

Map of the Book

Unit	Texts	Reading Skills
<p>Unit 1 Thinking Sociologically P. 1</p>	<p>Text A Introduction: Why Study Sociology? by Leonard Cargan & Jeanne H. Ballantine P. 2</p> <p>Text B The Sociological Imagination by C. Wright Mills P. 19</p>	<ul style="list-style-type: none"> • Scan for main ideas • Identify topic sentences • Identify supporting details
<p>Unit 2 Sociological Investigation P. 23</p>	<p>Text A How Sociology Is Done by Dennis M. Rome P. 24</p> <p>Text B The Importance of Social Research by Earl Babbie P. 45</p>	<ul style="list-style-type: none"> • Identify the structure of the text • Use the subtitles to facilitate reading • Identify supporting details
<p>Unit 3 Communication and Socialization P. 51</p>	<p>Text A The Sounds of Silence by Edward T. Hall & Mildred R. Hall P. 52</p> <p>Text B Final Note on a Case of Extreme Isolation by Kingsley Davis P. 70</p>	<ul style="list-style-type: none"> • Identify the structure of the text • Identify topic sentences • Use context to understand a new word
<p>Unit 4 Organization and Institution P. 77</p>	<p>Text A The Pathology of Imprisonment by Philip G. Zimbardo P. 78</p> <p>Text B Social Institutions P. 94</p>	<ul style="list-style-type: none"> • Understand words and expressions in context • Relate new information to old information • Define the key concepts in the text

Communicative Competence	Critical Thinking	Intercultural Competence
<ul style="list-style-type: none"> • Use topic sentences and supporting sentences to organize your presentation • Illustrate your points with appropriate examples • Communicate constructively in team work 	<ul style="list-style-type: none"> • Identify and examine unfounded assumptions concerning the benefits of studying sociology • Interpret and evaluate claims about sociology • Define key theoretical concepts in sociology 	<ul style="list-style-type: none"> • Explain how one's social environment shapes our values and behavior from a sociological perspective • Understand the common influences globalization has on the lives of individuals of different cultures • Interpret cultural differences from social and historical perspectives
<ul style="list-style-type: none"> • Illustrate your points with evidence such as an example or statistics • Adopt and argue for a perspective in a pro-con debate • Present a written/oral report professionally 	<ul style="list-style-type: none"> • Analyze and improve a research design • Critique opinions with pro and con examples • Examine an issue from different/contradicting perspectives 	<ul style="list-style-type: none"> • Discover cultural differences in university education • Understand different views on homosexuality • Explore the poverty issue in different cultures
<ul style="list-style-type: none"> • Develop a coherent and cohesive oral/written discourse • Use topic sentences, supporting details and concluding sentences in your presentation/essay • Be aware of different styles in communication 	<ul style="list-style-type: none"> • Make inferences and interpretations based on observation and facts • Understand the effects of non-socialization in human society • Evaluate the strengths and weaknesses of personal experience as evidence in argumentation 	<ul style="list-style-type: none"> • Identify similarities and differences in non-verbal communication across cultures • Interpret communication behavior differences from a cultural perspective • Analyze the effects of non-socialization from a cultural perspective
<ul style="list-style-type: none"> • Use idiomatic expressions • Summarize others' points • Be able to use language with accuracy, clarity and discernment 	<ul style="list-style-type: none"> • Distinguish between opinions and facts • Explore implications and consequences of institutionalization • Assess the relationship between individuals and the organizations/institutions they belong to 	<ul style="list-style-type: none"> • Compare traditional and modern ways of organizing life and work • Identify the differences in teacher-student relationships across different cultures • Understand the different characteristics of two social groups (primary and secondary)

Unit	Texts	Reading Skills
<p>Unit 5 Social Change and Modernity P. 101</p>	<p>Text A McJobs: McDonaldization and the Workplace by George Ritzer P. 102</p> <p>Text B The Disneyization of Society by Alan Bryman P. 121</p>	<ul style="list-style-type: none"> • Identify supporting details • List the main arguments, and show how these are organized into a whole • Relate a new concept to something already known
<p>Unit 6 Poverty and Work P. 131</p>	<p>Text A The Uses of Poverty: The Poor Pay All by Herbert J. Gans P. 132</p> <p>Text B The Time Bind: When Work Becomes Home and Home Becomes Work by Arlie Russell Hochschild P. 151</p>	<ul style="list-style-type: none"> • Distinguish between general statements and supporting details • Scan for a global understanding of the text • Define the key concepts in the text
<p>Unit 7 Cyberspace and Human Relations P. 159</p>	<p>Text A Hiding Behind the Screen by Roger Scruton P. 160</p> <p>Text B Monsters in Cyberspace: Cyberphobia and Cultural Panic in the Information Age by Barry Sandwell P. 177</p>	<ul style="list-style-type: none"> • Distinguish between general and specific statements • Define the key concepts in the text • Understand words and expressions in context
<p>Unit 8 Family and Marriage P. 183</p>	<p>Text A Family in Transition by Arlene S. Skolnick & Jerome H. Skolnick P. 184</p> <p>Text B Being Single on Noah’s Ark by Leonard Cargan P. 204</p>	<ul style="list-style-type: none"> • Recognize important terms in the text and understand the author’s argument through them • Use prior knowledge to work out meanings in the text • Reorder or reclassify important information found in the text

Communicative Competence	Critical Thinking	Intercultural Competence
<ul style="list-style-type: none"> • Understand words by contextualizing them • Summarize a long text • Understand the conceptualization of social phenomena 	<ul style="list-style-type: none"> • Recognize the author's theoretical perspective and consider alternative perspectives • Apply the concepts of McDonaldization and McJobs to analysis of actual circumstances • Evaluate the social trend of McDonaldization by weighing positives and negatives 	<ul style="list-style-type: none"> • Identify elements of a Western social trend in Chinese society • Identify and explain how an American cultural phenomenon is localized • Explore how a major global trend impacts Chinese society
<ul style="list-style-type: none"> • Illustrate your points with appropriate examples • Summarize others' points • Use topic sentences, supporting sentences and concluding sentences in your presentation/essay 	<ul style="list-style-type: none"> • Evaluate the logical strengths of the author's evidence and arguments • Identify and critique assumptions behind statements • Use different examples to support different aspects of an idea 	<ul style="list-style-type: none"> • Explore and interpret two definitions of poverty in different social and cultural circumstances • Be aware of cultural and social factors in the division of labor at work and at home • Understand the similarities and differences in gender role expectations and practices between American society and Chinese society
<ul style="list-style-type: none"> • Illustrate your points with appropriate examples • Adopt and argue for a perspective in a pro-con debate • Develop a coherent and cohesive oral/written discourse 	<ul style="list-style-type: none"> • Evaluate the logical strengths of the author's evidence and arguments • Question the author's interpretation of a fact and reinterpret that fact • Clarify the meanings of the key concepts in an article 	<ul style="list-style-type: none"> • Compare ways of cyberspace use between China and Western countries • Explore ways of international cooperation in regulating cyberspace • Evaluate cyberspace as a platform for cross-cultural communication
<ul style="list-style-type: none"> • Use language with accuracy, clarity and discernment • Summarize others' points • Illustrate your points with appropriate examples 	<ul style="list-style-type: none"> • Consider counterexamples to a claim • Analyze the relationship between women's role and family transformation • Clarify the central concept of family and consider the implications of a particular definition 	<ul style="list-style-type: none"> • Be open-minded to different family forms • Understand how the larger American social context shapes the form of family • Compare the family transition in America with that in China

Unit	Texts	Reading Skills
<p>Unit 9 Education P. 211</p>	<p>Text A The Hidden Curriculum— A Teacher’s View by John Taylor Gatto P. 212</p> <p>Text B Education and Inequality by Samuel Bowles & Herbert Gintis P. 230</p>	<ul style="list-style-type: none"> • Distinguish between facts and opinions • Make appropriate inferences about what the author actually means to say • Use context to understand new meanings of familiar words
<p>Unit 10 Religion and Society P. 239</p>	<p>Text A The Protestant Ethic and the Spirit of Capitalism by Max Weber P. 240</p> <p>Text B Felix Rachfahl’s Review of <i>The Protestant Ethic</i>, 1909 by Austin Harrington P. 259</p>	<ul style="list-style-type: none"> • Identify main ideas in paragraphs, multi-paragraph units and the whole text • Understand how specific ideas, paragraphs and larger portions of the text relate to each other and the whole • Understand the text by relying heavily on background knowledge
<p>Unit 11 Urbanization and the Environment P. 269</p>	<p>Text A Alternatives to Sprawl: Shaping Tomorrow’s Cities by Marcia D. Lowe P. 270</p> <p>Text B “Let Them Eat Pollution”—Capitalism and the World Environment by John Bellamy Foster P. 290</p>	<ul style="list-style-type: none"> • Distinguish between general and specific statements • Check and monitor your comprehension • Scan for required information
<p>Unit 12 Deviance and Crime P. 297</p>	<p>Text A The Normalcy of Crime by Randall Collins P. 298</p> <p>Text B The Functions of Crime by Emile Durkheim P. 322</p>	<ul style="list-style-type: none"> • Identify the structure of the text • Identify examples as supporting evidence • Reorder or reclassify important information found in the text

Communicative Competence	Critical Thinking	Intercultural Competence
<ul style="list-style-type: none"> • Understand emotive tones when reading • Illustrate one's points with appropriate examples • Illustrate one's points in a logical, structured manner 	<ul style="list-style-type: none"> • Develop intellectual courage to express unpopular but rationally justified ideas • Analyze and evaluate the author's claims and arguments about the seven hidden lessons • View the issue of hidden curriculum from an alternative perspective and compare different perspectives 	<ul style="list-style-type: none"> • Identify similarities and differences between Chinese and American schooling • Be able to engage in self-reflection about education in China
<ul style="list-style-type: none"> • Build a range of religion- and economy-related vocabulary • Achieve language accuracy through sense relations and word formation • Select language forms appropriate to the topic 	<ul style="list-style-type: none"> • Identify the unstated assumptions in Weber's reasoning and assess their validity • Make interdisciplinary connections between economic and religious studies • Compare and evaluate two opposing propositions 	<ul style="list-style-type: none"> • Be aware of the differences and similarities between Western and Chinese religions • Reinterpret traditional Chinese culture in light of Weber's theory • Explain how the larger religious culture shapes individual life
<ul style="list-style-type: none"> • Illustrate your points in a logical, structured manner • Adopt and argue for a perspective in a pro-con debate • Develop a coherent and cohesive oral/written discourse 	<ul style="list-style-type: none"> • Evaluate the logical strengths of the author's evidence and arguments • Note and reflect on the differences in urban designs across cultures • Use different examples to support different aspects of an idea 	<ul style="list-style-type: none"> • Explore and interpret the differences between city designs across cultures • Analyze the strengths and weaknesses of the Chinese idea and practice of <i>feng shui</i> in comparison with modern science • Understand the different perspectives between developed countries and developing countries concerning environmental pollution and its remedy
<ul style="list-style-type: none"> • Achieve lexical accuracy through contextualization • Draw a diagram to show relations of ideas • Communicate an unfamiliar idea 	<ul style="list-style-type: none"> • Examine the assumptions behind the three general explanations for crime • Generate and assess solutions to certain crimes • Apply explanatory theories to actual cases and evaluate their strengths and weaknesses 	<ul style="list-style-type: none"> • Apply Western theories of deviance to the Chinese context • Compare Japan with the US in terms of crime rates • Evaluate some Japanese cultural concepts in light of intercultural communication

Unit	Texts	Reading Skills
<p>Unit 13 Race and Ethnicity P. 327</p>	<p>Text A Varieties of Asian Americans by Min Zhou P. 328</p> <p>Text B The Souls of Black Folk by W. E. B. Du Bois P. 348</p>	<ul style="list-style-type: none"> • Identify the major claim in multi-paragraph units • Reorder or reclassify important information found in the text • Interpret numerical data
<p>Unit 14 Gender P. 355</p>	<p>Text A On Becoming Male: Reflections of a Sociologist on Childhood and Early Socialization by James M. Henslin P. 356</p> <p>Text B Sex Differences in Moving Up and Taking Charge by Barbara Reskin & Irene Padavic P. 375</p>	<ul style="list-style-type: none"> • Use prior knowledge to work out meanings in the text • Deduce a meaning beyond what the author has stated directly • Extract important points and reorder them in a clear way
<p>Unit 15 Aging P. 383</p>	<p>Text A A World Growing Old by Jeremy Seabrook P. 384</p> <p>Text B The Tragedy of Old Age in America by Robert N. Butler P. 405</p>	<ul style="list-style-type: none"> • Apply background knowledge to the understanding of the text • Deduce a meaning beyond what the author has stated directly • Reorder or reclassify important information found in the text

Communicative Competence	Critical Thinking	Intercultural Competence
<ul style="list-style-type: none"> • Build a range of vocabulary for country names • Develop a coherent and cohesive written discourse • Draw a diagram to show relationships between ideas 	<ul style="list-style-type: none"> • Present numerical data as counter evidence • Explore implications and consequences of the model-minority stereotype • Compare analogous situations: transferring black people's "double consciousness" to Asian Americans 	<ul style="list-style-type: none"> • Understand different generations of Asian immigrants in American society • Compare stereotypes about Asians with stereotypes about Africans • Be aware of the differences between different social communities within a single culture
<ul style="list-style-type: none"> • Achieve lexical accuracy through contextualization • Recognize common idiomatic expressions • Select language forms appropriate to a topic 	<ul style="list-style-type: none"> • Assess the author's analysis by putting it in a larger theoretical perspective • Reflect on the consequences of masculine socialization • Reflect on the socialization experience of the opposite sex 	<ul style="list-style-type: none"> • Compare different socialization experiences between genders • Understand cross-gender communication obstacles • Avoid stereotyping and being stereotyped culturally
<ul style="list-style-type: none"> • Understand words in context • Learn to use idiomatic expressions appropriately • Organize ideas in a logical, structured manner 	<ul style="list-style-type: none"> • Make inferences about some of the author's claims • Generate solutions to the problem of old age • Make interdisciplinary analysis of the aging issue 	<ul style="list-style-type: none"> • Be aware of cross-age or inter-generational differences as part of inter-cultural differences • Understand the aging issue across cultures • Evaluate the impact of globalization on aging

Thinking Sociologically



In modern and postmodern society, no one is an island. Our life and work are closely related to other people's, groups' and organizations', and this affects every aspect of our life. Therefore, everyone should have some fundamental knowledge of sociology, a discipline which probes into the nature and characteristics of the relationship between individuals and society.

In Text A, Leonard Cargan and Jeanne H. Ballantine provide broad and concise ideas about the links between sociology and individuals. You are invited to ponder: What is sociology? Why should we learn sociology? What can we learn from sociology? What work do sociologists do? How is sociology useful to us and to the world? In Text B, the sociologist C. Wright Mills points out the troubles modern individuals face and analyses the relationship between these troubles and our fast changing society. Hopefully, with some sociological imagination, we will be able to develop solutions to some of these problems.

Text A

Introduction: Why Study Sociology?

Leonard Cargan & Jeanne H. Ballantine

- 1 What is this subject called sociology? What will I learn from studying sociology? Why should I take sociology? What work do sociologists do? How is sociology useful to me or to the world? If I major in sociology, what can I do when I graduate? These are some of the questions that may be in the back of your mind as you approach your study of sociology. Perhaps you are reading this because you are curious about the subject, or because sociology is a required course, or because you had sociology in high school and wanted to find out more about it, or because your instructor assigned the book and this article. Whatever the reasons, you will find an introduction to the field of sociology in the discussion that follows.
- 2 What you read in the next few pages will only begin to answer the questions just posed. As you learn more about sociology, pieces that at first seemed fragmentary will start to come together like pieces in a puzzle. These pages provide the framework into which those pieces can be placed to answer the opening question: Why study sociology?

WHAT IS THIS SUBJECT CALLED SOCIOLOGY?

- 3 First questions first: Sociology is the study of people in groups, of people interacting with each other, even of nations interacting in peacetime or war. Sociologists' interests are sparked when they see two or more people with a common interest talking or working together. They are interested in how groups work and in how nations of the world relate to each other. When two or more people are interacting, sociologists have the tools to study the process. It could be a married couple in conflict or a teacher and students in a classroom situation; it could be individuals interacting in a work group, sports teams on a playing field, or negotiating teams discussing nuclear disarmament.

- 4 Sociology shares a common bond with other social sciences. All are concerned with human behavior in society; they share the perspective of the scientific method and some of the same data collection methods to study their subject matter. Sociology is the broadest of the social sciences; its main concern is with predicting human group behavior.
- 5 “That’s a lot to be interested in,” you may be saying. In fact, most sociologists specialize. No one sociologist is likely to be an expert in everything from studies of a few people or small-group interaction (micro-level sociology), to large numbers of people in big groups like organizations or nations (macro-level sociology). Consider the following examples of sociological specializations:
 - Determining the factors that lead to marital longevity;
 - Identifying effective teachers by classroom observation;
 - Examining public attitudes about the Bush presidency and its policies;
 - Locating satisfaction and problems in certain jobs.
- 6 The results of these diverse interests lead sociologists into many different areas. Some sociologists specialize in social psychology, a field that considers such questions as how individuals behave in groups, who leaders are and what types of leaders are effective, why some groups accomplish more than other groups, why individuals usually conform to group expectations, and many other topics involving individuals as functioning members of groups. Another area of specialization is political sociology, which studies political power, voting behavior, bureaucracy, and political behavior of individuals and groups. Anthropology examines the culture of different groups; so does sociology. But the methods of study and primary focus differ. Anthropologists often study preliterate groups, whereas sociologists focus primarily on modern groups. Another area that concerns sociologists is social history, which emphasizes the use of history to understand social situations. These are only a few examples of the diverse interests of sociologists and how sociology shares its interests with some other social sciences.

WHAT WILL I LEARN FROM STUDYING SOCIOLOGY?

- 7 Consider that in some societies premarital sex is not only allowed but expected; in others premarital sex is cause for banishment and death. Even though sociologists like everyone else have personal opinions, the task of the sociologists is not to judge which social attitude is right or wrong but to understand why such divergent practices have evolved. We all have opinions. Usually they come from our experiences, common sense, and family teaching. Some opinions are based on stereotypes or prejudices, some on partial information about an

issue. Through systematic scientific study, sociologists gain insight into human behavior in groups, insight not possible through common sense alone. They attempt to understand all sides of an issue; they refrain from making judgments on issues of opinion, but try instead to deal objectively with human behavior.

- 8 Consider the person who is going through the anguish of a divorce. Self-blame or hostility toward the spouse are often reactions to this personal crisis. Sociology can help us move beyond “individual” explanations to consider the social surroundings that influence the situation: economic conditions, disruptions caused by changing sex roles, and pressures on the family to meet the emotional needs of its members. Thus, sociology teaches us to look beyond individual explanations of our problems to group explanations for behavior; this practice broadens our worldview and gives us a better understanding of why events take place.
- 9 A typical college sociology program starts with a basic course introducing the general perspective of sociology; sociological terminology and areas of study; how sociologists get their information, that is, their methods; and the ideas, or theories, that lay the foundations for sociological study. Further sociology courses deal in greater depth with the major components of all societies: family, religion, education, politics, and economics. The sociology department may also offer courses on social processes such as social problems, deviance and corrections, stratification, socialization, and change; or on other areas of social life such as medical, community, urban, sports, or minority sociology.
- 10 Family sociology, for instance, usually considers the family social life cycle: young people breaking away from their parents’ home, forming a home of their own by selecting a spouse through the courtship process, marrying, selecting a career, making parenting decisions, raising a family, having their children leave home, retiring, and moving into old age.
- 11 Students who major in sociology generally take courses in theory—the basic ideas of the field—and methods—how sociologists approach the social world objectively and do their research. Some sociology departments offer practical experiences where students can use their sociological skills in a job setting.
- 12 These are a few examples of what you will learn from the study of sociology and how you will learn it. There is much more to the field of sociology than this, however.

WHY SHOULD I TAKE SOCIOLOGY?

- 13 Whether you take a number of sociology courses or only one, you will profit in a number of ways. You will gain personal knowledge, new perspectives, skills needed by employers, background training useful in entering other fields, personal growth and development, new perspectives on the world, and a new way of looking at your relations with others and your place in the society. You will gain tolerance for and fascination with the variety of people in the world around you and their cultural systems. You will be able to understand your interactions with your family and friends better; you will be able to watch the news or read the paper with keener perception. You will have an understanding of how to obtain information to answer questions you or your boss need answered. And the more sociology you take, the more ability you will have to express your thoughts logically, objectively, and coherently.
- 14 It is nice to know that the subjects you take in college will have some personal relevance and professional usefulness. Sociology should provide you with a number of “life skills,” such as:
 1. Ability to view the world more objectively;
 2. Tools to solve problems by designing studies, collecting data, and analyzing results;
 3. Ability to understand group dynamics;
 4. Ability to understand and evaluate problems;
 5. Ability to understand your personal problems in a broader social context.
- 15 We know from studies that employers value those applicants with the broad training of such fields as sociology because of the skills they provide. The following are skills employers look for, in order of importance:
 1. Ability to work with peers;
 2. Ability to organize thoughts and information;
 3. Self-motivation;
 4. Ability to plan effectively;
 5. Willingness to adapt to the needs of the organization;
 6. Ability to interact effectively in group situations;
 7. Self-confidence about job responsibilities;
 8. Ability to handle pressure;
 9. Ability to conceptualize problems clearly;
 10. Effective problem-solving skills;
 11. Effective leadership skills;
 12. Ability to listen to others.

- 16 Although a college graduate in engineering, computer sciences, or business may enter the job market with a higher salary, the sociology liberal arts major is more likely to rise through the managerial and professional ranks to positions of responsibility and high pay. Businesses and organizations value the skills listed here. In today's rapidly altering society, many of us will change jobs or careers several times during a lifetime. Sociological skills can help us adapt to the expectations of new situations.
- 17 Because of the knowledge and skills learned in sociology courses, study in this area provides excellent preparation for other undergraduate and graduate fields. From nursing, business, and education to law and medicine, the knowledge of sociology can be applied to a wide variety of group situations. For instance, a current concern of sociologists who study educational settings is what characteristics make schools effective; by singling out certain characteristics, sociologists can make recommendations to improve schools. Teachers and educational administrators profit from this information.
- 18 If we are curious about understanding ourselves and our interactions with others and about why our lives take certain directions, sociology can help us understand. For instance, sociologists are interested in how our social class standing affects how we think, how we dress, how we speak, what our interests are, whom we are likely to marry, what religion (if any) we belong to, and what our "life chances" are, including how long we will live and what we are likely to do in life. Sociologists have even examined how individuals from different social-class backgrounds raise their children, and implications of childrearing techniques for our lifestyles. Some use physical punishment, others moral chastisement, but the end result is likely to be a perpetuation of the social class in which we are born.

WHAT WORK DO SOCIOLOGISTS DO?

- 19 The most obvious answer is that sociologists teach; this is primarily at the higher education level, but high school sociology courses are also offered as part of the social science curriculum. There would be nothing to teach if sociologists were not actively engaged in learning about the social world. Their second major activity is to conduct research about questions concerning the social world.
- 20 Many sociologists work in business organizations, government agencies, and social service agencies. Practicing sociologists are engaged in a variety of activities. Some do family counseling with the whole family group; some conduct market research for companies or opinion polls for news or other organizations; some do surveys for the government to determine what people think or need;

some work with juvenile delinquents, prison programs and reforms, and police; some predict how population changes will affect schools and communities.

- 21 Applied sociologists use their sociological knowledge to help organizations. They assess organizational needs, plan programs to meet those needs, and evaluate the effectiveness of programs. For instance, a community may want to know how many of its elderly citizens need special services to remain at home rather than be moved to nursing institutions. Sociologists assess this need, help plan programs, and evaluate whether programs are meeting the needs they set out to meet.
- 22 The position a sociology major ultimately gets depends in part on the degree he or she holds in sociology. The following are some examples of jobs students have got with a B.A. or B.S. degree: director of county group home; research assistant; juvenile probation officer; data processing project director; public administration/district manager; public administration/health coordinator; law enforcement; labor relations/personnel; police commander/special investigations; trucking dispatcher; administrator/social worker; counselor; child case worker; substance abuse therapist; medical social worker; data programming analyst; activities director at senior citizens center; director of student volunteer program; area sales manager; jury verdict research editor; insurance claims adjustor; employment recruiter; tester for civil service; unemployment office manager; child services house parent; crisis worker volunteer; advertising copywriter; probation officer; travel consultant; recreation therapist; public TV show hostess; adult education coordinator; research and evaluation specialist; neighborhood youth worker.
- 23 Sociologists holding an M.A. or Ph.D. degree are more skilled in sociological theory and methods than B.A. degree holders. They are often involved in research, teaching, or clinical work with families and other clients.

HOW IS SOCIOLOGY USEFUL TO ME AND TO THE WORLD?

- 24 Technology is rapidly changing the world. New policies and programs are being implemented in government and private organizations—policies that affect every aspect of our lives. Because sociologists study social processes, they are able to make concrete contributions to the planning of orderly change. Sociological knowledge can also be useful to legislators and courts in making policy decisions. For example, sociologists can assist a juvenile facility to design programs to help young people convicted of crime redirect their energies; how successful such programs are in achieving their goals can be studied by evaluation research.

8 Reading Critically 3

- 25 In summary, sociology is the broadest of the social sciences and, unlike other disciplines, can give us an understanding of the social world. The knowledge and tools make the student of sociology valuable in a number of settings, from business to social service to government to education. As you embark on this study, keep in mind that sociology helps us have a deeper understanding of ourselves and our place in the world as well.
- 26 Sociology is a study of all people, for all people. To enjoy your encounter with the field and to make the most use of your time in sociology, try to relate the information you read and hear to your own life and relationships with others within the broader context of your social world.

(2,345 words)



Preparatory Work

(1) Micro-level sociology and macro-level sociology are two branches of sociology. The former studies a few people or small-group interaction while the latter studies a large number of people in big groups like organizations or nations. Figure out which of the following research studies are at micro-level and which are macro-level sociology.

- a. Research into the impact of a single-child family relationship on the upbringing of the child
- b. Study of factors leading to high divorce rates in big cities
- c. A social stratification investigation in contemporary China
- d. A poverty alleviation program evaluation in the western region of China
- e. Study of work pressure and its consequences on employees in foreign companies

Micro-level sociology: _____

Macro-level sociology: _____

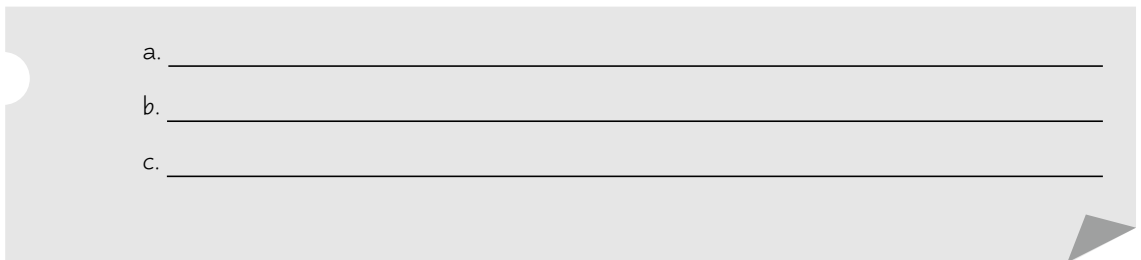
(2) A discipline of knowledge exists in relation to other disciplines. For example, in Para. 6, Leonard Cargan and Jeanne H. Ballantine reveal the similarities and differences between anthropology and sociology. Look up the definitions of the following disciplines and compare them with sociology.

Discipline	Similarities	Differences
Psychology		
Economics		
History		
Demography		

(3) According to the text, sociology deals with a broad variety of topics. Find an English version of sociology textbook in your library and look through the topics covered. Which topic interests you most? Summarize your findings concerning this area of sociology with no more than 200 words.



(4) After skimming the text, you now have some knowledge of sociology. Would you consider a career in sociology? Why or why not? Give at least three reasons.



a. _____

b. _____

c. _____



Critical Reading

I. Understanding the text

1. The following outline will present you an overview of the text. Fill in the blanks of the table to complete the outline.

Part	Para(s).	Main idea
I Introduction	1-2	Key topics to be covered in the main parts
II Defining sociology	3-6	Relationship with other social sciences
III		
IV		
V		
VI Conclusion	24-26	Summary of the usefulness of sociology to individuals and the world

2. Discuss the following questions in pairs.

- (1) What is Cargan and Ballantine's implicit purpose in writing this introduction to sociology?
- (2) What is the intended audience of the essay? Describe the main characteristics of this audience as assumed by Cargan and Ballantine.
- (3) In Para. 7, what do Cargan and Ballantine try to demonstrate as the fundamental nature of sociology?
- (4) According to Cargan and Ballantine, sociology offers "group explanations for behavior" rather than "individual explanations of our problems." How do they illustrate this point? Use your own examples to elaborate the difference between these two approaches.
- (5) In Paras. 14-15, Cargan and Ballantine present two lists skills: one of skills that sociology aims to train us in and the other of skills employers look for. It seems that some of them are repetitive and some are subcategories of others. Could you study them and regroup them into 5 or 6 general categories?

II. Evaluation and exploration

Discuss the following questions in small groups.

- (1) Does the text provide a clear focus in its title “Introduction: Why Study Sociology?”? Why or why not?
- (2) What do you think of the introduction in the text? Is it effective? Why or why not?
- (3) Subtitles are used in this text. Do you think they are necessary and effective? Why or why not?
- (4) In Para. 13, Cargan and Ballantine highlight a long list of benefits of taking sociology. In the following paragraphs, they provide evidence to justify only a few of the assumed benefits. What are those assumed benefits that are left unsupported or unwarranted? How do you evaluate this?
- (5) Cargan and Ballantine conclude that “sociology is the broadest of the social sciences.” What reasons do they give throughout the text to validate this claim? To what extent are you convinced?
- (6) In what respects do you think the study of sociology as defined in this text would contribute to the development of critical thinking?
- (7) What are the methods that sociologists often apply in their research work?
- (8) Functionalism, conflict theory, symbolic interactionism, and utilitarianism are four classical theories in sociology. Do some research online or in your library and find out what each theory basically says and means.



Language Enhancement

I. Words and phrases

I. Select the two best answer choices that, when used to complete the sentence, fit the meaning of the sentence as a whole and produce completed sentences that are alike in meaning.

- (1) My first task, when I applied for a university place at that time, was to _____ whether I should major in anthropology or in sociology since I was interested in both.
- | | | |
|--------------|-----------|-----------|
| A. resolve | B. settle | C. decide |
| D. determine | E. choose | F. judge |
- (2) After a week of hard bargaining, Henry Wilcox _____ a new contract with the sellers.
- | | | |
|-------------|------------------|---------------|
| A. obtained | B. brought about | C. negotiated |
| D. reached | E. transferred | F. converted |
- (3) The history section in most guidebooks is written from the editor's _____, but in this book, the author is an academic historian.
- | | | |
|------------------|---------------|----------------|
| A. impression | B. position | C. perspective |
| D. point of view | E. proportion | F. image |
- (4) Different from Denmark, Canada has a culturally _____ population.
- | | | |
|-------------|--------------|------------|
| A. varied | B. different | C. diverse |
| D. opposite | E. dense | F. sparse |
- (5) Historians try to be _____ when writing about history despite their human foibles.
- | | | |
|--------------|-------------|--------------|
| A. actual | B. personal | C. impartial |
| D. objective | E. hostile | F. resentful |
- (6) In this age of globalization and cross-cultural interaction, large organizations can be slow to _____ change.
- | | | |
|----------|--------------|--------------|
| A. suit | B. modify | C. adapt to |
| D. alter | E. adjust to | F. oppose to |
- (7) People with facial or body piercings should not become the object of ridicule, should not be _____ for unequal treatment. They should be given respect just like anybody else.
- | | | |
|---------------|--------------|----------------|
| A. denied | B. protected | C. singled out |
| D. identified | E. decided | F. determined |

(8) Sociology is a _____ that examines the development, structure, and functioning of human society.

- A. knowledge B. subject C. discipline
D. paradigm E. theory F. methodology

(9) Bureaucracy is a(n) _____ of government administration in which most of the important decisions are taken by state officials, elected or non-elected.

- A. form B. genre C. branch
D. organization E. system F. shape

(10) We should learn to _____ the existence of opinions or behavior that we dislike or disagree with in order to widen our thinking.

- A. oppose B. endure C. allow
D. wipe out E. face with F. tolerate

2. Find definitions for the following words in bold type, paying special attention to how the same word may have different meanings in different contexts.

(1) It's impossible for us to complete the work in a **single** day.

(2) Are you sure that there are no attractive **single** men left in your company?

(3) Who would you **single** out as the most promising student of the year?

(4) It's a miracle that she brought three children up **single**-handedly.

(5) It is very **common** for women to hold managerial jobs nowadays.

(6) United by their **common** desire to win their country's independence, they fought for four years nationwide.

(7) We're now going live to the **Commons**, where the UK Prime Minister is about to make an announcement.

(8) Robinson was **convicted** of the murder of his mother and brother.

(9) The number of **convicts** in this country is so high that there are not more extra prison cells to hold them.

(10) Anna tried to **break** away, but Jack held her tight.

(11) The amount doesn't seem quite so bad when you **break** it down into monthly payments.

(12) The crime scene shows that obviously someone had **broken** in through the bedroom window.

(13) People **broke** off their conversations when Ruth came into the room.

(14) We got married a month before the war **broke** out.

(15) The plane **broke** up in the mid-air just 10 minutes after taking off.

3. Choose a word from the box below, and then use its correct grammatical form and appropriate collocation where necessary to replace the part in bold type in each sentence.

major	refrain	curious	base	interact
conform	engage	specialize	relate	lead

- (1) Going to college is not enough; you also have to **study** the right subjects.
- (2) I've never been **interested in** things that sparkle and shine; I'm more interested in people.
- (3) The way we **communicate with** others and with ourselves ultimately determines the quality of our lives.
- (4) Sociologists are interested in how groups work and in how the nations of the world **connect with** each other.
- (5) I like to **involve myself in** charitable organizations that help children and also young women in need.
- (6) The results of these diverse interests **initiate** sociologists **into** many different areas of client's lives.
- (7) Some sociologists **are good at** social psychology, a field that considers such questions as how individuals behave in groups.
- (8) They consider such questions as why individuals usually **comply with** group expectations, and many other topics involving individuals as functioning members of groups.
- (9) The findings were **founded on** a large survey sample, so are considered to be accurate.
- (10) Sociologists attempt to understand all sides of an issue; they **stop themselves from** making judgments on issues of opinion.

4. Complete the following sentences with words or expressions given in the box below. Change the form where necessary.

break away from	engage in	convict...of	embark on
bond with	focus...on	encounter	involve in
depend on	profit from		

- (1) Sometimes you need to _____ something in order to know how much you need or want it.
- (2) You could accuse us of a lot of things, but you could never _____ us _____ being too conservative!
- (3) Some parents fail to _____ their children.
- (4) Sometimes the R&D Department _____ number-crunching analyses that don't always take the neediest into account.
- (5) He was told that romance may blossom if you _____ an adventure with a woman interested in having an adventure with you.
- (6) A successful man will _____ his mistakes and try again in a different way.
- (7) I wish that the British could be more _____ Europe, not less.
- (8) We should _____ our research _____ the health needs of the population.
- (9) This is a town which _____ heavily _____ the wool industry two decades ago.
- (10) We sometimes _____ people, even perfect strangers, who interest us at first sight, somehow suddenly, all at once, before a word has been spoken.

II. Sentences and discourse

- I. Paraphrase the following sentences. You may need to refer to the context in which they are used.

- (1) As you learn more about sociology, pieces that at first seemed fragmentary will start to come together like pieces in a puzzle. (Para. 2)

- (2) Sociologists' interests are sparked when they see two or more people with a common interest talking or working together. (Para. 3)
- (3) Consider that in some societies premarital sex is not only allowed but expected; in others premarital sex is cause for banishment and death. (Para. 7)
- (4) Through systematic scientific study, sociologists gain insight into human behavior in groups, insight not possible through common sense alone. (Para. 7)
- (5) Sociology can help us move beyond "individual" explanations to consider the social surroundings that influence the situation... (Para. 8)

2. Translate the following sentences into English by using the key words given in brackets.

- (1) 入学时，他选择了化学作为攻读的专业。(major)
- (2) 恐怖主义对许多国家构成了威胁。(pose)
- (3) 在国外留学期间，你一定要多和当地人交流。(interact)
- (4) 部分官员的贪污行为引发了该国民众的抗议活动。(spark)
- (5) 依仗自己对公司的贡献，他与老板讨价还价，续签了更好的合同。(negotiate)
- (6) 16岁时，她发表了平生第一首诗，从此便踏上了漫长的文学之路。(embark)
- (7) 在将中国古典名著《西游记》翻译成德文的过程中，他遇到了不少困难。(encounter)
- (8) 他到英国一个多月后才适应了当地经常下雨的气候。(adapt)
- (9) 贵公司应积极参与政府的环保计划。(engage)
- (10) 十年前，他因抢劫被判刑。(convict)

3. Translate the following selection into Chinese.

The results of these diverse interests lead sociologists into many different areas. Some sociologists specialize in social psychology, a field that considers such questions as how individuals behave in groups, who leaders are and what types of leaders are effective, why some groups accomplish more than other groups, why individuals usually conform to group expectations, and many

other topics involving individuals as functioning members of groups. Another area of specialization is political sociology, which studies political power, voting behavior, bureaucracy, and political behavior of individuals and groups. Anthropology examines the culture of different groups; so does sociology. But the methods of study and primary focus differ. Anthropologists often study preliterate groups, whereas sociologists focus primarily on modern groups. Another area that concerns sociologists is social history, which emphasizes the use of history to understand social situations. These are only a few examples of the diverse interests of sociologists and how sociology shares its interests with some other social sciences. (Para. 6)

4. Put the following paragraphs into the right order to form a coherent passage. Then explain what clues you used to order the paragraphs.

- (1) Troubles occur within the character of the individual and within the range of his immediate relations with others; they have to do with his self and with those limited areas of social life of which he is directly and personally aware. A trouble is a private matter: Values cherished by an individual are felt by him to be threatened.
- (2) In these terms, consider unemployment. When, in a city of 100,000, only one man is unemployed, that is his personal trouble, and for its relief we properly look to the character of the man, his skills, and his immediate opportunities. But when in a nation of 50 million employees, 15 million men are unemployed, that is an issue, and we may not hope to find its solution within the range of opportunities open to any one individual. The very structure of opportunities has collapsed.
- (3) Perhaps the most fruitful distinction with which the sociological imagination works is between “the personal troubles of milieu” and “the public issues of social structure.” This distinction is an essential tool of the sociological imagination and a feature of all classic work in social science.
- (4) Issues have to do with matters that transcend these local environments of the individual and the range of his inner life. An issue is a public matter: Some value cherished by the public is felt to be threatened. An issue, in fact, often involves a crisis in institutional arrangements, and often too it involves what Marxists call “contradictions” or “anachronisms.”

The right order is:



Text B

The Sociological Imagination

C. Wright Mills

- 1 Nowadays men often feel that their private lives are a series of traps. They sense that within their everyday worlds, they cannot overcome their troubles, and in this feeling, they are often quite correct: What ordinary men are directly aware of and what they try to do are bounded by the private orbits in which they live; their visions and their powers are limited to the close-up scenes of job, family, neighborhood; in other milieux, they move vicariously and remain spectators. And the more aware they become, however vaguely, of ambitions and of threats which transcend their immediate locales, the more trapped they seem to feel.
- 2 Underlying this sense of being trapped are seemingly impersonal changes in the very structure of continent-wide societies. The facts of contemporary history are also facts about the success and the failure of individual men and women. When a society is industrialized, a peasant becomes a worker; a feudal lord is liquidated or becomes a businessman. When classes rise or fall, a man is employed or unemployed; when the rate of investment goes up or down, a man takes new heart or goes broke. When wars happen, an insurance salesman becomes a rocket launcher; a store clerk, a radar man; a wife lives alone; a child grows up without a father. Neither the life of an individual nor the history of a society can be understood without understanding both.
- 3 Yet men do not usually define the troubles they endure in terms of historical change and institutional contradiction. The well-being they enjoy, they do not usually impute to the big ups and downs of the societies in which they live. Seldom aware of the intricate connection between the patterns of their own lives and the course of world history, ordinary men do not usually know what this connection means for the kinds of men they are becoming and for the kinds of history-making in which they might take part. They do not possess the quality of mind essential to grasp the interplay of man and society, of biography and history, of self and world. They cannot cope with their personal troubles in such ways as to control the structural transformations that usually lie behind them.
- 4 Surely it is no wonder. In what period have so many men been so totally exposed at so fast a pace to such earthquakes of change? That Americans have not known such catastrophic changes as have the men and women of other societies is due

to historical facts that are now quickly becoming “merely history.” The history that now affects every man is world history. Within this scene and this period, in the course of a single generation, one-sixth of mankind is transformed from all that is feudal and backward into all that is modern, advanced, and fearful. Political colonies are freed; new and less visible forms of imperialism installed. Revolutions occur; men feel the intimate grip of new kinds of authority. Totalitarian societies rise, and are smashed to bits—or succeed fabulously. After two centuries of ascendancy, capitalism is shown up as only one way to make society into an industrial apparatus. After two centuries of hope, even formal democracy is restricted to a quite small portion of mankind. Everywhere in the underdeveloped world, ancient ways of life are broken up and vague expectations become urgent demands. Everywhere in the overdeveloped world, the means of authority and of violence become total in scope and bureaucratic in form. Humanity itself now lies before us, the super-nation at either pole concentrating its most coordinated and massive efforts upon the preparation of World War III.

- 5 The very shaping of history now outpaces the ability of men to orient themselves in accordance with cherished values. And which values? Even when they do not panic, men often sense that older ways of feeling and thinking have collapsed and that newer beginnings are ambiguous to the point of moral stasis. Is it any wonder that ordinary men feel they cannot cope with the larger worlds with which they are so suddenly confronted? That they cannot understand the meaning of their epoch for their own lives? That—in defense of selfhood—they become morally insensible, trying to remain altogether private men? Is it any wonder that they come to be possessed by a sense of the trap?
- 6 It is not only information that they need—in this Age of Fact, information often dominates their attention and overwhelms their capacities to assimilate it. It is not only the skills of reason that they need—although their struggles to acquire these often exhaust their limited moral energy.
- 7 What they need, and what they feel they need, is a quality of mind that will help them to use information and to develop reason in order to achieve lucid summations of what is going on in the world and of what may be happening within themselves. It is this quality, I am going to contend, that journalists and scholars, artists and publics, scientists and editors are coming to expect of what may be called the sociological imagination.
- 8 The sociological imagination enables its possessor to understand the larger historical scene in terms of its meaning for the inner life and the external career of a variety of individuals. It enables him to take into account how individuals,

in the welter of their daily experience, often become falsely conscious of their social positions. Within that welter, the framework of modern society is sought, and within that framework the psychologies of a variety of men and women are formulated. By such means the personal uneasiness of individuals is focused upon explicit troubles and the indifference of publics is transformed into involvement with public issues.

(953 words)

Intercultural Reflection

The following research topics are designed to help you find out more about sociology. Choose one from them, hold a group discussion based on prior independent research, and then prepare a ten-minute presentation or write an essay of 400-500 words.

1. In Text B, Wright Mills argues, “Neither the life of an individual nor the history of a society can be understood without understanding both.” In what sense does this sociological insight shed light on your understanding of intercultural communication?
2. Individuals growing up in different cultures are now increasingly aware of the fact that they are now living in a global village. What are some of the common problems troubling individuals worldwide who have found themselves confronted with this historical transformation?
3. The society in which individuals grow up shapes every aspect of their lives. Compare Chinese society with a Western society (American, British, Australian, Canadian, etc.) in terms of just ONE of the four dimensions: family, school, government, media. Discuss its influence on the values and behavior of Chinese people and Westerners.
4. List the top three values of Chinese culture and American culture. Discuss the root causes of the differences from a sociological perspective.