

<<社会研究方法（第十一版）（影）>>

图书基本信息

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## <<社会研究方法（第十一版）（影）>>

### 内容概要

您将在教学专家和学术畅销书作者艾尔·巴比(Earl Babbie)的指导下，学习社会科学研究逻辑和技巧，并真正了解量化和质化研究的本质。

作者通过幽默的话语和生动的比喻，特别是当今社会生活中各种触手可及的具体例子，深入浅出地讲解了社会研究的基本过程和各种具体的研究方法，带领初学者在不知不觉间进入社会研究的广阔天地。

社会研究由此注定是一种需要与时俱进的实践。

作为介绍和传授社会研究实践知识和技能教材，本书的一再修订，正是社会研究方法中这种变与不变的特点的体现。

本书主分四部分。

第一部分为社会研究绪论；第二部分介绍社会研究的设计问题；第三部分是对各种具体研究方法的介绍；第四部分介绍各种数据分析和处理方法。

拥有这本讲授研究方法的畅销书，社会科学研究将不再可望而不可及。

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作者简介

作者：(美国)巴比

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## 章节摘录

If you're using quantitative data, present them so the reader can recompute them. In the case of percentage tables, for example, the reader should be able to collapse categories and recompute the percentages. Readers should receive sufficient information to permit them to compute percentages in the table in the direction opposite from that of your own presentation. Describe all aspects of a quantitative analysis in sufficient detail to permit a secondary analyst to replicate the analysis from the same body of data. This means that he or she should be able to create the same indexes and scales, produce the same tables, arrive at the same regression equations, obtain the same factors and factor loadings, and so forth. This will seldom be done, of course, but if the report allows for it, the reader will be far better equipped to evaluate the report than if it does not. Provide details. If you're doing a qualitative analysis, you must provide enough detail that your reader has a sense of having made the observations with you. Presenting only those data that support your interpretations is not sufficient; you must also share those data that conflict with the way you've made sense of things. Ultimately, you should provide enough information that the reader might reach a different conclusion than you did—though you can hope your interpretation will make the most sense. The reader, in fact, should be in position to replicate the entire study independently, whether it involves participant observation among heavy metal groupies, an experiment regarding jury deliberation, or any other study format. Recall that replicability is an essential norm of science. A single study does not prove a point; only a series of studies can begin to do so. And unless studies can be replicated, there can be no meaningful series of studies. Integrate supporting materials. I've previously mentioned the importance of integrating data and interpretations in the report. Here is a more specific guideline for doing this. Tables, charts, and figures, if any, should be integrated into the text of the report—appearing near that portion of the text discussing them. Sometimes students describe their analyses in the body of the report and place all the tables in an appendix. This procedure greatly impedes the reader, however. As a general rule, it's best to (1) describe the purpose for presenting the table, (2) present it, and (3) review and interpret it.

Draw explicit conclusions. Although research is typically conducted for the purpose of drawing general conclusions, you should carefully note the specific basis for such conclusions. Otherwise you may lead your reader into accepting unwarranted conclusions. Point to any qualifications or conditions warranted in the evaluation of conclusions. Typically, you know best the shortcomings and tentativeness of your conclusions, and you should give the reader the advantage of that knowledge. Failure to do so can misdirect future research and result in a waste of research funds. As I said at the outset of this discussion, research reports should be written in the best possible literary style. Writing lucidly is easier for some people than for others, and it's always harder than writing poorly. I again refer you to the Strunk and White book. Every researcher would do well to follow this procedure: Write. Read Strunk and White. Revise. Reread Strunk and White. Revise again. This will be a difficult and time-consuming endeavor, but so is science. A perfectly designed, carefully executed, and brilliantly analyzed study will be altogether worthless unless you can communicate your findings to others. This section has attempted to provide some guidelines toward that end. The best guides are logic, clarity, and honesty. Ultimately, there is no substitute for practice. Going Public Though I have written this chapter with a particular concern for the research projects you may be called on to undertake in your research methods course, you should realize that graduate and even undergraduate students are increasingly presenting the results of their research as professional papers published articles. If you would like to explore these possibilities further, you may find state and regional associations more open to students than national associations are, although students may present papers to the American Sociological Association, for example. Some associations have special sessions and programs for student participants. You can learn more about these possibilities by visiting the associations' websites to learn of upcoming meetings and the topics for which papers are being solicited.

Typically, you'll submit your paper to someone who has agreed to organize a session with three to five papers on a particular topic. The organizer chooses which of the submissions will be accepted for presentation. Oral presentations at scholarly meetings are typically 15-20 minutes long, with the possibility of questions from the

audience. Some presenters read a printed paper , whereas others speak from notes. Inaeasingly , presenters use computer slide shows , though such presentations are stillin the minority. To publish an article in a scholarly journal , you would do well to identify a journal that publishes articles on the topic of your research. Again , the journals published by state or regional associations may be more accessible to student authors. Each journal will contain instructions for submitting ar- ticles , including instructions for formatting your article. Typically , articles submitted to a journal are circulated among three or so anonymous reviewers , who make comments and recommendations to the journal's editor. This is referred to as the "peer review" process. Sometimes manusaipts are accepted pretty much as submitted , some are returned for revision and resubmission , and still others are rejected. The whole process from submission to a decision to publish or reject may take a few months , and there will be a further delay beforethe article is actually published. To meet the costs of publication , a journal will sometimes require that authors pay a small fee on acceptance. Typically , authors receive extra copies of their article called "reprints"-to give to friends and family and to satisfy requests from professional colleagues. This chapter , and indeed this book , has provided what I hope will be a springboard for you to engage in and enjoy the practice of social research. The next time you find yourself pondering the cause of prejudice , or observing a political rally , or just plain curious about the latest trends in television , I trust you'll have the tools to explore your world with a social scientific eye. ....

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