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[美] D.K.维索茨基 (D.k.Wysocki) 编

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Readings in Social Research Methods

Second Edition

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出版说明

我们引进这套丛书的目的是介绍当前国外社会学理论和方法,使我国的读者能够直接阅读到西方学者撰写的社会学教材。

需要重申的是,作者本人的观点和结论有些值得商榷,甚至是不可取的,对此我们提请读者加以甄别,书中的观点均不代表我们出版社。

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导 读

《社会研究方法读本》(以下简称《读本》)是针对 Earl Babbie 的《社会研究方法》(第十版)(以下简称《方法》)而编的。《读本》为我们提供了理解和应用社会研究方法的一些基本文献,尤其适合初学社会研究方法的读者阅读。

为了配合《方法》的学习,《读本》每一章的开头都有一个较长的介绍,用来复习《方法》中相关篇章的知识要点,基本概念则用黑体字进行了标注。在每篇介绍的后面,《读本》还列出了讨论题和进一步阅读的资料。读者可以登陆<http://infotrac.thomsonlearning.com/>获取资料,不过必须首先获得授权。为帮助读者理解每一种方法的多种运用,《读本》在每一章都列出了 2 至 3 篇运用相关方法的文献,并且每篇文献的前面都有了一个简短的摘要,以帮助读者把握要点。

考虑到初学者的学习特点和与《方法》学习配套,《读本》的篇章安排与《方法》是一致的,全书分为四篇,共十二章。第一篇是方法论和研究伦理;第二篇是研究设计;第三篇是搜集资料的主要方法;第四篇是分析资料和研究报告。

第一章“为什么我们要理解研究方法?”选编了两篇文献,第一篇选自 C. Wright Mills 的《社会学的想象力》。米尔斯的著作告诉我们所谓社会科学就是过去研究结论的积累,不过不同的人即使从事相同的研究也有可能得出不同的结论,换句话说,研究者的局限会影响研究的结论,并有可能一叶障目,让某个研究者看不到其他结论的可能性。而社会学的想象力则能够帮助你扩大你的视野,看到社会对个体的影响。第二篇选自 Peter Berger 和 Thomas Luckmann 的《现实的社会建构》,强调社会学就是要试图理解我们的日常社会世界,尽管每个人对社会现实都有自己的看法,也附加了自己赋予的意义,但日常生活中的现实仍然会影响我们的研究和结论,因此我们必须理解共识与“真实”之间的区别。

第二章“理论与研究问题的结合”选编了三篇文献。第一篇选自 Siu Kwong Wong 的文章,用三种理论比较了加拿大的华裔青少年和美国、加拿大青少年的不良行为,认为华裔青少年不良行为比例低的主要原因是中国文化的正面影响。第二篇文献选自 Lissa J. Yogan 的文章,用符号互动论解释儿童的道德发展如何受到了学校教学实践的影响、同伴群体的影响,由此提出学校如何能正面影响学生和学生的同伴群体,进而最大限度地减少学校暴力。在方法上,解释框架的运用是阅读的重点。第三篇文献选自 Jo Barnes 的文章,从女性主义的视角出发,通过对 20 年间 4 个州发生的 188 个谋杀然后自杀的两类案例分析,发现男性

和女性尽管行为相同,但动机是不同的。在方法上,改变视角往往会获得不一样的结论,阅读时重点是比较不同视角的结论。

第三章“伦理问题”选编了三篇文献。第一篇选自 Jon M. Harkness 的报告,说明在美国用犯人做实验是有伦理问题的,读者可以举一反三,思考研究伦理问题可能发生的情况。第二篇选自 Stanley Milgram 的著作《服从权威:来自实验的观点》。这是 1960—1963 年间在耶鲁大学所做的一项实验研究,实验者用电击惩罚不服从的被实验者。实验所带来的伦理问题就是,科学研究不能让参与研究的对象受到伤害。第三篇选自 James C. Hamilton 的文章,讨论的主题是在运用互联网进行科学研究的时候,区分公共性和私密性就变成了重要的伦理问题。

第四章“研究设计”选编了两篇文献。第一篇选自 Jennifer Van Hook 等人的文章,这篇运用大样本资料的文章的方法意义在于分析单位对研究结论具有重要影响,如何选择分析单位是研究者在理论假设和资料分析中必须注意的。第二篇选自 Joseph Veroff 等人的文章,与上一篇文章不同,这篇文章运用的是历史资料,但方法要点并不在此,而在于说明在获得历史资料的过程中研究活动本身可能会影响资料的真实性。实际上,这是任何通过与研究对象接触来获得资料的方法都可能存在的问题,经典的案例就是霍桑实验。

第五章“概念化与操作化”选编了三篇文献。第一篇选自 Jack P. Gibbs 的文章,讨论对“恐怖主义”的概念化。一个日常用语的概念化并不是一件简单的事情,我们可以采用各种策略,这篇文章的策略就是包含日常用语中所涉及的主要维度。第二篇选自 Yeudit Avnir 和 Ron Shor 的文章,关注的同样是概念问题,不同的是如何把一个抽象的概念变成可以测量的概念,即概念的操作化。第三篇选自 Michael H. Epstein 等人的文章,文章讨论的是另一种常用的测量工具,即量表。

第六章“指数与量表”选编了三篇文献。第一篇选自 Knud S. Larsen 的文章,通过对“废品回收”态度的研究,在方法上介绍了李科特量表的制作与使用方法。第二篇选自 Motoko Y. Lee 等对社会距离量表的另一种使用。第三篇选自 Arthur H. Lilling 的文章,使用的是有一种测量方法,即“语义差异”。无论是使用哪一种量表或测量,选择和使用测量的尺度非常重要,读者所要面对的训练不是某种具体的测量工具,而是测量工具使用中的尺度把握。

第七章“抽样”选编了两篇文献。第一篇选自 Robert T. Michael 等人的著作,讨论美国社会的“性”,显然,获得了有代表性的样本才能把这个问题讲清楚。而要获得有代表性的样本,抽样技术就显得非常重要了。这一部分内容讨论的就是概率抽样的样本代表性问题。第二篇选自 Robert G. Rychtarik 等人的文章,讨论的是非概率抽样问题。

第八章“实验与问卷调查”选编了三篇文献。第一篇选自 Jane S. Leske 的文章,讨论的是分组的准实验设计,透过这篇文章读者可以看看在具体的研究中如何使用实验研究的理念。在社会科学中,由于社会现象的复杂性,标准的实验研究设计是很少的,在一定的意义上,理解实验设计的理念,掌握好准实验设计的方法和技巧才是最重要的。第二篇又是选自 Robert T. Michael 等人的著作,不过这部分讨论的是如何实施问卷调查,即类似于问卷调查这样的实地调查需要考虑哪些问题才能获得有效的资料。第三篇选自 Nadine S. Koch 等人的文章,讨论的是如何运用互联网来获得研究资料,其中重要的方法问题就是误差和应答率。

第九章“实地研究和非介入性测量”选编了三篇文献。第一篇选自 Julie Ann Harms Cannon 等人的文章,讨论使用观察方法应该注意的问题,如观察的面向。第二篇选自 Jane E. Martin 的文章,是一个内容分析方法的例子,在方法上,读者应该注意的是分析策略的选择。第三篇文献选自 Ann Goetting 的著作。在方法上这篇文献的意义不在于某个具体的方法,而在于从实施中提炼概念和问题的技巧。

第十章“二手资料和评估研究”选编了两篇文献。第一篇选自 Robert J. Dotzler 等人的文章,作者使用二手资料分析来分析获得社会学博士学位的人员的工作选择。随着信息技术的发展,二手资料将是社会科学研究的重要来源,如何利用二手资料逐渐变成了社会科学研究者必备的素质。第二篇选自 Vicky L. Seiler 等人的文章,用学生对老师的评价讨论了评估研究中的重要议题。

第十一章“资料分析”选编了两篇文献。第一篇选自 Linton C. Freeman 的著作,介绍了变量和变量类型在资料分析中的意义。区分变量类型及其在分析中的意义是社会科学的初学者的基本功。第二篇选自 Anat First 的文章,作者用两项研究的结果试图分析印刷媒体对男性和女性的塑造。读者需要注意的是作者对分析策略的选择。

第十二章“研究论文的写作与阅读”选编了一篇文献,作者用自己的成果来展示如何写一篇社会科学的论文。其中的基本技巧就是由浅入深、由广入专、由表及里。

当然,这些选篇只是一个引子,要把社会研究方法变成自己的研究能力,还应该有更广泛和专门的阅读。

DEDICATION

*To my children, Eric and Jonathan.
My nieces, Becca and Taylor.
And to Bill.
Thanks for the love and support.*

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State University, I appreciate the time you took to make comments on the drafts of this book. I also would like to thank my copyeditor, Robin Gold, who has been great to work with during both editions, whom I have never met in person, but who has been a great “virtual pal” who has kept me on track and motivated throughout this process. I would also like to thank Bill Rasmussen who made sure I had everything I needed during the summer of 2002 while I was in Seattle to write this book. Not only did he provide me with love and support, but he also was willing to cook, clean and do laundry so I could write. And finally, there wouldn’t be a need for a reader without students who have developed an interest in research and gone on to conduct their own projects with me over the years. Having students who love research as much as I do is what teaching is all about. So, with that said, thanks to Nicole Bleich, Jessica Reinert, Alicia Hausmann, Jennifer Thalken, and Christy Hinrichs, just to name a few, who remind me frequently why I love my job so much.



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General Introduction

Anytime you read the newspaper or listen to a news report you hear about some type of research study. I read *The Denver Post* online and in the past few weeks alone I have read about the following research studies: caffeine, the chemical stimulant in coffee and tea, has been found to lower the risk of skin cancer in laboratory mice (Recer, 2002); top scientists have advised federal officials that there is “no evidence yet” that products from cloned animals are unsafe for human consumption (Garvey, 2002); an agent that could help detect an anthrax attack and serve as an antidote to the deadly disease has been developed by biologists at Rockefeller University (Wade, 2002); and in studying why cystic fibrosis is so much more deadly in girls than in boys, researchers found that on average, females are diagnosed with the disease four months later than boys (Auge, 2002).

Readings in Social Methods Research, second edition, is designed to help students, like you, learn about scientific research methods and how to decipher the studies that you hear about. Although you will be learning about research methods to reach your goal of completing this course, you will find that the things you learn, the way you will be taught to think, your ability to gather information and your capacity to draw your own conclusions, will go far beyond this class. I find that students are often quite fearful of taking a research methods course, and they come up with some preconceived ideas about how difficult the course will be. Sometimes they even *dig their heels in*, making it difficult for me to teach and difficult for them to learn. Furthermore, I have found that some textbooks are overwhelming for students and lack strong examples, primary sources, and exciting readings that will capture the attention of college students. My desire is to make research methods as fun for students to learn as it is for me to teach, so *Readings in Social Methods Research*, second edition, was designed as a reader with basic information and brief, stimulating, readings that will capture your attention, along with a variety of questions to help you incorporate what you have learned with what you have read.

Readings in Social Methods Research, second edition, is a reader suitable for students in basic research methodology classes who are just learning about research. The process of *reading* research is very important because most of us read much more research than we actually conduct. However, the ability to know how to read a research paper and understand it must be learned, be practiced, and is the basis for this reader.

Readings in Social Methods Research, second edition, can be used in any basic course or discipline and has been written to provide the student with plenty of information about the most popular social science research methods currently used. Instructors can use this reader as a supplement to any methods text on the market, but I designed it specifically to be used in conjunction with any of Earl Babbie's research methods books. You will notice that the table of contents is structured to match Babbie's books with only a few deviations. This reader may also be used with any other textbook on the market or as a stand-alone text that is supplemented with class lectures and outside reading.

Readings in Social Methods Research, second edition, provides a brief chapter introduction of methodological techniques and topics with the key concepts **boldfaced**. After each introduction there are a few questions that incorporate the subject matter with InfoTrac® College Edition, so students can gain practice finding sources on their own. After each chapter introduction, at least two articles that represent social science research—although sociology, criminal justice, gender studies, and social work are heavily represented—show the student how the method is used in research. One of the things I have found in teaching is that the more interesting or controversial the research, the more interested and excited my students are about learning. In my classes, I try to pick research to use as examples that will fulfill this goal. I did the same for this reader. The articles have been picked because I believe they are particularly interesting and engaging to students.

At the beginning of each article I have written a small abstract to help students understand what to look for while they are reading the article and to help them integrate what they have learned with the work researchers have conducted. Questions at the end of each article allow students to demonstrate their understanding of the methodological technique and how it has been used in the literature.

ORGANIZATION OF THE READER

Readings in Social Methods Research, second edition, is divided into 4 parts and has 12 chapters. This book is organized to follow the format of Earl Babbie's *The Practice of Social Research*, tenth edition, and can be used along with his textbook or by itself. What I have tried to do is gather articles that are relevant and that I thought would hold your interest. After each chapter introduction, there are InfoTrac College Edition assignments to help you use the concepts to work with each article. There are two to three articles in each chapter supporting the concepts discussed and three review questions at the end of each article. The glossary at the end of the book contains important terms that appear in bold type throughout the text.

Chapter 1, "Why Do You Need to Understand Research Methods," begins Part 1 and covers the basics about research. This chapter tells you that our ideas about the world around us might not be as accurate as our "commonsense" ideas would have us believe. You will learn that we all have two realities in our lives: one that is based on what we see and know to be real and the other that we believe to be real because someone else has told us they are real. In this chapter you will learn how important this idea is to research.

Chapter 2, "Combining Theory with Research Questions," focuses on the how the data we collect is empty and meaningless unless it is combined with theory. You will learn about four different paradigms that can be used in your research and learn the difference between deductive and inductive theory.

I placed Chapter 3, "Ethics," early in this reader. Sometimes in other textbooks, you will see it as a chapter toward the end of the book or as an appendix. This leads me to believe that ethics could be an afterthought. I believe that having a good grasp of the ethical problems in research is important to remember while you read this book. Thus, you will be able to think about important ethical issues as you design a project or read about someone else's. You need to understand why participation should be voluntary, why you should not deceive or harm your subjects, and the role of the institutional review board. It is also