter 4 deals with the assumption that respondents understand questions in the same way the researcher does and Chapter 5 deals with contextual influences on respondents’ interpretation of questions. Foddy summarizes work on the length of questions, on priming effects, on funnel sequences and the like. In Chapter 6 he deals with what he calls “response frameworks”. Here, for example, he cites the work of Elizabeth Loftus who asked people to watch a film of an auto accident and then asked them to estimate how fast one car was going when it “smashed into” or “collided with” the second car. “Smashed into,” of course, produced a higher average estimate of car speed.

In Chapter 7, Foddy deals with the assumption that respondents not only have the information we want but can recall the information accurately. That this assumption is often wrong is known from many studies of inaccuracy in respondents’ reports of well-recorded events and from studies of the limitations of human memory. Chapter 8 deals with creating filters to insure that respondents have personal experience or knowledge about a topic. The most widely-used such filter is, of course, the “don’t know” option for a question, but filters can be quite complex. Foddy reviews the findings of researchers on how best to phrase filters and where to place filters in a survey.

Chapter 9 reviews the literature on the threats posed by asking for sensitive information. Some topics (like asking about alcohol consumption, extramarital sex, drug abuse, sexual orientation) are obviously more threatening than are others. This fact has led to an extensive literature on how best to phrase questions and present question on threatening topics.

From his review of the literature, Foddy develops a table that summarizes the topics of threatening questions (questions on normative issues vs. questions about political or economic interests), the types of threats generated (fear of rejection vs. fear of sanction), and the appropriate
threat-reducing strategies in constructing survey items. The synthesis is useful and clear. It will make beginning researchers conscious of the importance of the topic.

In Chapter 10, Foddy reviews the advantages and disadvantages of open vs. closed questions and evaluates the assumptions that underlie the use of each type of question. Research shows, for example, that open questions as much as closed ones can suggest answers to respondents and that the answers to open questions do not necessarily indicate respondents' level of knowledge about a topic. Research also shows that, just because respondents answer a closed questions in the same way, this does not automatically mean that the answers can be meaningfully compared. (The evidence for this is reviewed in Chapters 3 and 4.) Foddy also reviews the evidence showing that there are many problems in coding the answers to closed questions, not just to open ones.

Chapter 11 is a review of attitude rating scales and the response effects of common errors in the construction of those scales. Foddy describes direct magnitude scaling as a possible alternative to summated scales. Several recent books are devoted to the construction and evaluation of summated scales, and for an introduction to the possibilities of magnitude scaling, M. Lodge's 1981 book on the subject (from Sage Publications) is a better resource. It's also the basis for Foddy's description of magnitude scaling.

In Chapter 12, "Checks to Endure that Questions Work as Intended," Foddy summarizes the lessons on producing, pretesting (so-called piloting), and post-testing questions. This useful summary comes from Foddy's close reading of a vast literature. I recommend starting with this chapter and then reading the book from front to back.

There is little to complain about and a lot to praise in this book. Foddy misses a lot of the literature on respondent accuracy, particularly the work of Linton Freeman and his colleagues at the University of California-Irvine on how inaccurate reports are patterned. The chapter on attitude scales is perfunctory in comparison with the rest of the book. Overall, though, this is a thorough review of the literature on a topic of vital importance to every student in the social sciences.

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The eleven contributors to this volume try to portray East African pastoral societies from the perspectives of various anthropological subdisciplines. All the papers are based on extensive fieldwork and rely on experience in more than one pastoral society. The overall approach to pastoral societies adopted here is called "integrated" and society is represented as a "system or structure within which are nested subsystems" (p.3). Each author looks at a different subsystem, at demographics, labour allocation, household development cycles, etc. The second goal is to contribute to the dissolution of the negative stereotypes pastoral societies are still labelled with. As such the stigma of being ecologically insensitive and destructive, and the prejudice that pastoral societies are isolated and egalitarian are singled out (p.6). The articles either adopt a general East African perspective (on archeology, on precolonial history), contain comparisons