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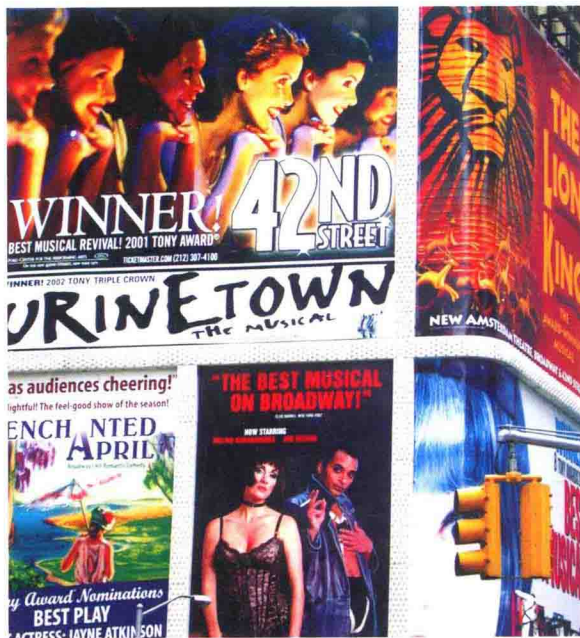


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# 社会科学

## 社会研究导论

[美] 埃尔金·亨特 著  
戴维·科兰德  
第12版



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# 出版说明

培文书系社会科学英文影印系列旨在面向社会科学领域的师生和广大社科爱好者,推介国外社会科学领域经典的和新近的英文原版著作和教材,使我国读者能够接触到原汁原味的第一手资料,以便了解、学习和借鉴国外先进研究成果。

需要重申的是,作者本人的有些观点和结论尚需商榷,有些甚至是不可取的,为此提请读者加以甄别。书中的观点均不代表出版社观点。

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# 前言

社会科学可以有多种路径来讲授。有的课程采取一种全球性的视角,也有的采取人类学、心理学、社会学、历史学的视角来讲授——这里仅举数例。在我看来,尽管每一种关于社会科学课程的个体性视角都有其可取之处,但它们都有一个共同特征以将这门课程与其他课程区别开来。即,其看问题时多样不同的视角都是依赖于一个学者靠其判断力来选择对某一特定问题最有利的视角。这个具有判断力的视角即是社会科学的视角。

社会科学是一门重要的学科。我们的教育体制往往在学生还没有形成一个整体的认识之前就过快地将他们推入专业化的训练——我是指在他们还不清楚自己想去向何方之前就这样做。一旦他们具有了一个全景性的视角,专业化趋势是非常必要的,然而在具有全景视角之前就走向专业化,对学生来说就非常不公平。过早被专业化了的学生来不及发展出这种具有判断力的视角;他们对于学科间的互相关系和协调不够敏感。最糟的情况是,他们沦为其学科信条的奴隶。至好呢,他们还会意识到,对某一问题存在着许多进入的路径,但由于缺乏训练,这使得他们不得不重新起步。而其他学科的知识背景就可以更为有效地帮他们解决难题。

这就是为什么我极力倡导社会科学教育课程的原因。这是学生们在大学里最为重要的一门课。因为在我看来,在专门学科之前上这些课是非常必要的先决条件。通过它能够更好地衡量其他课程。

本书新版中所作的改动即是为了强调这方面的陈述,帮助本书保持适时更新。我已经重写了书评家们认为有必要商榷的部分,并更新了所有的章节。在人类学的一章中,我扩大了关于人类起源的基因和DNA证据的讨论,因为这些比体质方面的证据更为确凿,并且许多这方面的新发现也被报道了出来。在地理学一章,我放弃了关于社区的讨论来节省篇幅,也取消了那些某些读者心目中最为明显的区别性特征。心理学的一章被我更名后,在标题中就将心理学涵盖了进来,以使其内容更易在大纲表中识别出来,我还在此充实了关于防御机制和偏离理论的讨论。宗教的一章则要求有较大的改动;我进一步讨论了伊斯兰教,并陈述了鲁索关于宗教在社会中的角色的比较研究,以此为基础来讨论伊斯兰国家中宗教在创造高效政府时表现出的一系列问题。在这里有趣的是,鲁索预见到,如果宗教不能有效地整合进国家体系,就会对国家造成许多问题。

最大的改动是在政治学和经济学的章节,几乎作了根本性的改动来反映9·11后在政

治和经济方面的新现象。在改动中,我考虑到了因特网信息革命以及包括其作为一部分的更为广泛的技术革命。在这些章节的末尾,我在“有关评论和讨论的一些问题”这一部分中加入更多的基于因特网的问题,并且在“深入研究”的部分中,我用更多的因特网参考文献来替代书本。为了使学生们更容易地找到有关参考文献,我在书中提供了关于因特网引用的链接,这些都可在该书的网站上找到,网址是 [www.ablongman.com](http://www.ablongman.com)。

正如通常的情况那样,本书也受益于书评家和同行,以及那些发 E-mail 给我的学生们。我要特别向凯文·罗伯茨和亨利·福特社区大学的社会科学班致谢,他们指出了最近一个版本里一处由于某些原因在评论和编辑过程中疏漏的错误。我要谢谢他们所有的人。

在这一个新的版本中,我要向这些人致谢:乔治亚州立大学的威廉·M.唐斯博士;俄克拉何马大学的唐·格里芬;杜鲁门学院的琳内尔·凯利;理查德·J.戴利社区学院的埃罗尔·马吉德松;约翰逊·C.史密斯大学的凯瑟琳·蒙蒂松格;瑞丁地区社区学院的拉里·R.斯图基;以及迈阿密-戴德学院的伊丽莎白·特伦塔内利。在过去的几版中,有以下一些评论家要提及:纳瓦霍社区大学的伊曼纽尔·阿波罗苏;代托纳比奇社区学院的维尔·毕比;肯尼索州立大学的约翰·拜内克;圣安东尼奥的德克萨斯大学的托马斯·J.贝洛格;西佛罗里达大学的达拉斯·A.布兰查德;霍华德大学的杜卡姆·博卡热;代托纳比奇社区学院的威廉姆·K.卡勒姆;纽约大学的帕姆·克拉布特里;布雷瓦德社区学院的布鲁斯·唐兰;密西西比洛南的安东尼·道格拉斯;代托纳比奇社区学院的菲尔·A.德里默;韦恩州立大学的 J.罗斯·埃什尔曼;迈阿密-戴德北社区学院的西里尔·弗朗西斯;位于弗吉利亚温切斯特的温切斯特纪念医院的神经诊断实验室的理查德·弗赖伊;哥伦布州立社区学院的朱迪·金特里;迈阿密-戴德社区学院的保罗·乔治;马歇尔大学的查尔斯·F.格鲁德;圣克劳德州立大学(明尼苏达)的吴拉姆·M.哈尼夫;迈阿密-戴的新世界中心的罗伯托·埃尔南德斯;伍斯特大学的查尔斯·E.赫斯特;迈阿密-戴德社区学院的沙伦·B.约翰逊;马里兰大学的肯尼思·C.W.卡迈尔;圣克劳德州立大学的罗娜·J.卡拉西克;莱克城社区学院的 H.D.柯克兰;迈阿密-戴德社区学院的帕特里夏·E.基克斯未勒;密苏里堪萨斯城的 D.R.克莱;哈里·S.杜鲁门市学院的卡西米尔·科托夫斯基;洛德费尔法克斯社区学院的詹姆斯·T.马克莱;威斯康星-拉克罗斯大学的斯蒂芬·麦克杜格尔;密苏立大学的卡伦·米切尔;霍夫斯特拉大学的林恩·穆尔凯;福特·迈尔斯的南佛罗里达大学的罗伊·穆默;棕榈滩初级学院的埃利诺·迈阿特;霍华德大学的小昆廷·纽豪斯;霍华德大学的安妮特·帕尔默;佩珀代因大学的罗宾·佩林;佛罗里达的海兰海岸的约瑟夫·皮尔金顿-达德尔;迈阿密-戴德北社区学院的威廉姆·普赖默斯;棕榈滩社区学院的罗杰·罗利森;柯克伍德社区学院的威廉姆·H.勒斯贝格;俄克拉何马州立大学的丹·塞拉科维奇;波士顿大学的亨利·A.肖克利;迈阿密-戴德社区学院的鲁思·史密斯;迈德加·埃弗斯学院的纽约大学城的沙尔勒内·斯诺登;里奥格兰德大学的巴里·汤普森;里奥格兰德大学的朱迪·汤普森;东北大学的爱德华·乌利亚西;

格伦代尔社区学院的大卫·韦尔斯；莱克城社区学院的 W·M.赖特；堪萨斯大学的诺曼·R.耶特曼；以及乔治·兹戈里茨。

在之前的一个版本的末尾，我附加了一张表格，可供学生们为这本书打分，并为我发回关于如何改进的建议。有一些学生确实这样做了，他们的建议也在这本书的成型中发挥了重要作用。我很高兴地看到，其中许多人对此书持相当积极和肯定的态度，然而仍有少数人攻击此书和本课程。印象最深的是有位学生几乎批评了我的所有章节，他是这样写的：

在您和这门所谓的科学合法化之前，我倒情愿花时间狼吞虎咽，然后大吐特吐。猜想、假说、可能，这些都不属于大学；它们只能归于小学教育。

这位学生显然是读过本书的，因为他说对了：本书不是告诉学生们什么是对的或错的，它仅仅是提供一些猜想、假说和可能。然而，在什么是或不是属于大学这一点上，他却错了。猜想、假说和可能无疑是应该属于大学的，因为到学生们步入大学之时，他们已经足够成熟到能认识到，知识恰恰不是其他，而正是好的猜想，合理的假说，以及合乎逻辑的可能。

自然科学，这个我猜想也许比社会科学更加吸引我的批评者们的科学，普遍采取这样一个立场：大学里的学生们通常在没毕业时都不会成熟，所以一直要到高年级或者毕业班的课程中，自然科学才能显现出所有科学都基于其上的那些可能和合理的假说。

社会科学则不同。在未毕业的大学的水平上，它就能展示出事实和理论。它不告诉你什么是对的，而只是尽量平衡地把观察和理论摆出来，然后由你自己来选择决定。

在此我想感谢编辑助理萨拉·欧文所作的贡献，在帮助我准备本书第 12 版的过程中，他起到了非常有价值的作用。我还要谢谢海伦·赖夫，她帮助完成了这项研究并做了索引工作，另外还要特别感谢帕姆·博登霍恩，他不仅做了研究，更新了问题，还帮助完成了校对。

我还想提到我们的幕后英雄——那些将评论者的姓名和关于改进的意见带给我的推销员们。对任何一家大学出版社来说这些推销员都是核心骨干，在此我要向他们表达谢意。尤其是其中一位推销员值得在此特别一提。在本书的原创作者埃尔金·亨特死后，她为这本书找到了我；她说服我和麦克米兰来做这本书，并且持续提供着无尽的支持和鼓励。这本书过去在麦克米兰被称为“温迪的书”，它现在仍然是温迪的书，即使现下是由 Allyn and Bacon 出版社负责出版。

最后，我还想谢谢我的家人，感谢他们帮助我腾出时间来为本书工作。

D·C·C  
2004 年 1 月



# Preface

Social science is taught in diverse ways. Some courses take a global perspective, some an anthropological perspective, some a psychological perspective, some a sociological perspective, and some a historical perspective—to name just a few. In my view, although each individual social science perspective has something to offer, what distinguishes the social science course is that it looks at problems from as many different perspectives as possible, relying on the scholar's common sense to choose the perspective that is most useful for a particular problem. The commonsense perspective is the social science perspective.

Social science is an important course. All too often our educational system rushes students into specializations before the students have an overall picture—before they know where they want to go. Once they have an overall picture, specialization is necessary, but to specialize before having an overall picture is unfair to students. Students who specialize too early don't develop a commonsense perspective; they aren't sensitive to the interrelationships and resonances among disciplines. At worst, they become slaves of their discipline's approach. At best, they have the wisdom to recognize that there are many approaches to a problem, but their lack of training forces them to recreate the wheel. Knowledge of the other disciplines would have saved them the trouble and been far more efficient.

That's why I am a strong advocate of the social science course. It is one of the most important courses students take in college, and in my view it is a necessary prerequisite to taking courses in specific disciplines. It puts those other courses in perspective.

The changes in this edition have been made to strengthen the presentation and to keep the book current. I have reworked sections that reviewers thought needed work and updated all chapters. In the anthropology chapter, I expanded the discussions of genetic and DNA evidence about origins of humans because this is more definitive than physical evidence, and numerous new findings are being reported. In the geography chapter I dropped the discussion of communities to save space and to eliminate distinctions that some readers thought were almost obvious. I relabeled the psychology chapter to include psychology in the title so that its content is easier to discern in the table of contents. I also expanded the discussion of defense mechanisms and theories of deviance. The religion chapter required major revisions; I expanded the discussion of Islam and presented Rousseau's discussion about the contrasting roles of religion in society in order to form a foundation for discussions of the problems religion is presenting in creating effective governments in Islamic countries. What is interesting about this is that Rousseau foresaw many of the problems that religion could cause for states if it was not appropriately integrated into the state system.



The largest changes were to the political science and economics chapters, which were changed substantially to reflect the new political and economic realities after 9/11. In revising I have also kept in mind the Internet information revolution and the broader technology revolution of which it is a part. I have added more Internet-based questions to the Questions for Review and Discussion material at the end of the chapters, and in the For Further Study sections I have replaced books with more Internet references. To make it easier for students to find Internet references, I have placed links to Internet citations in the book on the book website, [www.ablongman.com](http://www.ablongman.com).

As always, the book benefits from the suggestions of reviewers, colleagues, and students who have e-mailed me. I'd especially like to thank Kevin Roberts and the social science class at Henry Ford Community College, who pointed out an error in the last edition that somehow slipped through the reviewing and editorial process. I'd like to thank them all.

For this edition, I'd like to thank Dr. William M. Downs, Georgia State University; Don Griffin, University of Oklahoma; Lynnel Kiely, Truman College; Errol Magidson, Richard J. Daley Community College; Catherine Montsinger, Johnson C. Smith University; Larry R. Stucki, Reading Area Community College; and Elizabeth Trentanelli, Miami Dade College. Over the last few editions the reviewers have included: Emmanuel Agbolosoo, Navajo Community College; Verl Beebe, Daytona Beach Community College; John Beineke, Kennesaw State College; Thomas J. Bellows, The University of Texas at San Antonio; Dallas A. Blanchard, University of West Florida; Ducarmel Bocage, Howard University; William K. Callam, Daytona Beach Community College; Pam Crabtree, New York University; Bruce Donlan, Brevard Community College; Anthony Douglas, Lornan, Mississippi; Phil A. Drimmel, Daytona Beach Community College; J. Ross Eshleman, Wayne State University; Dana Fenton, City University of New York, Borough of Manhattan Community College; Cyril Francis, Miami-Dade North Community College; Richard Frye, Neuro-Diagnostic Lab, Winchester Memorial Hospital, Winchester, Virginia; Judy Gentry, Columbus State Community College; Paul George, Miami-Dade Community College; Charles F. Gruber, Marshall University; Ghulam M. Haniff, St. Cloud State University (Minnesota); Roberto Hernandez, Miami-Dade New World Center; Charles E. Hurst, The College of Wooster; Sharon B. Johnson, Miami-Dade Community College; Kenneth C. W. Kammeyer, University of Maryland; Rona J. Karasik, St. Cloud State University; H. D. Kirkland, Lake City Community College; Patricia E. Kixmiller, Miami-Dade Community College; D. R. Klee, Kansas City, Missouri; Casimir Kotowski, Harry S. Truman City College; James T. Markley, Lord Fairfax Community College; Stephen McDougal, University of Wisconsin-La Crosse; Karen Mitchell, University of Missouri; Lynn Mulkey, Hofstra University; Roy Mumme, University of South Florida, Fort Myers; Eleanor J. Myatt, Palm Beach Junior College; Quentin Newhouse Jr., Howard University; Annette Palmer, Howard University; Robin Perrin, Pepperdine University; Joseph Pilkington-Duddle, Highland Beach, Florida; William Primus, Miami-Dade North Community College; Roger Rolison, Palm Beach Community College; William H. Rosberg, Kirkwood Community College; Dan Selakovich, Oklahoma State University; Henry A. Shockley, Boston University; Ruth Smith, Miami-Dade Community College; Scharlene Snowden, City University of New York, Medgar Evers College; Barry Thompson, University of Rio Grande; Judy Thompson, University of Rio Grande; Edward Uliassi, Northeastern University; David Wells, Glendale Community College; W. M. Wright, Lake City Community College; Norman R. Yetman, The University of Kansas; and George Zgourides.

At the end of an earlier edition, I included a sheet for students to grade the book and to send me suggestions for improvement. A number of students did this, and their suggestions have played an important role in shaping the book. Most, I'm happy to say, were highly positive, but a few attacked the book and the course. One particularly memorable student flunked me on just about every chapter and wrote the following:

Until you and this so called science become legitimized I'd rather spend time gorging myself and then vomiting. Guesses, hypotheses, maybes, might be's don't belong in college; they belong in elementary school.

That student obviously read the book, because he is correct: The book doesn't tell the student what is right or wrong, and it does report guesses, hypotheses, and maybes. But that student is wrong about what does and what doesn't belong in college. Guesses, hypotheses, and maybes are precisely what belong in college, because by the time students are in college they can be expected to have the maturity to understand that knowledge is nothing but good guesses, reasonable hypotheses, and logical maybes.

Natural science, which I suspect appeals to my critics more than social science, generally takes the position that students mature even later than at the undergraduate college level, and so the natural sciences don't reveal until senior- or graduate-level courses the maybes and the reasonable guesses on which all science is based.

Social science is different. It presents reality and theory as they are at the undergraduate college level. It doesn't tell you what's right. It presents the observations and the theories as fairly as it can and lets you decide.

I would like to acknowledge the contributions of editorial assistant Sara Owen, who played a valuable role in helping me prepare this twelfth edition. I also thank Helen Reiff, who helped with research and did the index, and especially Pam Bodenhorn, who did research, updated questions, and helped with proofreading.

I also want to mention the unsung heroes—the sales reps who came to me with names of reviewers and suggestions for changes. These sales reps are the backbone of any college publishing company, and I thank them. One rep in particular deserves special recognition. After the death of Elgin Hunt, who was the initial author of this book, she recruited me for *Social Science*; she convinced me and Macmillan to do the book, and she continued to provide unending support and encouragement. This book was always known at Macmillan as “Wendy's book,” and it remains Wendy's book, even though it is now published by Allyn and Bacon.

Finally, I want to thank my family for helping me find the time to work on the book.

D. C. C.  
January 2004

# 简明目录

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