

<<社会研究方法>>

图书基本信息

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## 前言

中国心理学有一个很早的开端，却只有不长的历史。从1900年京师大学堂开设“心理学概论”课程，1917年北京大学成立中国第一个科学心理学实验室，到随后清华大学、杭州大学等一批学校成立心理学系说起来有一个多世纪了。但由于20世纪战争与和平的较量以及文化意识形态领域里的跌宕起伏，相当多的时间被耽误了，学科发展被拖了后腿，算起来。

中国心理学界真正能够用心做学问的时间不过半个世纪。

中国心理学有一个不错的开端，却有坎坷的历程。早在1908~1910年、1912-1913年，蔡元培先生两度在德国游学。两度选修了冯特的“实验心理学”课程。

这对他后来极力推动北京大学心理学的发展起了很大的作用。

更有20世纪20~30年代，唐钺、孙国华、陈立、潘菽、曹日昌、朱智贤、周先庚等一批学者在美国哈佛、斯坦福、康奈尔、芝加哥等著名大学留学归来，投入国内心理学建设。

形成了北方、南方诸多学校心理学齐发展的格局。

但由于经费困难。

后来的战乱，20世纪50-60年代一些对心理学的不公正对待。

中国心理学经历了“几起几落”。

改革开放以来。

中国心理学迎来了大发展的春天。

教学和研究迅速普及。

师资队伍和学生规模始终呈高速度扩张态势。

在1980年。

国内只有北京大学、北京师范大学、华东师范大学和杭州大学4所学校设有心理学系，到20世纪90年代初中期增加到了约20余所学校，再到21世纪初这几年增加到了100多所学校，发展速度可谓惊人。

然而，高速发展也产生发展中的瓶颈。

一方面，众多学校建设心理学系，开展心理学教学和研究。

同时国内社会经济与文化的发展对心理学的需求越来越旺盛：另一方面，国内心理学的总体水平相对西方发达国家还比较落后，教学研究队伍并不强大。

教学研究水平仍亟待提高。

这种需求与供给、速度与质量的矛盾不断激化，要保证国内心理学的健康发展，必须寻求一些有效的方法和途径。

“西学东渐”、“洋为中用”是可以推荐的诸多方法之一。

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### 内容概要

威廉·劳伦斯·纽曼的《社会研究方法》(Social Research Methods)是一部概述社会科学研究方法的经典之作。

近20年来,在美国、英国、加拿大、澳大利亚、新加坡、中国台湾、中国香港等国家和地区的高校内被广泛选作教材,本书是其最新修订的第6版的英文版。

该书对定性研究和定量研究进行了全面而均衡的论述,强调了将各种方法综合运用的益处。书中收录了大量真实社会研究案例,从而帮助学生和读者形象地理解和掌握概念和方法。

全书分5编共16章,分别介绍了理论与方法的关系,方法论的含义,文献检索与学术伦理,定量与定性研究的设计、测量与取样,实验研究,调查研究,非反应式研究、田野研究、历史比较研究,以及如何撰写研究报告等。

本书可作为我国高等院校经济学、管理学、心理学、政治学、法学、社会学、教育学以及传播学等社会科学专业本科研究方法双语教学课适用教材,也可供专业研究人员参考。

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An explanatory critique has practical, moral, and political implications in itself, because it can differ from the prevailing beliefs. The explanation simultaneously explains (or tells why events occur) and critiques (or points out discrepancies, reveals myths, or identifies contradictions). The rendering of social conditions in an explanatory critique often will enlighten and help to emancipate people. As the explanation reveals aspects of reality beyond the surface level, people are awakened to the underlying structures of society. As it reveals deep causal mechanisms, people learn how to change those structures. In this way, the explanations are critiques that show a pathway for taking action and achieving change.

7. How does one determine whether an explanation is true or false ?

PSS deduces hypotheses, tests hypotheses with replicated observations, and then combines results to confirm causal laws. ISS asks whether the meaning system and rules of behavior make sense: to those being studied. CSS tests theory by accurately describing conditions generated by underlying structures and then by applying that knowledge to change social relations. A CSS theory teaches people about their own experiences, helps them understand their historical role, and can be used to improve conditions. CSS theory informs practical action and is modified on the basis of its use. A CSS theory grows and interacts with the world it seeks to explain. Because CSS tries to explain and change the world by penetrating hidden structures that are in flux, the test of an explanation is not static. Testing theory is a dynamic, ongoing process of applying theory and modifying it. Knowledge grows by an ongoing process of eroding ignorance and enlarging insights through action. CSS separates good from bad theory by putting the theory into practice and uses the outcome of these applications to reformulate theory. Praxis means that explanations are valued when they help people understand the world and to take action that changes it. As Sayer (1992:13) argued, "Knowledge is primarily gained through activity both in attempting to change our environment (through labor or work) and through interaction with other people."

Critical praxis eliminates the division between the researcher and those being researched, the distinction between science and everyday life. For example, a critical researcher develops an explanation for housing discrimination. He or she tests the explanation by using it to try to change conditions. If the explanation says that underlying economic relations cause discrimination and that landlords refuse to rent to minorities because it is profitable to rent only to nonminorities, then political actions that make it profitable to rent to minorities should change the landlords' behavior. By contrast, if the explanation says that an underlying racial hatred causes landlords to discriminate, then actions based on profit will be unsuccessful. The critical researcher would then examine race hatred as the basis of landlord behavior through new studies combined with new political action.

8. What does good evidence or factual information look like ?

PSS assumes that there are incontestable neutral facts on which all rational people agree. Its dualist doctrine says that social facts are like objects. They exist separate from values or theories. ISS sees the social world as made up of created meaning, with people creating and negotiating meanings. It rejects positivism's dualism, but it substitutes an emphasis on the subjective. Evidence is whatever resides in the subjective understandings of those involved. The critical approach bridges the object-subject gap. It says that the facts of material conditions exist independent of subjective perceptions, but that facts are not theory neutral. Instead, facts require an interpretation from within a framework of values, theory, and meaning.

媒体关注与评论

方法论和方法学问题历来是社会科学研究的关键问题，方法论的突破意味着相关学科领域研究深化。

然而在我国，社会科学研究的法学的发展与更新一直比较滞后，而且，我国大学的本科教育和研究生教育对学生研究方法训练的系统性和前瞻性还存在明显的不足。

这其中的一个重要原因是有关社会科学研究方法方面的教材结构和内容还存在着一些明显的问题。

选择合适的教材是社会科学相关领域本科生和研究生训练的首要步骤。

从这个意义上讲，我很乐意推荐W．L．Neuman教授所著的《社会研究方法——定性研究与定量研究》

作为研究社会科学相关领域本科生或研究生学习研究方法的教材。

纵观这本教材，我认为它具有以下几个方面特点…… 正是因为这些方面的特点，这本教材自从出版以来已经连续再版6次，深受学习者的欢迎。

希望大家在阅读此书之后，有不同于过去的崭新的感悟。

——北京师范大学发展心理研究所教授 辛涛

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