

Chapter 1

Understanding the Sociological Imagination

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Chapter Summary

Chapter 1 begins by describing the ways that the sociological perspective allows sociologists to see the world. For example, the text points out that Mills' concept of the sociological imagination draws our attention to the connections between events in our personal lives and larger social forces such as the family, "race", and income level. Other concepts include Berger's concept of "seeing the general in the particular" and seeing "the strange in the familiar."

Agency and structure are discussed as concepts that help us understand how we become who we are and why we see the world the way we do. In addressing agency and structure, the text examines how social factors such as minority status, gender, socio-economic status, family structure, and urban-rural differences affect the development of an individual.

The chapter discusses the origins of sociology and notes that three revolutionary events inspired the rise of sociology: the Scientific Revolution, the Political Revolution, and the Industrial Revolution.

Methodological approaches that sociologists use to explore the relationship between the individual and society such as quantitative and qualitative sociology and macro- and micro-sociology are covered in this chapter (examples of early European macrotheorists and early American microtheorists are discussed).

The chapter concludes with a discussion of the differences between Canadian and American approaches to sociology. For example, Canadian sociology is presented as a relatively recent discipline that has four defining features that distinguish it from American sociology. Finally, it is noted that sociology must move beyond Western boundaries: it must be practiced in a global perspective.

Section Summary

The Sociological Perspective

- Sociology is defined as the systematic study of human groups and interaction.
- Sociology is interested in understanding how social forces shape our behaviour (e.g., from what we choose to wear to what major we choose at university, social forces influence our behaviour).

Wright Mills and the Sociological Imagination

- Failing to understand how social forces affect people's lives may diminish a person's ability to understand and solve a given problem.
- Mills distinguished between personal troubles (e.g., getting sick) and social issues (e.g., poverty).

- Quality of mind is Mills' term for one's ability to view personal circumstances within a social context.
- The sociological imagination refers to the ability to understand the dynamic relationship between individual lives and the larger society.
- According to Mills, "cheerful robots" are those people who are unable or unwilling to see the social world as it truly exists.

Peter Berger: Seeing the General in the Particular, and the Strange in the Familiar

- Berger's concept of "seeing the general in the particular" refers to the ability to look at seemingly unique events or circumstances and recognize the general features that are present within them.

Seeing the Strange in the Familiar

- Berger's "seeing the strange in the familiar" involves looking at something that is familiar and treating it as odd to uncover underlying features.
- Understanding Berger's use of the terms general, particular, strange, and familiar is critical to understanding the position of others in society.

What Makes You, You? Engaging the Sociological Imagination

- This section discusses terms such as "agency" (the assumption that we have the ability to alter our socially constructed lives) and "structure" (the network of relatively stable opportunities and constraints influencing individual behaviours).
- As pointed out, social theorists continue to debate on whether or not individuals behave autonomously or as agents of social structure.
- Five social factors can influence a person's self-definition and how we see the world in general; they include minority status, gender, socio-economic status, family structure, and urban-rural differences. For example, identifying with a minority group can affect one as an individual (e.g., positive or negative self-image) and also shape the way one sees the world around them.

Minority Status

- Individuals who belong to a visible minority group face various forms of discrimination.
- By trying to imagine how you would react to the experiences members of a minority group faces, one begins to engage in the sociological imagination.

Gender

- Virtually all societies are patriarchal (male dominated).
- While some women earn more than men, on average, males earn 35 percent more than women.
- Some people continue to believe that our society, however, is equitable. Why?

Socioeconomic Status

- Socio-economic status refers to variables that are used to rank people.
- Ascribed status is defined as the groups and status that we are born into while achieved status refers to the attributes that develop over the course of one's life through their efforts.

Family Structure

- Sociologists have found that better physical, social, emotional, cognitive, and behaviour well-being are connected to higher family income.
- Keeping the above in mind, sociologists are interested in exploring how the families we are born into affect our lives.

Urban-Rural Differences

- Sociologists have been interested in the difference between rural and urban dwellers since the Industrial Revolution.
- Sociologists are interested in how the city or town we grew up in affect the way that we view the world.

The Origins of Sociology

- Many philosophers asked questions about society and the individual's role in the social world.
- Some important philosophers, governors, and writers who thought along these lines include the following individuals:
Confucius (551-479 BCE), Socrates (469-399 BCE), Plato (427-347 BCE), Marcus Aurelius (121-180 CE), Al Farabi (870-950 CE); Saint Thomas Aquinas (1224-1274 CE), William Shakespeare (1564-1616 CE), John Locke (1632-1704 CE), and Ibn Khaldun (1332-1406 CE; Khaldun is often recognized as the first social philosopher that worked from the sociological perspective).
- While philosophers such as Socrates, Aquinas, and Khaldun appear to have used the sociological perspective from time to time, the term "*sociology*" was coined by August Comte in 1838.

Three Revolutions: The Rise of Sociology

- Sociology was a product of three revolutionary events.

The Scientific Revolution

- The work of scientific revolutionaries and the development of the scientific method caused social change. For example, social theorists began to suggest that in the same way that the physical world could be explained through the methods emerging in science, so too could the social world.
- The work of Comte, his Law of Three Stages, positivism and anti-positivism, and qualitative and quantitative sociology is emphasized in this section.

- According to Comte, human thinking has changed overtime. In fact, as Comte argued, as the human mind changed, three different societies emerged. Consequently, the Law of Three Stages proposed that human societies progressed through the theological, metaphysical, and positive stage:
 - The Theological Stage (which spanned the time from our early ancestors to the Middle Ages), within which human thought was characterized by an emphasis upon supernaturalism.
 - The Metaphysical Stage (emerged with the Renaissance and Enlightenment), within which people challenged everything, including the teachings of the Church, what it meant to be human, and argued for the power of the mind.
 - The Positive Stage, which emerged during Comte's lifetime. This final stage emphasized understanding the world through a scientific lens and scientific methods.
- As explained, positivism assumes that there is (1) an objective and knowable reality, (2) sciences will be alike overtime, and (3) value judgments must be avoided in science.
- In contrast to positivism, anti-positivists argue that all knowledge is subjective, and, consequently, (1) the social world cannot be understood through science alone, (2) sciences will not merge overtime, and (3) science is not value free.
- The differences between positivism and anti-positivism generally align with the quantitative and qualitative approaches in sociology, respectively.

The Political Revolution

- This period in history saw massive social upheaval. Society endorsed democratic principles and the authority of the Church diminished.
- The chapter briefly discusses the contribution of thinkers such as Machiavelli, Descartes, Hobbes, Locke, and Rousseau. Each of these thinkers helped promote ideas that emphasized novel ideas such as (a) individual rights, (b) social responsibility, (c) equal opportunity, and (d) democracy. For example:
 - In his work *The Prince* (1513), Machiavelli challenged ideologies and social conventions; consequently, his work was placed on the *Index Librorum Prohibitorum* in 1564. For example, Machiavelli challenged the ideology of the divine right and claimed that anyone could become a prince.
 - Descartes *cogito ergo sum* allowed for the idea that reality could be known through rational reflection alone. Descartes had elevated the status of the individual as a thinking being who are masters of their own destiny.
 - Hobbes underscored that humans have two primary passions (fear of death and the desire for power). Self preservation is part of human nature, and in an effort to avoid a war of all against all we entered a collective agreement that aims at long-term stability.
 - Locke asserted that humans are born *tabula rasa*; consequently, all knowledge is the result of human experience.

- Rousseau challenged the nature of social life. He claimed that while we were originally self-centered, we began to recognize the benefits of cooperation and agreed to a social contract.

The Industrial Revolution

- The Industrial Revolution changed virtually every aspect of life. Changes ranged from the structure of the family, how people made a living to people's thoughts and dreams.
- While humans have undergone significant changes in our economy (e.g., the transition from gathering and hunting societies to agriculture) that shaped social structure and technologies, the technologies that emerged during the Industrial Revolution inspired profound social change.
- The Industrial Revolution led to urbanization, capitalism and global trade, and with these changes, new social problems emerged. Understanding the changes and new social problems were at the heart of early sociology.

Macro- and Microsociology

- Macrosociology is the study of groups and/or large social structures.
- Microsociology investigates individual and small group dynamics.

Early European Macrotheorists: Marx, Durkheim, and Weber

- Marx emphasized that—in capitalist societies—human relationships are based upon an imbalance of power and resources. Competition and the accumulation of wealth have led to conflict within human society.
- In contrast to Marx, Durkheim emphasized people's desire to work for collective benefit and stability in society.
- Weber discussed a tendency of society to become more rationalized and efficient overtime. Rationalization, however, shapes human behaviour such that they act like machine and may develop the inability to reflect and appreciate the larger social world around them.

Early American Microtheorists: Mead, Cooley, and Blumer

- Mead argued that the individual mind was a product of communication and social interaction. Keeping this in mind, Mead emphasized the role of individual factors is shaping human experience rather than, say, social class. This approach became known as symbolic interactionism.
- Cooley emphasized how we come to define ourselves by imagining how others perceive us.
- Blumer coined the term symbolic interactionism, brought attention to the discipline of sociology, and analyzed how people created a sense of self.

Sociology in Canada

- American sociology has dominated sociology because of the country's size and the sheer amount of sociology programs available in the USA.
- The first department of sociology was established at McGill University in 1924.

Four Defining Features

- There are four features of sociology that distinguish it from sociology in the United States.
- Four defining features of Canadian sociology are (1) Geography and regionalism, (2) a focus upon political economy, (3) Canadianization movement, and (4) a radial nature in comparison to American sociology.

Early Canadian Sociologists

- Annie Marion MacLean who conducted research through a large scale survey, one of the first of its kind in Canada.
- Sir Herbert Brown Ames applied statistical analysis to document poverty and slums in Montreal.
- Carl Dawson contributed to the development of sociology by co-authoring an introductory sociology textbook was adopted for more than 20 years across North America.
- Harold Adams Innis examined the role media and its biases played in influencing society.
- Aileen D. Ross examined gender roles among nurses and within business.
- S.D. Clark wrote many books on the political and economic landscape of Canada.
- Helen Abell discussed the effects of modernization upon farming, farmers, and their families and drew attention to the contribution of farm wives to both the public and policymakers.
- Kathleen Herman played a strong role in supporting women's rights through the Royal Commission on the Status of Women.
- John Porter investigated equality in Canada and challenged the idea that Canada was a classless society without barriers in his famous work: the Vertical Mosaic.
- Ruth Rittenhouse Morris's work revolved around abolishing the penal system in favour of an alternate justice system. Her interests lie in the elimination of racial discrimination and justice.

Sociology in a Global Perspective

- Sociology in global perspective looks beyond our history and geographic borders and examines the dynamic forces of globalization.
- Globalization is defined as a worldwide process that involves the production, distribution and consumption of goods ranging from those within technology to politics.
- Sociology's interests lie in discovering how the process of production, distribution, and consumption of technological, political, economic, and socio-cultural goods and services affects society and human behaviour.

Preconception Survey

- True** or False Many people fail to realize how social forces shape our lives.
- True or **False** The term "quality of mind" refers to a person's intelligence or level of education.
- True or **False** It is clear that individuals always behave autonomously.
- True or **False** There are few differences if any between American and Canadian sociology.
- True** or False Events in other parts of the world influence the lives of Canadians.

In-Class Discussion Questions

Opportunities for Discussion from End-of-Chapter Material

1. What is the sociological perspective? By asking students to devise examples to teach / explain the sociological perspective to their roommate, you will be able to assess whether or not students are able to make meaningful connections between individuals and society.
2. By asking about formal education and the possession of quality of mind, you will be able to elaborate on the idea that quality of mind is nothing to do with intelligence or one's level of education, but rather the ability to view personal circumstances within a social context.
3. A discussion of agency will help students understand that while individuals may have the ability to alter personal circumstances, there are a variety of structure that limit individual agency such as laws, occupation, and minority status.
4. A discussion about the similarities between micro- and macrosociology will provide students with an opportunity to compare and contrast the differences between these two levels of sociological analysis.

Small Group Exercises

For these exercises, break the class into appropriately sized groups, depending on the exercise and/or class size; then, assign each group a question. Once students have completed the assignment, the students will report their ideas to the class. The pedagogical point behind this exercise is: (1) to allow the students a different forum to engage in thinking and (2) to apply the concepts of the chapter to everyday life.

1. Divide your class into equal groups. Request that each group take one facet of everyday life (an article of clothing, a product that the students use often, an electronic device, a textbook, etc.) and attempt to understand it through the lens of the sociological imagination.

When each group presents their results to the class, emphasize the relationship between personal troubles and social issues.

2. Provide each group of students with a newspaper article that discusses something that most would consider a personal trouble, for example, homelessness or poor grades. Request that each group think about how this ostensibly 'personal' trouble is a social issue.

Once each group has completed their task and has reported to the class, emphasize the ways that the personal and social are interconnected.

3. Provide the class with a simple case study, something from YouTube or an article. Divide the class into 6 groups. One group will represent the perspective of Marx, while the other five will represent Durkheim, Weber, Mead, Cooley, and Blumer. Ask the students to consider how the theorist they have been assigned would understand the case study that you just provided.

Do not focus on the theoretical depth of understanding, but try to encourage your students to understand the difference between macro- and micro-approaches.

Think-Pair-Share Exercise

Direct the students to work in pairs and take turns asking and answering the following questions. For example, Student A asks Student B question 1; Student B answers question 1, then asks Student A question 2, and so on. Give the students five minutes to form answers to each question, then ask the questions of the class, and choose students to share their answers with the larger group. The purpose of this activity is to focus the students' attention on their own experiences, as well as to improve their listening and reporting skills. Tell the students before they begin the exercise that they may be called upon afterwards to report, orally, to the rest of the class, their partner's answers. When conducting the group discussion at the end of the activity, be sure to phrase your question in this manner: "Jerry, how did Elaine say her personality has changed over her life course? What sort of events created these changes?"

1. Are there any personal troubles that you think are completely unrelated to social issues? What are they? What do you think would be a difficult, but familiar, situation to view as strange?

2. Are you in a post-secondary institution because of your ascribed or your achieved status? How are they related? Once you successfully complete your degree, and become successful in your career, what will you say is the source of your success: ascribed or achieved characteristics?
3. How do you experience globalization? Provide examples of that illustrate how technology, politics, economics or culture affects your behaviour.

Essay Questions

1. By referring to one or more of the variables discussed in the text (viz., gender, socio-economic background, sexuality, "race", religion, and age, assess your privilege. In addressing this question, you will specifically address how these factors have contributed to or limited your privilege.

ANSWER

- Answers to this question will vary considerably; however, each student should demonstrate a clear understanding of their privilege, or lack thereof, based on social, physical, and psychological characteristics.
2. Identify the three revolutionary events that led to the emergence of sociology as a discipline. Note how these revolutions facilitated the sociological perspective.

ANSWER

- Answers to this question should provide a complete discussion of the Scientific Revolution, the Political Revolution, and the Industrial Revolution.
- The Scientific Revolution discussion should include:
 - Despite the Church's resistance, the insights of thinkers like Galileo and Newton became widely accepted.
 - Comte believed the techniques used in the physical sciences could be applied to the social world.
 - Comte's Law of Three Stages represents his attempt to explain how advances of the mind created three different types of societies. The first stage was the Theological Stage. During this stage religion explained that the world and human society was an expression of God's will. The second stage was defined as the Metaphysical Stage. Comte thought that people shifted their focus away from religion and emphasized an understanding of truth that was based upon philosophy and the use of reason. According to Comte, during the Positive Stage, the final stage, the world would be understood through a scientific lens.
- The Political Revolution discussion should include:
 - Renaissance thinkers such as Machiavelli, Descartes and Hobbes challenged social conventions and inspired new ways of understanding the social world.

- Locke asserted that ideas are not innate and that all knowledge is the result of experience.
 - Machiavelli claimed that nobility was not a birthright.
 - All the thinkers in this revolution promoted new ideas about individual rights and social responsibility, equality of opportunity, and the political ideology of democracy. In the end, these ideas transformed how people saw themselves, each other, and lead to critical discussion and reflection about society and social change: sociology emerged within this intellectual milieu.
 - The Industrial Revolution discussion should include:
 - The Industrial Revolution changed almost every aspect of human life. For example, how we work, play, relate to one another in families, and even our dreams and aspirations changed because of the Industrial Revolution.
 - During this revolution, people moved from a primarily rural economy to an urban economy, which caused significant social upheaval.
 - Because of the changes brought about by the Industrial Revolution, sociology emerged as a way to understand and explain the upheaval in people's lives and society.
3. Choose a general research topic (e.g., the family) and explain how a macro-sociologist and a micro-sociologist would each approach the topic.

ANSWER

- Research topics chosen will vary by student; however, each answer ought to emphasize the fact that a macrosociology examines the "big picture" first and individuals second while microsociology examines individuals first and the "big picture" second. As such, a macrosociologist would examine and emphasize the larger social forces at play in a given research area, while the microsociologist would examine individual attitudes and behaviours.

Assignments

Insights and Opportunities for Discussion of the Theme Boxes

Box 1.1 – The Sociological Imagination

- This box will allow the instructor to explore C. Wright Mills' life and contribution to the sociological perspective. It provides a platform to discuss, in greater depth, some of Mills' works that "shook up and energized the gray flannel 1950's and gave grounding and voice to the radicals of the 1960's," but one could also use the work to explore how Mills life influenced his theoretical perspectives.

Box 1.2 – Why Should We Care?

- This box discusses the practice of honour killing and some of the commonsense ideas that some Canadians share about the practice and challenges the notion that these murders strictly occur in Muslim cultures.
- Sociologically, the box asks students to understand that the murders are a part of a pattern of violence that exists with Middle Eastern, South Asian, and North American societies.
- This box will allow you to explore how religious, social, and cultural factors and attitudes towards women influence human behaviour all around the world.

Box 1.3 – Homelessness and Crime

- Among other things, Box 1.3 provides an opportunity to explore the agency versus structure debate as well as develop a sociological imagination. To be sure, this box asks students to consider some of the personal problems youth face and how they are connected to larger social problems.
- The box asks students to reflect on the forces that send youth into the streets. Further, the box explores how crime and homelessness among youth are connected. For example, why do variables like a lack of shelter, lack of proper nutrition, and joblessness lead to criminal activity?
- It is important to ensure that your students understand the way that crime is presented as a seemingly personal decision (agency), but can be viewed through a sociological lens that emphasized the role structure plays in shaping social behaviour.

Box 1.4 – Issues in Global Context

- Box 1.4 summarizes the circumstances that led to the Rwandan genocide. It also reflects on the changes that have taken place since 1994.
- In asking the question, "why has this tragedy received virtually no media coverage until it was over", you open the class to a discussion of race, ideology, representations of Africa, and international poverty.
- In addition, the box can be used to discuss media bias, and the history of sociology in Canada (viz., the work of Harold Adams Innis).

Going Beyond the Classroom

Encourage your students to think about active citizenship through involvement with, or support of, these groups:

- Students should consider joining a group that aims at ending global poverty such as Oxfam. (This group challenges global poverty and injustice, and has a Canadian chapter).

- Students can begin to understand the issues that people face within their own communities by volunteering at organizations that combat homelessness and poverty (e.g., breakfast programs, soup kitchens, or elderly care facilities).
- Amnesty International addresses a variety of issues that people face around the world. By getting involved with Amnesty International, students might have the opportunity to help address social problems such as discrimination.

Probing Questions to Facilitate Students' Sociological Imaginations

1. If most of the world's resources are in the hands of only a few people, why are we all implicated in global inequality?
2. How is the post-secondary institution that you are enrolled in strange? What sorts of things are in your post-secondary institution done to make it seem familiar?

Post-Lecture Survey

Thinking about the in-class lecture or lectures on Understanding the Sociological Imagination:

1. Do you feel that the material in this chapter was covered in an accessible and understandable way?
2. Was the lecture on this topic too fast, too slow, or just right?
3. Do you feel that the lecture(s) added to your understanding of this material?
4. How would you improve the presentation of this material in class? Be as specific as possible.
5. What examples from the lives of students could have been used in class to teach the material in this chapter?

Suggestions for Local Guest Lecturers

- An individual who can provide insight into the connection between personal troubles and social issues can be invited to discuss how they were limited / affected by social circumstances. Guests might include someone who was previously homeless.

- Invite a psychologist who works with people who have either committed or attempted suicide could discuss some of the links between personal troubles and social issues.
- Ask a criminologist or law enforcement officer to discuss how crime, which is usually seen as a personal choice, can be linked to larger social problems.

Keeping It Fresh: Ideas for the Experienced Instructor

1. Create a lecture based upon Peter Kaufman's (1997)¹ article, Michael Jordan Meets C. Wright Mills. In this lecture, you will apply the sociological imagination to an everyday object. You might want to choose an object that exemplifies the global flow of power. For example, you could choose a coffee mug and talk about how it locates you in the history of coffee; such a topic would demonstrate how a personal issue—drinking coffee—could be understood as related to a public problem.

Drawing on Kaufman, you can structure your lecture as follows:

Step One: Description

- In the first step, ask students to describe the object.
- What is the object under consideration?
- How would you describe it in detail?
- What do you call it?

Step Two: Local Analysis

- Ask students what the object means in the context of their social reality. Emphasise their connection to their own biographies
- How does the object relate to other aspects of social life?
- How is it used?
- How is it bought and sold?
- Who buys it and sells it?
- In what context does it exist?
- Who benefits from it?
- Who suffers because of it?
- How does it directly relate to your life?

Step Three: Global Analysis

- Request that students consider the perspective of individuals from other cultures.
- Does this object exist in other countries? How is it used?

¹ Kaufman, P. (October 1997). Michael Jordan Meets C. Wright Mills: Illustrating the Sociological Imagination with Objects from Everyday Life. *Teaching Sociology* 25 (4), 309-314.

- How is this use different than its use in Canada?
- Is it altered in any way when used elsewhere?
- Does it affect life on the planet in any significant way?
- Where and how is it made?

Step Four: Historical Analysis

- What are the historical aspects of the object?
 - When did the object come into existence?
 - Why did it appear at this time?
 - How has the object changed over time?
 - What other aspects of social life have changed because of this object?
 - How has your use of this object changed over time?
 - What will this object be like in the future? Will it still exist?
2. A second lecture that might illuminate the themes of this chapter would take any example of a phenomenon that is assumed to be psychological and explore how it is linked to social issues. For example, Post-traumatic Stress Disorder in soldiers returning from war, binge-drinking on skid row, or suicide all offer opportunities to compare and contrast psychological versus social issues.

For example, Christopher Hauch (1995)² explored the problem of binge drinking on skid row in Winnipeg, Manitoba. Working from the structure of his article:

Step One:

- You can ask students to explain why they think people who live on skid row binge drink from common sense, psychological, economic, health, and sociological perspectives.

Step Two:

- Once a list of explanations has been written on the board, you can ask students if all of the explanations adequately explain why people on skid row binge drink. For example, some students might have noted that binge drinking is the result of one failing to be socialized properly. "They do not understand the value of money and have the inability to plan for the future." Ask students if this explanation holds true in all instances? In other words, do all people on skid row fail to understand the value of money? Encourage your students to be critical of the explanations that they have provided.

² Hauch, C. (1995). Reciprocity on Skid Row. In J-L., Chodkiewicz (ed), *Peoples of the past and present: Readings in Anthropology* (pp. 295-302). Toronto: Harcourt Brace.

Step Three:

- In the end, students should think about how binge drinking creates alliances, solidarity and secures resources for the future—one might draw upon Marcel Mauss' book, *the Gift*. Following Hauch (1995, p. 301), help students adopt a perspective within which "binges" are seen as "adaptive responses to . . . the problems on skid row." As argued by Hauch (1995), they are shrew investments that redistribute wealth, create alliances and solidarity, and help one plan for the future.
3. A third lecture highlighting the sociological imagination could review a local issue from the sociological perspective. For example, in your town/city is there a "problem" with homelessness? Is there a clear socioeconomic division in your community? If so, what social indicators might you explore to show your students the difference that money makes?

Annotated Resources

Web Resources

<http://www.sociological-imagination.org/>

This website was produced and is maintained by a group who believe in the moral benefits of Mills' sociological imagination. The site includes various manifestos, discussions about examining the problem of terrorism through the sociological imagination, and critiques of science.

<http://www.britisoc.co.uk/WhatIsSociology/>

This webpage for the British Sociological Association has several important links, including: studying sociology, the origins of sociology, and sociology links.

Videos

(2002). *Exploring Society: Introduction to Sociology*. Dalla: LeCroy Center for Educational Telecommunications.

This series of films uses situations to dramatize the human conflicts at the core of all sociological issues. Of specific relevance to this chapter are the first three films: (1) Why sociology? (2) Sociological Perspectives, and (3) Sociological Inquiry.

Dooley, John. (2004). *An Age of Revolutions*. Princeton: Films for the Humanities & Sciences.

This program examines how the French and Industrial Revolutions altered Europe in the 18th and 19th centuries. The French Revolution spread anti-royalty sentiment and increased awareness of the ideals of democracy throughout the continent. The Industrial Revolution promoted the middle class and turned Europe into an urbanized, industrial society. Karl Marx published his Communist Manifesto, and in doing so laid the groundwork for the Russian Revolution, and the later European socialist movement."

(1970). *The Industrial Revolution in England*. Cambridge: Encyclopædia Britannica Films.

This film describes rural England prior to the industrial revolution, explaining that most manufacturing was carried on in the home. It also discusses how the development and improvement of the spinning jenny, the power loom, and the steam engine changed nineteenth-century England into the workshop of the world.