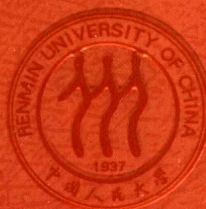


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RESEARCH REPORTS ON CHINA HUMANITIES AND SOCIAL SCIENCES DEVELOPMENT, 2004
BY RENMIN UNIVERSITY OF CHINA

PROBLEM CONSCIOUSNESS AND TRANSCENDENTAL AFFECTION

顾问 袁贵仁 纪宝成 程天权
主编 刘大椿

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设计、组织和编写
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中国人文社会科学的发展研究
潜心提倡
问题意识和超越情怀
并请
各个学科领域卓有成效的专家学者
就其历史、现状、问题和前景
发表研究性的、独树一帜的见解
对学界和社会关注的
各个学术视点
给予深入的、别开生面的、富有新意的审视



出版说明

我校 2003 年 3 月份出版的《中国人民大学社会发展研究报告 2002》、《中国人民大学经济发展研究报告 2002》和《中国人民大学中国人文社会发展研究报告 2002》，引起了社会各界和广大读者的广泛关注，产生了较大的社会影响，初步达到了“发挥我校人文社会科学门类相对齐全、重点研究基地和重点研究学科为数众多的优势，整合全校的科研力量，吸收校外的合作力量，对党和政府的社会、经济、文化决策起到应有的参考作用，为学界和广大读者提供一份重要的人文社会科学研究成果”的预期目的。这次出版的《报告 2004》（本应为《报告 2003》，从年开始，我们采纳一些读者的建议，将报告题名中的年度标识确定为出版年度），是我们在总结过去经验的基础上，贯彻党的十六届三中全会精神和党中央关于《进一步繁荣发展哲学社会科学的意见》的精神，精心组织，博采众长，集思广益而推出的最新研究成果。

各报告由编委会负责审定选题、整体框架、主要内容和编写体例，组织有关专家召开研讨会，审核写作提纲。各报告实行主编负责制，主编由校学术委员会主任、秘书长会议确定，学校聘任；主编聘请副主编或执行副主



编。各报告根据主题，聘请相关部门的领导和知名学者分别担任顾问。

与过去一样，各报告的编写在定位上，力求以创造性、权威性、针对性、预见性的成果，为党和国家的决策提供科学参考，给广大读者以新的启迪；在研究思路与方法上，以调查研究为基础，强化问题意识，有的放矢，同时，不求面面俱到，而是力求精、力求有所突破；在研究内容上，既强调连续性，又体现与时俱进，深入研究我国现代化建设中的新的重大理论和实际问题，努力反映我国社会、经济和人文社会科学发展的新变化、新趋势、新特点。

2003 年是极不平凡的一年。在这一年里，国家经济和社会发展中出现了许多重大事件。特别是在抗击 SARS 的过程中，人文社会科学工作者与全国人民一道在经受严峻考验的同时，也面对着许多新的复杂的课题。尽管参加编写报告的大多是学术造诣较高的学者，且都对执笔的内容进行了潜心研究，但要很准确地分析和科学地把握当前复杂的社会现象，揭示其中的规律，显然不是一件很容易的事情。加上写作与出版周期较短及研究水平的局限，报告中的不足或易引起争议的地方在所难免。欢迎专家和学者批评指正。

中国人民大学发展研究报告编委会

2004 年 3 月 3 日



Abstract^①

I . What is the Starting Point?

After reconsidering the development course of Chinese humanities and social sciences, it is not hard to find that faint problem consciousness and weak feasibility are the prominent problems restricting the development of the humanities and social sciences in our country.

Faint problem consciousness resulted from the problems in this discipline and the particular political as well as social historical causes. Up to the present, some of the humanities and social sciences staffs, therefore, dare not touch these sensitive theoretical problems, not to mention those puzzling social practical problems. They either confine their studies to annotating classical works within the classical system, or just give publicity to the present policies or political ideas. And even in the application discipline or engi-

① Liu Dachun wrote the report. Wang Bolu, Lu Xiuhong, Liu Yongmou, Zhang Xingzhao, Liu Jinyang and Wu Xiaoyan had participated in the discussion and the first draft.



neering discipline of the humanities and social sciences, without a step out of the boundary, they often choose to cater for official wills, avoid the important aspects of the problems and dwell on the trivial ones. Viewing academic conscience as their lives, some scholars with strong responsibility have refused to go with such a trend; instead, they face the practical problems in the society and bravely undergo the theoretical exploration. Pitifully, they cannot obtain an adequate evaluation from the society.

It should be indicated that a problem is both the starting point of researches and the growing point of the development of a discipline. As for the humanities and social sciences, its faint problem consciousness and great distance from the times and social reality is the same as cutting off their development source. Just like water without a source, a tree without a root, their living force will soon dry up.

In the following, in order to highlight the problem consciousness, we would like to rectify a few severest upside-down orientations.

(1) Consciousness of non-systematic standard

We should note that various disciplines in the humanities and social sciences develop quite lopsidedly, and some are really far from people's expectation. This should attribute to both its own limitation and the malpractice of present research system as well as a series of its related systems. But among all sorts of reasons, the limitation of thinking mode, i. e. the negative effect of **"the consciousness of non-systematic standard,"** is an intrinsic factor playing a direct restrictive role.

Because of **the consciousness of non-systematic standard**, people often pay greater attention to the discipline needs from the view of scientific theory or principle. In other words, people are more inclined to conceive the research with a comparatively close and static idea from a narrower perspective. During this process, the concept, category, logic, system as well as knowledge accumulation of the discipline are the main concerns, but the living social reality that constitutes the premise of the discipline development cannot obtain deserved attention, and is even completely neglected. In such a situation, it is hard for academic researches to find problems from the reality, obtain the



enlightenment, and acquire the inspiration in order to keep pace with the times.

With the change of the times and the objective conditions, **the consciousness of non-systematic standard** had gradually shown its negative influence. Especially when this kind of consciousness gradually becomes an unconscious collective “impulse” and when this kind of consciousness brings about such a severe effect that people construct a system for system’s sake and take system as the only goal of the discipline, a kind of scholastic habit will thus come into being. Undoubtedly it will fetter the further renewal and development of this discipline and prevent the humanities and social sciences researches from extending and deepening.

People would doubt the function of theoretical researches if they feel mixed up upon a series of new phenomena and new problems, thus they need some theories to “dispel doubts”, while theories shy away from that. In such a situation, discipline construction and theoretical researches will not obtain the approval, understanding, or support from the public. This is partially the reason why the humanities and social sciences have been long despised by the society.

New problems that appear and come into being in the new period are hard to be completely forced into the established frame of knowledge and concept and be understood and resolved within the previous theoretical system. This does not mean old theoretic systems are not important any more. Instead, no matter how novel those problems may be, they must proceed with the help of some existing concepts, categories and knowledge systems, but not to just stop there. The key lies in that we cannot scholastically treat problems. If we are constrained by **the consciousness of system standard**, the problems raised actually need not any solution and do not constitute true problems at all, for they have known the answers when people bring about them. The superficial jollification only makes academic discussions spin all along.

(2) Non-utility orientation

The market economy encourages people to pursue personal interest. But



before a healthy restraint mechanism has been established in society, it is likely for people to become flippancy and ask for a quick success to overemphasize individual values and personal interests, thus lower the urgent requests of standardization and localization.

Recently some compelling phenomena in academia such as falsification and deception, rough manufacture, plagiarism, skullduggery and so on, are partially the manifesto in the academia of the imperfect market economy system. Under the drive of short-term benefits, some scholars lack sufficient self-discipline, drift with the current, pursue quantity instead of quality, produce frequent dishonorable behaviors, and even become the slaves of money.

We cannot entirely attribute the problems to some individual scholar, however, for the present academic drive system and the achievement appraisal system are craving for a quick success, and the wages, the title, the reward, the housing and other treatments all depend on achievements of scientific researches. Science has become a tool for profits. Such a flippancy attitude seriously ruins the clear and strict academic atmosphere, which changes many people from “being shameful to mention interests” into “linking everything with interests.” It even imports some prevailing social habits into the publication, appraisal and assessment of scientific researches and the title appraisal, such as getting interests through the back door, establishing special private relationships, treating and sending presents and so on. These phenomena have objectively stimulated some people’s consciousness of fame and fortune and induced an impetuous mood, which makes them unwilling to adhere to the lonely scientific researches and give up fame and fortune, and thus brings about academic unjustness and corruption.

Administration of scientific researches is a science. However, in some universities and research institutions, the administrations fulfill their tasks only by urging each department and individual to fill in a pile of forms in each quarter and every year, counting how many articles those departments have published, what prizes they have won, what kind of assignments and how many research funds they have striven for and attained. Then the admin-



istrations will promote somebody's title according to these statistical figures through certain procedures and give more funds to certain departments. Hence, it will be difficult for the humanities and social sciences to obtain great development.

The market economy's encouraging competition contributes a lot to the economic development. Unlike economic activities, scientific researches will inevitably move towards the wrong way if it is controlled by utility and becomes the slave of utility, though it cannot absolutely avoid utility. Especially some researches on fundamental disciplines and significant theoretic topics need researchers' great concentration and loyal devotion. Except for various utilitarian activities driven by economic and political interests, people also need to ponder some problems of non-utility significance to realize a kind of spiritual understanding of the world without any utilitarian goal. It is impossible to talk of social progress and development if there were not any humanities and social sciences staffs pondering. It is hard for the humanities and social sciences to provide such an explicit appraisal basis as natural sciences, and it is hard to show its social effects with figures, if any. Therefore, we cannot simply apply the measure method of engineering to the humanities and social sciences to appraise its achievements. Now the quantification management has penetrated every corner in the humanities and social sciences, which encourages an impetuous academic atmosphere, no wonder some so-called "achievements" become trash the moment they passed the appraisal.

(3) Getting rid of one-sided ideologism

There are two kinds of one-sided views on the relationship between the humanities and social sciences and ideology: One is to mix up the two; the other is to absolutely oppose the two.

Both "the Sea of Thesaurus" and "the Chinese Big Encyclopedia" in our country state that "social sciences belong to the category of ideology" and "ideology includes social sciences". It is too broad to consider the Marxism an ideology. Its world outlook and methodology, general theoretic principles and concept systems are ideologies, but its economics, history studies and sociology are sciences or have established above a reliable scientific founda-



tion.

Classical writers emphasized that social sciences first of all were cognitive activities for truth, whose principal symbol is the pursuit of the scientificity as well as how to make efforts to remove the disturbance of non-scientific factors (including the ideology of reactionary social class). Marx has put forward a request for the value orientation of research subject, namely genuine scholars should have a trait of independent thinking and courage to struggle against outside disturbance and reactionary forces. Marx once said: "Is it not the first duty of the seeker after truth to aim directly at the truth, without looking to the right or left?"^① For a true scholar, it is more important to seek truth merely rather than with any affiliated group or individual factor. Marx thought, "that this kind of person is 'mean', if he wants science to adapt to opinions which was not induced from science (no matter how wrong this science is) but from the exterior, had nothing to do with science and was dominated by external benefits." Marx commended that David Ricardo, an English bourgeoisie economist, was objective in that he could make it if science had asked him to draw a conclusion against his class interest. Obviously, what Marx had emphasized was that the most important task of social sciences was to seek truth as well as to adopt a scientific attitude in the exploration process, namely seeking truth from facts. Marx opposed to turning scientific research into the outcome of outside influence and particularly the ideas of the ruling class's. This reminds us: Never take the ideological standpoint simply as the presupposition of academic ideas. That will inevitably bring many serious problems and false propositions prevailing everywhere and propose problems insincerely, because the way of this kind of inquiry has already implied the answer, and only one answer, which is very likely to hinder people from probing into academic problems.

An important reason why it is difficult to develop normal academic criticism is that the division line has not yet been marked. During "the Great Cul-

^① Karl Marx, Frederick Engels, *Collected Works*, Vol. 1, Moscow: Progress Publishers, 1975, p. 111.



tural Revolution” academic problems were totally regarded as political issues and academic criticism was regarded as that the correct criticized the wrong, the advanced in politics criticized the reactionary in politics. Surely, it is hard to develop normal academic criticism in such a manner.

In the overall, the humanities and social sciences are characteristic both of ideology and of surmounting ideology. If it is completely politicized and unilaterally ideologized, knowledge debate is substituted for value judgment and truth is decided by temporary political needs, academic independence will be severely affected and the humanities and social sciences researchers dare not and are not able to directly propose true problems, which is disadvantageous to the healthy development of this discipline.

It should also be noted that the breeding and growth of new thoughts depends on free academic air and from which the scholar's innovative spirit cannot be parted. Confined to the viewpoint of the academic authority and the power of the political authority, scholars can hardly bring forward any valuable problems or discover significant theoretic and practical problems emerging from the reality. Only by breaking through these restraints and setting up a system which encourages innovation can we establish problem consciousness.

II . Proper Problem-proposing and Response

It requests corresponding transformations in the problem-proposing way and in the response way with the change of problem consciousness.

The question way includes two aspects. One is the problem-proposing way or the way to raise problems, the other is the response way or the way to resolve problems. Proposing valuable problems and accurately resolving problems are both creative activities. They relate to the social historical condition and the theoretical development status of the discipline at that time, and also depend on scholars' factors such as experience, knowledge level, thoughts and ideas, judgment, imagination, creativity and so on.

Presently, the most urgent thing for the development of the humanities